

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

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

Return to: Lisa DuBois
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

Boys & Girls Clubs of the Cedar Valley

County: Black Hawk		Amount Requested: \$171,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Chuck Rowe, CEO		Grant Contact/Project Director: Jill Krall	
Agency Name: Boys & Girls Clubs of the Cedar Valley		Agency Name: Boys & Girls Clubs of the Cedar Valley	
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Is this an application for a continuation grant? (Check yes or no):

Yes

No

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation 65
- Private For-Profit Organization
Number of years in operation

Enter Federal Employer ID Number: <u>42-6083723</u> OR Enter School District Code _____
(If applicable) Enter Child Care License #: _____

REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in *schools designated in need of assistance (SINA)* under Title I (Section 1116). *5 additional points awarded*

Documentation: DOE Spreadsheet attached.

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

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

Documentation: Signature of Waterloo Community School District Superintendent and East High School Principal.

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

District	District Name	School	School Name	10-11 Participation Math	10-11 Participation Reading	10-11 AMO Math	10-11 AMO Reading	10-11 Other Academic Indicator
5184	Perry Comm School District	0209	Perry Middle School					
5184	Perry Comm School District	0412	Perry Elementary			SINA-2	SINA-5	
5250	Pleasant Valley Comm School District	0209	Pleasant Valley Junior High School			SINA-3	Delay-5	
5256	Pleasantville Comm School District	0209	Pleasantville Middle School			SINA-2	SINA-4	
5310	Postville Comm School District	0409	Cora B Darling Elementary/Middle School				Delay-1	
5463	Red Oak Comm School District	0209	Red Oak Middle School			SINA-2		
5463	Red Oak Comm School District	0445	Washington Intermediate School			SINA-2	Delay-2	
5508	Riceville Comm School District	0109	Riceville High School				Delay-1	
5616	Rockwell-Swaledale Comm School District	0209	West Fork Middle School				SINA-2	
5742	Sac Comm School District	0209	East Sac County Middle School				SINA-2	
5805	Saydel Comm School District	0209	Woodside Middle School			SINA-1		
5877	Sergeant Bluff-Luton Comm School District	0418	Sergeant Bluff-Luton Middle School			SINA-5	SINA-2	
5994	Sibley-Ocheyedan Comm School District	0209	Sibley-Ocheyedan Middle School				SINA-1	
6035	Sioux Central Comm School District	0218	Sioux Central Middle School				SINA-1	
6039	Sioux City Comm School District	0118	East High School			SINA-1	SINA-1	
6039	Sioux City Comm School District	0136	North High School			Delay-4	SINA-4	
6039	Sioux City Comm School District	0145	West High School			SINA-7	SINA-6	
6039	Sioux City Comm School District	0209	East Middle School			SINA-5	SINA-7	
6039	Sioux City Comm School District	0220	North Middle School			SINA-6	SINA-3	
6039	Sioux City Comm School District	0227	West Middle School			SINA-3	SINA-3	Delay-1
6039	Sioux City Comm School District	0418	Bryant Elementary School			SINA-6	SINA-7	SINA-1
6039	Sioux City Comm School District	0454	Emerson Elementary School			SINA-2		
6039	Sioux City Comm School District	0463	Everett Elementary School			SINA-1	SINA-1	
6039	Sioux City Comm School District	0517	Hunt Elementary School			SINA-2	SINA-2	
6039	Sioux City Comm School District	0526	Irving Elementary School			SINA-1	SINA-1	
6039	Sioux City Comm School District	0539	Leeds Elementary School			SINA-3	SINA-1	
6039	Sioux City Comm School District	0553	Longfellow Elementary School			SINA-1	SINA-1	
6039	Sioux City Comm School District	0580	Riverside Elementary School			SINA-1	SINA-2	
6039	Sioux City Comm School District	0589	Roosevelt Elementary School				Delay-2	SINA-1
6039	Sioux City Comm School District	0598	Smith Elementary School			SINA-2	SINA-2	
6039	Sioux City Comm School District	0634	Whittier Elementary School			Delay-2	SINA-1	
6098	South Tama County Comm School District	0109	South Tama County High School			SINA-2	SINA-1	
6098	South Tama County Comm School District	0209	South Tama County Middle School			SINA-3	SINA-3	
6098	South Tama County Comm School District	0439	South Tama County Elementary School			SINA-4	SINA-3	
6101	Southeast Polk Comm School District	0109	Southeast Polk High School			SINA-3	SINA-3	
6101	Southeast Polk Comm School District	0209	Southeast Polk Junior High School			SINA-3	SINA-6	
6101	Southeast Polk Comm School District	0454	Clay Elementary				Delay-1	
6091	Southern Cal Comm School District	0109	Southern Cal Jr-Sr High				SINA-1	
6102	Spencer Comm School District	0209	Spencer Middle School				SINA-5	
6102	Spencer Comm School District	0409	Fairview Park Elementary School				Delay-1	
6102	Spencer Comm School District	0436	Lincoln Elementary School					
6120	Spirit Lake Comm School District	0209	Spirit Lake Middle School			SINA-2		
6219	Storm Lake Comm School District	0109	Storm Lake High School			Delay-1		
6219	Storm Lake Comm School District	0209	Storm Lake Middle School			SINA-4	SINA-6	
6408	Tipton Comm School District	0209	Tipton Middle School			SINA-2	SINA-7	
6417	Titonka Consolidated School District	0172	Titonka Middle School			Delay-1	SINA-1	
6536	Union Comm School District	0109	Union High School				SINA-1	
6536	Union Comm School District	0250	Union Middle School				SINA-2	
6579	Urbandale Comm School District	0209	Urbandale Middle School			SINA-3	SINA-3	
6579	Urbandale Comm School District	0427	Karen Acres Elementary School				SINA-1	
6651	Villisca Comm School District	0109	Villisca Community High School				SINA-1	
6660	Vinton-Shellsburg Comm School District	0109	Vinton-Shellsburg High School				SINA-1	
6660	Vinton-Shellsburg Comm School District	0209	Vinton-Shellsburg Middle School			SINA-2	SINA-3	
6660	Vinton-Shellsburg Comm School District	0421	Shellsburg Elementary School			Delay-2	Delay-4	
6700	Waco Comm School District	0409	Waco Elementary School				Delay-2	
6759	Wapello Comm School District	0209	Wapello Junior High School				SINA-1	
6768	Washington Comm School District	0209	Washington Junior High School				SINA-2	
6768	Washington Comm School District	0409	Lincoln Upper Elementary School				SINA-1	
6768	Washington Comm School District	0418	Stewart Elementary School			SINA-3		
6795	Waterloo Comm School District	0109	East High School			Delay-2	Delay-2	
6795	Waterloo Comm School District	0118	West High School			SINA-7	SINA-4	
6795	Waterloo Comm School District	0127	Expo Alternative School			SINA-6	SINA-7	
6795	Waterloo Comm School District	0200	Bunger Middle School			SINA-5	SINA-5	
6795	Waterloo Comm School District	0213	Central Middle School			SINA-3	SINA-3	
6795	Waterloo Comm School District	0215	Hoover Middle School			SINA-7	SINA-7	
6795	Waterloo Comm School District	0218	George Washington Carver Academy			SINA-6	SINA-5	
6795	Waterloo Comm School District	0427	Poyner Elementary			SINA-6	SINA-6	
6795	Waterloo Comm School District	0436	Edison Elementary School			SINA-2	SINA-2	
6795	Waterloo Comm School District	0463	Cunningham School			SINA-3	SINA-3	
6795	Waterloo Comm School District	0490	Irving Elementary School			SINA-3	Delay-1	
6795	Waterloo Comm School District	0508	Kittrell Elementary School			SINA-3	SINA-3	
6795	Waterloo Comm School District	0535	Lincoln Elementary School			SINA-3	SINA-3	
6795	Waterloo Comm School District	0553	Lowell Elementary School			SINA-1	SINA-2	
6795	Waterloo Comm School District	0554	Highland Elementary School			SINA-1	SINA-2	
6822	Waukee Comm School District	0409	Waukee Elementary School			SINA-6	SINA-5	
6822	Waukee Comm School District	0418	Waukee Middle School			SINA-1	SINA-1	
6857	Webster City Comm School District	0209	Webster City Middle School				SINA-1	
6937	West Burlington Ind School District	0109	West Burlington High School				SINA-1	
								Delay-1



BOYS & GIRLS CLUBS
OF THE CEDAR VALLEY

21st Century Community Learning Center
(Boys & Girls Club of the Cedar Valley/East High School – Teen Center)

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II. Required Forms

- Form A: Site Information
 - Form B: Assurances and Agreements
 - Form C: Collaborative Signatories
 - Form D1: Funding Requirements
 - Form D2: Budget Forms
 - D3: Applicant Agency Fiscal Resource Information
 - Form E: Minority Impact Statement
 - Form F: Non-Public Consultation Documentation Template
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Program Abstract

Student Needs Assessment

East High School (a school within the Waterloo Community School District) is located in Waterloo, IA. Poyner has an enrollment of 1068 students in grades 9-12. We have just begun the process of constructing a new teen center dedicated to use by students in 9-12th grade. The center will be roughly 2500 square foot and will contain a computer lab, lounge area, gamesroom (ping pong, fooseball, billiards, etc), a music room/sound mixing room, and a homework area. Additionally, a multi-purpose space will be available for programs and classes. Some examples include: Money Matters, Career Launch, SMART Programs (Skills Mastery And Resistance Training), and College Prep Test classes.

The census tract surrounding East High School has a per capita income of \$10,917 and 55% of children living in poverty (smart.gismapping.info). Currently, East High School in Waterloo has the 5th worst in the state for graduation rates of high school seniors. The most evident achievement gap at the school is the wide difference in test scores as it relates to poverty levels.

East High School is Title I School-wide eligible with a Free & Reduced Lunch rate of 66.3%. The SINA Status at East High School qualifies for ***Competitive Priority***. Additionally, the Boys & Girls Club and the schools have partnered to jointly submit this application for 21CCLC funding.

Project

Program activities at the Boys & Girls Club East High Program will include: **1) Academic support** (homework assistance, ACT Prep, reading, math, and science activities) **2) Enrichment** (SMART Programs, Money Matters, Career Launch, Community Service) **3) Family Literacy** (Resources, Referrals, and Family Gatherings).

Program goals include: increased student achievement, increased student engagement, increase safe opportunities for families and children, and increased ACT participation rates.

The Boys & Girls Club Teen Center will be open each day afterschool until 7pm and include academic assistance, a healthy snack and meal provided by the Northeast Iowa Food Bank, enrichment activities, the chance to interact with positive adult role models, and the opportunity to develop skills needed to move forward to college/career! We currently offer teen programming within our Waterloo site, serving only 10 teens each day. We are building a new teen center facility (across the street from our Waterloo Club) and we will serve 50 additional teens each day.

During the summer months, the Club will operate from 8:30am-5pm, Monday – Friday, and include breakfast and lunch provided through the USDA Summer Feeding Program and a healthy snack from the Northeast Iowa Food Bank. The summer program includes 1-2 field trips each day (recreational, cultural, or educational) in addition to academic, enrichment, and character development programming. Included in these field trips are college campus visits.

Sustainability

The Boys & Girls Club is requesting 21CCLC funds to support serving 50 more teens in our new site. Teens enrolled in the original teen center will continue to be served and teens from other high schools will be welcome as well and will be supported through United Way, Annual Campaigns, Special

Events, and In-Kind donations/services. Recently, the Boys & Girls Club has begun an Endowment Campaign to ensure the future of all Club programs.

Partnerships

As with any program, partnerships are key to the success of our program. Active partnerships with a variety of agencies are currently in place including:

Waterloo Community School District
Northeast Iowa Food Bank
ISU Extension Office
Cedar Valley Humane Society
Waterloo Black Hawks Hockey Bench Buddies
RSVP (Retired Senior Volunteer Program) / AARP Foundation Work Search
The University of Northern Iowa
Volunteer Center of the Cedar Valley
George Wyth State Park
Family & Children's Council
Farmers State Bank
Junior Achievement

Evaluation

Communities in Schools (CIS) is the nation's largest dropout prevention organization. By bringing caring adults into the schools to meet children's unmet needs, CIS provides a link between the school and community. The result: teachers are free to teach and students have the opportunity to focus on learning. CIS will serve as the external evaluator on the program and will help us gather and interpret data regarding Club member's school attendance and performance. Through this partnership, we are able to submit the names of Club members participating in the program and we are presented with data for our Club members as well as comparative data for the Waterloo School district as a whole.

Results are important to all programs we offer. The results we obtain justify our need to exist. Sometimes these results are individual and the program can be catered to an individual's need. Sometimes results are aggregate and affect all program participants. All results will be looked at in collaboration with Club and School staff to have the most impact on the youth served.

Budget

The Boys & Girls Clubs of the Cedar Valley operates a current budget of over \$600,000 and serves over 600 youth annually. 21CCLC funds would provide \$57,000/year for the Teen Center. The Club currently manages 1 other 21CCLC for Cunningham Elementary in Waterloo and a continuation grant is pending for a 21CCLC site in Evansdale. Additionally, funding is received through the United Way, local foundations, private donors, special events, Community Development Block Grants, and The Office of Juvenile Justice Programs.

Funds requested do not exceed the maximum guidelines of \$7.50/student/day (\$10/student/day in the summer). Thanks to partnerships with other entities the Club is able to offer a quality program for a reasonable cost.

Student Needs Assessment

2.1 Student needs assessment provides evident of objective data to clearly define the student need for a before/after school program, evaluates school and community resources available, and convincingly documents how the program will address student needs

East High School (a school within the Waterloo Community School District) is located in Waterloo, IA. Poyner has an enrollment of 1068 students in grades 9-12. The area lacks resources and extra-curricular activities during after school hours. Boys & Girls Club charges a mere \$25 annual fee for the program. The Boys & Girls Club is requesting funding to operate a 21CCLC each day after school until 7pm, in the summer from 8:30-5pm and on non-school days. We have just begun the process of constructing a new teen center dedicated to use by students in 9-12th grade. The center will be roughly 2500 square foot and will contain a computer lab, lounge area, gamesroom (ping pong, fooseball, billiards, etc), a music room/sound mixing room, and a homework area. Additionally, a multi-purpose space will be available for programs and classes. Some examples include: Money Matters, Career Launch, SMART Programs (Skills Mastery And Resistance Training), and College Prep Test classes. Because the new teen center is located directly across the street from our current club, teens will utilize gym space in our current facility.

The Annie E. Casey Foundation (2010) ranks Black Hawk County 94 out of 99 counties in Iowa in single parent families, at a staggering 37.7%. The county also ranks 93 out of 99 in family poverty (datacenter.kidscount.org). The census tract surrounding East High School has a per capita income of \$10,917 and 55% of children living in poverty (smart.gismapping.info).

Currently, East High School in Waterloo has the 5th worst in the state for graduation rates of high school seniors. The most evident achievement gap at the school is the wide difference in test scores and the correlation between low test scores and low income levels. It is important to note that our Club serves a higher population of free and reduced lunch students (88% vs. 66.3% at East High School), minority students, and students identified with behavioral issues than the school as a whole. These populations often struggle more than "average" students, but through our one on one mentoring and dedicated homework hours, we are able to really make an impact on the academic success of these students.

East High School is Title I School-wide eligible with a Free & Reduced Lunch rate of 66.3% and is designated as SINA-7 School in Math & SINA-4 in Reading.

Students at East High School are struggling to meet proficiency requirements in Reading, Math, and Science. Note the following proficiency rates:

Reading:

In Reading, 77% of East High Students are proficient

Math:

In Math, 65.4% of East High Students are proficient

Science:

In Science, 68% of East High Students are proficient

Each day at the Boys & Girls Club begins with homework help/academic enrichment. Through participation in the program, Club youth have out-performed students not enrolled in the Boys & Girls Club program in both Math & Reading. In addition to homework help, Club members take part in activities such as “science exploration, cooking club, and ACT Preparation.

Recently, WCSD began implementing career academies with a goal of 100% of students being career/college ready. Our Teen Club program will help to encourage this process even further through ACT prep, CareerLaunch, Money Matters, and overall academic assistance.

East High School staff report that while literacy needs are not overwhelming, the bigger problem is lack of resources for families. This includes financial resources leading to food insecurity, a safe environment, and technology. Each day, youth are served a healthy snack and meal at the Club, a bank of 10 computers dedicated to teen usage, and a safe place with caring adults.

Additionally, only 42% of parents attend parent-teacher conferences at East High School.

2.2 Evidence of stakeholders involved in the needs assessment

Youth- Student involvement and student participation are key components to the success of the program. Students that are engaged in activities and actively participating will learn at a higher rate. To ensure youth have a voice in the program, a teen advisory council has been formed. Club staff meet with members to learn to work together to discuss the design of the building, contents of the building, and to plan and implement activities in four areas: service to Club and community; education; health and fitness; and social recreation.

Parents – The Boys & Girls Club has conferred with area parents regarding their teens and how to keep teens engaged in school.

Community - The 2010 Iowa Youth Survey discovered 29% of Black Hawk County youth do not feel safe in their own neighborhood. And 34% report they have tried alcohol, 20% have used in the past 30 days. 21% of youth report they have already tried illegal drugs. More staggering yet, is that 34% report the lack of a parent/guardian who is aware there whereabouts during unsupervised times.

A 2012 survey of current Club members shows:

- 93% of Club Members say the Club teaches them to make positive choices
- 75% of Club member say they would just hang out at home if it weren't for the Club program
- 88% say the Club teaches the importance of health and fitness
- 100% have gone through programs that teach not to use drugs, tobacco, or alcohol

School – The Club has held discussions with teachers, building principals, and district administration regarding the new teen center facility and program. The school is our first resource on this project.

The application is a joint submission between the Boys & Girls Club of the Cedar Valley (Teen Center) and Waterloo Community School District (East High School). WCSD and BGCCV work together to develop a program to meet the needs of the youth. WCSD provides transportation each day from East

High School (and other High Schools, but this grant will only support East High School students) to the Boys & Girls Club Teen Center. The Boys & Girls Club intends to address the following goals that were developed by East High School staff:

- The percentage of all students who are proficient in Reading on the ITED's will meet or exceed 79.3%.
- The percentage of all students who are proficient in Math concepts on the ITED's will meet or exceed 79.3%.
- The percentage of low income, special education and minority students who are proficient in Math and Reading on the ITED's will increase by 10%.

Project (20) – maximum 3 pages

3.1 Link to Student Need

A comprehensive needs assessment of the Waterloo community and East High School identified 5 key areas of need: 1) Safety. 2) Academic Assistance. 3) College/Career Readiness. 4) Character Development/Substance Abuse. 5) Family Involvement. These 5 needs will be addressed through the Boys & Girls Club and East High School partnership.

Need	Program Component
Safety	Program operates afterschool til 6pm each day and 8:30-5 during summer and non-school days
Academic Assistance	Power Hour, ACT Prep
College/Career Readiness	Money Matters, Career Launch
Character Development/Substance Abuse	SMART (Skills Mastery & Resistance Training) Moves & Community Service
Family Involvement	Family events at the Club and family resource center

3.2 Academic, Enrichment, & Family Literacy

The Boys & Girls Club Teen Center is open each day afterschool until 7pm and includes academic assistance, a healthy snack and meal provided by the Northeast Iowa Food Bank, enrichment activities, the chance to interact with positive adult role models, and the opportunity to develop skills needed to move forward to college/career! We currently offer teen programming within our Waterloo site, serving only 10 teens each day. We are building a new teen center facility (across the street from our Waterloo Club) and we will serve 50 additional teens each day.

During the summer months, the Club will operate from 8:30am-5pm, Monday – Friday, and includes breakfast and lunch provided through the USDA Summer Feeding Program and a healthy snack from the Northeast Iowa Food Bank. The summer program includes 1-2 field trips each day (recreational, cultural, or educational) in addition to academic, enrichment, and character development programming. Included in these field trips are college campus visits.

Regular components of the program include:

Academic: Each day, youth participate in Power Hour for 45 minutes. For students with homework, this means homework completion, homework help, or one-on-one tutoring. For students without homework this includes other enrichment activities including:

Reading: (Free Reading, Computers), Math: Cooking Classes (measurement conversions), Computers, and Science: (Outdoor Adventures Camping Program and ISU Extension office programs)

ACT Prep: Club staff will work with teens to encourage all teens to take the ACT test. The web-based preparatory program: https://secure.ihaveaplaniowa.gov/College_Planning/Test_Prep/Test_Prep.aspx will be used to strengthen their knowledge of the four subject areas: English, math, reading, and science reasoning. Whether the test is next week or next year, teens can boost your test-taking confidence today, at their own pace, using these resources. Students not performing well on the ACT or unwilling to complete the ACT will be offered to take the COMPASS (The Computerized Adaptive Placement Assessment and Support System) to help you identify academic strengths and to plan for success in the educational program through Hawkeye Community College. The COMPASS assessment is: administered on the computer with easy to follow directions, adaptive to your skill level, not timed, and free the first time you take it.

Enrichment:

Character Development/Drug Violence Prevention

The **SMART Moves & Wise Guys** program was developed to assist youth in resisting alcohol, tobacco and other drugs and to overcome obstacles that impede their development in leading successful lives and achieving

their goals. **SMART Moves** provides youth with the knowledge, skills and self-esteem to help them make healthy choices and practice responsible behaviors, which includes avoiding the use of alcohol, tobacco and other drugs. The primary message is: Teens, ages 13 to 15, should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal for teens, these substances are potentially harmful to bodies and minds that are still developing. “Responsible use” is not an option.

Money Matters:

The **Money Matters** program uses interactive activities to educate teens, ages 13 to 18, on critical aspects of financial literacy, including managing a checking account, budgeting, saving, avoiding debt, investing and paying for college. Through the program, Junior Achievement staff and Farmers State Bank Staff will arm teens with the tools they need to become financially savvy adults. This program helps drive positive outcomes for youth in the academic success outcome area by encouraging the following three behavior-changing goals:

Budgeting: Maximizing revenue, planning ahead, setting goals and living within one's means.

Saving: Investing in one's own future & leveraging short-term behaviors to inspire life-changing long-term outcomes.

Planning for College: Recognizing post-secondary education as a financially attainable goal that can have a dramatic impact on increased earning potential.

Career Launch: *A program that helps youth develop skills essential to success in the workforce*

The CareerLaunch program was developed to introduce young people to the “working world” The program provides a range of services to help Club members develop skills essential for workforce success. Additionally, it allows them the opportunity to explore various careers based on their interests and talents, and determine the corresponding educational path they would need to pursue. The CareerLaunch program has two components: career exploration and job readiness.

Family Literacy – Hawkeye Community College in Waterloo offers a free Family Literacy program that can help teach benefits of reading and education. We will be referring families identified in need to their service in order to not duplicate services. We also make referrals to agencies for financial assistance (Food Bank, Salvation Army), behavioral assistance (Heal the Family), and counseling services (Family & Children’s Council). Our Club will serve as a resource to parents in need of career guidance. Our computer lab will be available for job searches, resume creation, and skill building classes.

Each year, the Boys & Girls Club hosts a Thanksgiving Dinner to bring families together and celebrate the success of the students in the program. Families are brought together and the beginning of the year for an all school picnic. For Christmas each year, families are gifted books to enjoy together.

3.3 Logical, Clear, & Measurable Goals & Objectives

The mission of our Boys & Girls Club is: To inspire & enable all young people, especially those who need us most, to reach their full potential as productive, responsible, and caring citizens. We offer social, recreational, and character-building structured activities so that each child can know and achieve his or her full potential. Despite rising costs, we keep dues at \$25 per year so that all young people have the opportunity to join. Specifically for the Teen Center program, we will focus on:

Prioritized Needs (Goals)	Student Outcomes	Baseline Data
Increase student achievement in reading, math, and science.	Participants will score at or above the district average in math and reading.	ITBS proficiency rates and classroom grades will be used.
Increase student engagement	Participants will miss less days of school.	Data collected from WCSD
Increase opportunities for youth and families to feel safe and connected in their school and community.	Participants will improve in: getting along with others, respecting adults, and managing stress/anger. Participants will have fewer incidences of fighting and bullying activities. More parents will attend family events with their child.	Club staff will evaluate & make reports on youth at the beginning of the program and again at intervals throughout the year. Communities in Schools will provide discipline referrals, fighting, & bullying data.

Increase ACT test participation	Participants, especially minority populations will participate in ACT testing	Data collected from WCSD regarding ACT participation rates of all students and minority students.
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3.4 Link to School Day

The Teen Director of the Boys & Girls Club Teen Center meets periodically with teachers to ensure homework completion, discuss needs of specific children, and identify children in need of the program. East High School is committed to working with us providing referrals and helping ensure homework is completed and the correct material is being covered. Poyner staff may provide worksheets or additional information they would like particular grade levels or particular students to focus on. A Para-Educator from East High School serves as a mentor and volunteer in our teen program and helps keep the school day link in place.

The program will address the following WCSD CSIP prioritized student needs:

Improve the performance of low achieving students in reading, mathematics, and science while maintaining (or increasing) the percent of students in the advanced proficiency level – The Club program will offer both homework help/completion and enrichment activities for those without homework or in need of further academic assistance.

Engage all students in activities and instruction that prepares them for their future and decrease risky behaviors such as the use of tobacco, alcohol, or other drugs. - Young people need more than facts and figures about alcohol, tobacco, other drug use and sexual involvement more than assemblies and lectures, more than essay and poster contests, more than being told to “just say no” to drugs. Program participants will engage in the SMART Moves program.

3.5 Experience in providing educational and related activities

For over 40 years, the Boys & Girls Clubs of the Cedar Valley has been at the forefront of youth development, working with young people from disadvantaged economic, social and family circumstances. The Club has actively sought to enrich the lives of girls and boys whom other youth agencies have had difficulty in reaching. We are dedicated to ensuring that our community's disadvantaged young people have greater access to quality programs and services that will enhance their lives and shape their futures. BGCCV has 4 sites, serving nearly 600 youth each year!

Consider the following academic data of current Club members:

- (95%) had stable or rising reading comprehension and fluency scores than the year before
- Our students average # of days absent from school is 6.49 vs. the schools average of 8.73
- Our students average GPA is 2.75 vs. the schools average of 2.59

Currently, the Boys & Girls Club receives funding in excess of \$150,000 annually from 2 current 21CCLC grants, the Department of Justice, and local foundations. Grant reporting and compliance are of utmost importance. We rely on this support to be able to offer programs to our youth, and we realize the importance of proper grant management. Grants expenses for each grant are tracked separately and program reports are handled for each report separately as each grant supports a separate group of youth. An annual program report conducted by Boys & Girls Clubs of America and a fiscal audit by a locally audited company are both completed each year. BGCCV and the WCSD have partnered on 21CCLC grants for our current Poyner Elementary program (year 5) and Cunningham Elementary Program (Year 2).

Boys & Girls Clubs are fortunate that we have the benefit of programs developed on a National Level with highly acclaimed demonstrated success. Through Boys & Girls Clubs of America, our staff are trained to implement the programs in local Clubs.

Research Base (5) – maximum 1 page

4. Multiple sources of a strong research base

Academics: Research shows that completion of homework is important for academic success, as well as making a difference in helping youth become more confident, happy, and successful in school. In a review of studies of after-school programs providing homework assistance, the National Partnership for Quality Afterschool Learning stated, “Most researchers have found that students who complete homework assignments have higher academic grades than students who do not complete homework assignments.”^{(*Homework Help in Afterschool Programs: Literature Review* (Austin, Texas: National Partnership for Quality Afterschool Learning, Southwest Educational Development Laboratory, 2008) 5-7, www.seidl.org.)}

Power Hour, Boys & Girls Club’s academic program, helps drive positive outcomes for youth in the area of academic success by extending learning beyond the school day. It offers a structured time and place for Club staff and volunteers to help members **complete their homework** – and start each school day better prepared and with a sense of confidence and competence. As members complete homework assignments and participate in **fun, hands-on activities that reinforce their learning**. In addition, Power Hour offers small-group or one-on-one **tutoring assistance** for members identified as needing additional help with specific subjects or skills.

Power Hour’s underlying philosophy is that the benefits of homework are not only academic, but also behavioral and social. Beyond the academic benefit, consistent homework completion helps young people develop **valuable organizational and interpersonal skills** – including time management, prioritizing, task completion and working cooperatively with others. These skills are necessary for achievement in school and are a foundation for a successful life.

Money Matters: Results from the survey BGCA and the Charles Schwab Foundation conducted found that the **Money Matters** program works. The following results were compiled upon completion of the program:

- Approximately one-third (31 percent) of **Money Matters** teens said they are extremely or very knowledgeable about how to manage debt.
- Forty percent of **Money Matters** teens say they are very or extremely knowledgeable about how to create a budget.
- Teens who had participated in the program indicated that it has influenced them to:
 - be more careful and responsible with money;
 - think differently and make smart choices;
 - start bank accounts; and
 - learn how to budget.

Character Development/Substance Abuse Education: For than 25 years, BGCA’s **SMART Moves** prevention program has received nationwide acclaim and become a mainstay in the prevention efforts of communities across the country. The **SMART Moves** prevention program has been scientifically evaluated with documented results. We know that **SMART Moves** works by exposing young people to protective factors that promote positive behaviors, health, well-being and personal success. With these protective factors, young people have the tools to overcome the many challenges they face today, along with the knowledge and skills they need to grow into confident, healthy young adults.

Management Plan (20) – maximum 3 pages

5.1 Effective Staffing, Training, Volunteers

The teen director and program staff are hired by the Boys & Girls Club. The teen director is a qualified, full time staff member who has a degree in youth services or related field that is interested in the position. The teen director, in cooperation with the Area Director, oversees the day-to-day implementation of the program, facilitates collaborations with partners, and serves as a resource for school personnel. This teen director meets with students over lunches and free periods at East High and meets with teachers regarding student academic progress, concerns, and referrals of new members. Club staff are not only a part of the Boys & Girls Club team, but also an active part of the Waterloo Community and East High.

The hiring plan for part time program staff initially targets the teachers and para-educators to better suit the academic needs of the students. However, the Club also relies on a partnership with the University of Northern Iowa for work-study employees and AARP for senior adult employees. The Club also utilizes a large number of volunteers for tutoring, mentoring, and program assistance. The Boys & Girls Club employs a volunteer coordinator who actively recruits, trains, places, and evaluates volunteers for all site programs. Volunteers are recruited through RSVP (Retired Senior Volunteer Program), the Volunteer Center of the Cedar Valley, local colleges and universities, the business community, area churches, and the community at large. Over 500 volunteers participated in BGCCV programs last year!

Regional/national trainings provided by Boys & Girls Clubs of America as well as trainings through the Afterschool Alliance are attended by Club staff to keep at the forefront of youth development. Trainings attended will focus on program implantation, Character Counts, and 21CCLC specific trainings. The program shuts down for a week each year between school year programming and summer programming for a full week of Staff Training.

According to Boys & Girls Club policy background checks will be conducted on all staff and volunteers associated with the program.

The student to staff ratio will be 15:1 at a minimum. This ratio is important to maintain caring adult relationships and to meet the academic and social needs of the youth in the program. With volunteers, 1:1 ratios are often possible!

5.2 Student Transportation/Students with Disabilities

Waterloo Community School District provides a bus to transport students to the Boys & Girls Clubs. However, East High school is also within walking distance of the Club which allows for youth participating in other extra-curricular activities to still attend the program after practices, etc. Parents must sign a transportation waiver with membership forms which allows the WCSD to transport the youth to the Club.

Additionally, the Boys & Girls Club of the Cedar Valley owns three 15 passenger vans and a 60 passenger bus to be used for field trips.

Currently, the Boys & Girls Club program has only English Speaking students, but no one is turned away from the program. If translation services were needed they would be provided through a partnership with the University of Northern Iowa.

In the past, the program has accommodated students with learning disabilities. The experience has proven beneficial for other students in the program to learn about acceptance and embrace difference. Accommodations will continue to be made as needed. The Boys & Girls Club Evansdale site is fully accessible for all.

5.3 Organizational Structure, Leadership, and Stakeholder Advisory Group

The grant will be administered by the Director of Development & Finance, with oversight by the Executive Director. The finance committee and accounting firm will oversee the grant as well.

All expenses relating to the program will be tracked and coded monthly and submitted to the accountants. At the end of each quarter, reimbursement reports will be completed and submitted to the Department of Education. Budget variance will be evaluated each quarter to ensure the project is within guidelines.

The Area Director will oversee the program reporting and ensure that members are participating in the projects as described and verify program data obtained. Quarterly grades will be obtained for program participants and will be tracked and evaluated for improvement. The final report will be developed at year end. This information will be made available to parents, donors, partners, volunteers, and the community at large.

The Teen Director will oversee the program on a daily basis. However, the Club will also rely on part time applicants and volunteers from local universities and colleges to implement the program.

The fiscal management of the project will go through 4 channels monthly.

1. Executive Director oversight
2. Bergan Paulsen, C.P.A., will provide monthly statements and a yearly audit
3. Statements reviewed by organizations finance committee for approval
4. The statements will go before our Board of Directors each month for approval

Stakeholder Advisory Group – Boys & Girls Club staff meet regularly with current partners to evaluate the success of the partnership. Additionally, new partnership opportunities emerge and are explored. Club staff are involved in Rotary, Kiwanis, and Jaycees and have developed relationships that have led to more volunteers, program space at a reduced cost, and more visibility within the community, including donated land, architectural, and contractor services for the new building.

Club staff, board members, and building principals will work together to insure quality and effectiveness of the program. Club member and parent input are of great importance in assessing program quality. Both parties will participate in surveys and discussions regarding the quality of the program.

5.4 Continuous Improvement and Sustainability

The Boys & Girls Clubs of the Cedar Valley operates a nearly \$650,000 annual budget based on grants, donations, and special events. In order to continue the same level of service at all sites, sustainability is under constant review. This site, along with other sites, conducts special events and our “It Just Takes One” solicitation campaign. This campaign raises over \$150,000 for our organization each year. We are also a United Way member. We do NOT at this site, nor at any site, set membership fees as a part of our financial sustainability plan. The program will maintains low membership cost, \$25/year, to ensure

every child and family the opportunity to utilize the program. We also have a local contributor that provides support designated for scholarship dollars for the youth. Program funding streams are continuously reviewed for variety to ensure that the Club does not become too dependent on one source in this ever changing economic environment.

Collaborations have been developed to allow the Club to make the most effective use of funding. Collaborations include:

Waterloo Community Schools – provides transportation from the Elementary Schools to the Boys & Girls Club in Evansdale

InVision Architecture/Kugler Construction – providing architectural/construction services for the teen center building project

University of Northern Iowa – provides work-study employees to the Club. The Club pays 25% of wages

Office of Juvenile Justice & Prevention Programs – provides funding which allows for one on one mentorships to be created for Club members

The Boys & Girls Club is requesting 21CCLC funds to support serving 50 more teens in our new site. Teens enrolled in the original teen center will continue to be served and teens from other high schools will be welcome as well and will be supported through United Way, Annual Campaigns, Special Events, and In-Kind donations/services. Recently, the Boys & Girls Club has begun an Endowment Campaign to ensure the future of all Club programs.

Communication Plan (5) – maximum 1 page

Our Club has been in the Cedar Valley for over 40 years. The 21CCLC Teen Program will be a new offering and we will continue to communicate with students, parents, and the community about the Club program through a variety of outlets:

Outreach Strategy	Target Audience	Frequency	Program Impact
Flyer/Parent Letter	Students/Parents	Semi-Annually	Program Recruitment
Annual Report	Funders, Parents, & Partners	Annually	Potentially increase program support
Attend Parent Teacher Conferences	Parents	As held	Inform parents of the opportunity to enroll their children in the 21CCLC program
Calendar	Families	Monthly	Keep families engaged in 21CCLC programming
Press Releases to media outlets	Community at large	Monthly at a minimum	Community support
Service Club Presentations	Service Club members (Kiwanis, Rotary, Exchange Club, etc.)	Quarterly	Community Support

The Boys & Girls Club receives a substantial amount of marketing materials done professionally at no cost/low cost from a previous Board member.

Partnerships (10) – maximum 2 pages (not including MOUs or Letters of Support)

7.1 Existing partnerships

As with any program, partnerships are key to the success of our program. Active partnerships with a variety of agencies are currently in place. However, new partnerships are constantly being developed as we work in increase both program quality and variety of programs offered.

Waterloo Community School District – Needless to say, our best partner is the Waterloo Community School District. From the local Elementary, all the way up through administration, this program could not be possible without them. The district provides daily bussing for our members. The district has committed to helping out with donations of some furniture and equipment needs for our new site.

Now, the school continues to allow our program to use space in the gymnasium to offer recreation programs to Club members. The school Principal also allows Club staff access to students during the day, helps identify youth in need of the program, and keeps Club staff connected with School staff.

In May 1996, business and school leaders, realizing the growing need to increase involvement of business/community in education, initiated the Partners in Education program. The program brings business/community agencies together to enhance the academic and social development of students.

Concerns addressed include:

- Assisting at-risk youth
- Increasing career awareness
- Recognizing excellence
- Providing positive role models
- Increasing opportunities to utilize technology in the workplace
- Improving communication between educators and community
- Providing tutors and business educators to assist teachers to enhance curriculum
- Providing opportunities for students to learn civic and community responsibility.

Partners in Education for East High are:

Regions Banks, John Deere Drive Train Division, Matt Parrott & Sons Co., Waterloo Elks Lodge #290, Bethany Bible Chapel, and Prairie Lakes Church.

Northeast Iowa Food Bank – Each day, the Food Bank provides a healthy snack and a hot nutritious meal for the program participants. The Food Bank delivers the meal and paper products to the site each day. Additionally, twice a month the food bank teaches a nutrition class to the participants. Frequently, this class features less common fruits and vegetables and allows for the youth to become familiar with new things and try them. This makes the participants more likely to choose fresh fruits and vegetables more often with less hesitation.

ISU Extension Office – The ISU Extension office offers Science Enrichment Programming. ISU Staff have done programs on rockets, slime, paper airplanes, conservation, and more! During the summer, the ISU Extension heads up a Community Garden project which allows Club youth the opportunity to learn

“hands on” about fresh produce through the entire process of planting, weeding, harvesting, preparing and eating.

Waterloo Black Hawks Hockey Bench Buddies- Hockey players attend Club once a week to volunteer with the youth. The team players mentor program participants and focus on fitness related activities.

RSVP (Retired Senior Volunteer Program) – Provides volunteers for one on one reading and tutoring activities.

AARP Foundation Work Search– Provides senior employees (at their cost) to the Club in the areas of program and administration.

The University of Northern Iowa -offers staff through the work-study program. This allows cost savings for the Club and allows the Club to spend more dollars on direct program expenses. The University Athletics also works with the Club and offers clinics to expose the youth to track/field, volleyball, and dance. Program participants often get the opportunity to attend musical and theatrical events through the University as well.

Volunteer Center of the Cedar Valley helps our youth become more community minded. The center comes in once a month and leads a community service project with our youth.

George Wyth State Park - over the past summer, Club members had overnight camping experiences at the park. Park officials led programs in fishing, stargazing, and hiking. Club members were able to experience the opportunity free of charge in exchange for volunteer hours at the park.

Family & Children’s Council – provides regular sessions and counseling with teen boys discussing topics including behavior, responsibility, drug/alcohol resistance, and abstinence

Farmers State Bank – staff will assist with teaching Money Matters curriculum and help students open bank accounts

Junior Achievement – staff and volunteers assist teens in becoming career/college ready and become financially savvy. This is through a national partnership between Junior Achievement and Clubs.

7.2 Engaging partners

As we move forward with the process of building a stand alone teen center site, the community excitement is growing as well! We are limited for space and the amount of programs we can offer in our current site. Partnership discussions are already beginning and continue to grow in strength and quality.

As we go through the evaluation process and strengths and weaknesses are identified, these areas are addressed through additional partnerships and/or resources. It is the responsibility of the Area Director to research new partners and bring new partners on board.

Evaluation (10) – maximum 2 pages

8.1 External Evaluator

Communities in Schools (CIS) is the nation's largest dropout prevention organization. By bringing caring adults into the schools to meet children's unmet needs, CIS provides a link between the school and community. The result: teachers are free to teach and students have the opportunity to focus on learning. CIS will serve as the external evaluator on the program and will help us gather and interpret data regarding Club member's school attendance and performance. Through this partnership, we are able to submit the names of Club members participating in the program and we are presented with data for our Club members as well as comparative data for the Waterloo School district as a whole.

Additionally, we will internally evaluate the impact and effectiveness of our program utilizing The Outcome Measurement Toolkit, developed by Boys & Girls Clubs of America, and recently enhanced by the Search Institute in accordance with the 40 Developmental Assets for Youth. This tool allows us to assess and document change in the youth we serve in social competence, education and preparation for adulthood to name a few. This will also identify strengths and areas of improvement in the program.

PPICS reporting will be completed annual in accordance with grant requirements. As a current 21CCLC grantee, we are familiar with the PPICS reporting process. Data for the report is collected through CIS, through the Waterloo Community School District, and through our own KidTrax Software which tracks daily attendance, program participation, and demographic information on program participants.

We will also be utilizing Parent Teacher Organization and Partners In Education groups as well as monthly family nights to effectively evaluate the impact of our program.

8.2 Utilizing Evaluation Results

Results are important to all programs we offer. The results we obtain justify our need to exist. Sometimes these results are individual and the program can be catered to an individual's need. Sometimes results are aggregate and affect all program participants. All results will be looked at in collaboration with Club and School staff to have the most impact on the youth served.

Outcomes will be evaluated by the project team for effective and will be used to re-evaluate the program and refocus initiatives as necessary. Outcomes will be published externally to increase member interest in the program, solidify support, and increase visibility of the program. Outcomes will be measured with the following tools:

Student Outcomes	Measurement Tool	Data Collection
Participants will score at or above the district average in math and reading.	ITBS proficiency rates and classroom grades will be used.	CIS in cooperation with WCSD
Participants will miss less days of school.	School attendance records	CIS in cooperation with WCSD
Participants will improve in: getting along with others, respecting adults, and managing stress/anger. Participants will have fewer incidences of fighting and bullying activities. More parents will attend family events with their child.	Anecdotal information Club write-ups, suspensions Bullying, Fighting, Referrals in School	Club Staff Site Coordinator CIS in cooperation with WCSD
Program participants will increase participation rates in ACT testing or COMPASS testing to prepare for college/further education	ACT Testing Rates Rates of students participating in the ACT Prep Course	CIS in cooperation with WCSD Internal KidTrax software to track participation in prep course

In the Spring, BGCCV will hold a Strategic Planning session. Board, Staff, School personnel and Partners will come together and evaluate the program. Results will be looked at and strengths and weaknesses will be identified and prioritized. Through the variety of people involved in the session, a plan for addressing areas of concern will be developed.

The Club prepares an annual report each year to outline the successes of our programs. The data collection process begins in December each year and the report is filed in February. Reports are ready for dissemination to community supporters, donors, partners, volunteers, and parents in the spring of each year. Additionally, statistical data is presented to local funders and is submitted to the local media.

Budget Narrative (10) – maximum 2 pages

9.1 Justified, Necessary, and Reasonable Costs

The Boys & Girls Clubs of the Cedar Valley operates a current budget of over \$600,000 and serves over 600 youth annually. 21CCLC funds would provide \$57,000/year for the Teen Center. The Club currently manages 1 other 21CCLC for Cunningham Elementary in Waterloo and a continuation grant is pending for a 21CCLC site in Evansdale. Additionally, funding is received through the United Way, local foundations, private donors, special events, Community Development Block Grants, and The Office of Juvenile Justice Programs.

Funds requested do not exceed the maximum guidelines of \$7.50/student/day (\$10/student/day in the summer). Thanks to partnerships with other entities the Club is able to offer a quality program for a reasonable cost. Resource partnerships include:

- Donated land, architectural services, and contractor services for the new building (InVision Architecture/Kugler Construction)
- Staffing Agreements (AARP WorkSearch and UNI)
- Advertising/Marketing Services (Think N Think)
- Furniture/Fixtures (Waterloo Community School District)
- Healthy Meals/Snacks (Northeast Iowa Food Bank)

The budget has been developed to maximize the dollars/resources received and provide safe, impactful programming for all youth. The budget is as follows:

Personnel:

Funding will be used to support the Teen Director at the Boys & Girls Club Teen Center. The Teen Director will receive \$25,000/year (plus benefit) and will be responsible for program implementation, alignment with school day, recruitment, retention, and academic success monitoring. Funding will also be used to support the Area Director who assists with program implementation and works with partners. 30% of the area director salary will be attributed to 21CCLC funds.

The site will have 3 part time program aides focusing on academic assistance. One program aide is supported the 21CCLC funds at a rate of 7.50/hour. Program aids work 15 hours/week during the school year and 30 hours/week during the summer. One program aide is hired through AARP Worksearch. AARP provides senior employees to the Club at no cost to our organization. The other program aide is supported through a partnership with the University of Northern Iowa work-study program. The Boys & Girls Club pays 25% of the wages while UNI pays for 75%. A para-educator from East High School volunteers his time in mentoring and academic assistance to our Teens.

Materials:

This budget has been reserved for items such as program supplies, membership cards and homework assistance supplies. Funds specifically will be used for a refrigerator (to be used for healthy meals/snack program and the cooking program), furniture (including tables and chairs for homework as well as lounge furniture to provide a comfortable atmosphere for small group sessions), educational computer software, and music/art supplies. 21st CCLC funds will also be needed to purchase curriculum based programming from Boys & Girls Clubs of America. Included in this is drug and alcohol prevention programming.

\$500 will be used each year toward the annual Thanksgiving Dinner, and Summer Picnic for 21CCLC Families.

Professional Development (4.4% of budget; 21CCLC guidelines= no less than 4%):

21st CCLC funds have been reserved to utilize trainings offered through the 21CCLC Summer Institute, the Department of Education, and Boys & Girls Clubs of America. Additionally, each year the program closes for one week between the school year program and the summer program to offer trainings to all staff on site.

Evaluation (3.5% of budget; 21CCLC recommended= no less than 4%):

Funds will be used to support the collection of data at each school site, data entry, data analysis, and the development of reports for use in continuous improvement. The Boys & Girls Club administration will partner with Waterloo Community Schools and Communities in Schools to assist in the data analysis and development of an objective evaluation. This evaluation will be presented to Advisory Groups, Partners in Education, Parent Teacher Organization and the community. This evaluation will also be made available to the Department of Education.

Administrative (<2% of budget; 21CCLC guidelines=<8%):

Administrative costs supported by the grant include internet fees for the teen computer lab. The Boys & Girls Club will cover other administrative costs including office supplies, printing, accounting fees, and liability insurance.

9.2 Supplement, not Supplant

Our Boys & Girls Club in Waterloo currently houses a small teen center. Approximately 10 youth per day participate in that program. The Club will continue to serve those 10 youth. 21CCLC funds will be used to provide services to an additional 50 youth from East High School. Teens from any high school are welcome at our teen center, however only East High School youth will be supported through 21CCLC funds. Funding for the remainder of teens will be provided through private donations, the Cedar Valley United Way, and local foundations.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Boys & Girls Club Teen Center		
Site Address: 515 Lime Street		
City, State, Zip: Waterloo, IA 50703		
Phone: 319-234-2839		
Site Contact Person: Chuck Rowe		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
East High School	109	50

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

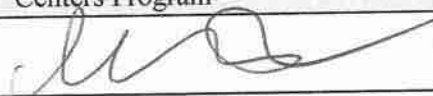
Part M: Private and Public School Consultation

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

Part N: Grant Termination (Additional conditions in appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Chuck Rowe




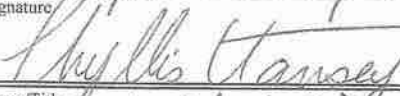
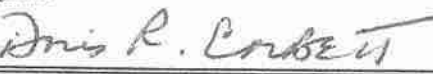

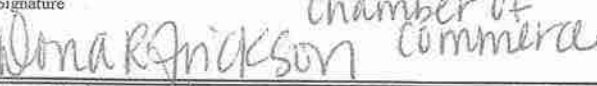


Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Carol W. Norris</i>	Waterloo Community School Dist.
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Justa Manternach</i>	Poyner Elementary
<i>Mark [Signature]</i>	East High School

FORM C: COLLABORATIVE SIGNATURES

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

Attach as many additional sheets as necessary

Name/Signature		Agency Affiliation	
Name/Title Crystal Buzza	Signature 	Agency Waterloo Community School District	Address 1516 Washington Street
		City/Zip Waterloo 50702	Phone 319-433-1865
Name/Title DeAnne Kobliiska, Deputy Clerk	Signature 	Agency City of Evansdale	Address 123 N Evans Rd
		City/Zip Evansdale/50707	Phone 319-232-6683
Name/Title Barbara Pruthi	Signature 	Agency NORTHEAST IOWA Food Bank	Address Box 2397
		City/Zip Waterloo IA 50703	Phone 319 235-0507
Name/Title Phyllis L. Tansey Payroll Clerk	Signature 	Agency AARP Foundation WorkSearch	Address 223 E. 4th Street
		City/Zip Waterloo 50703	Phone 319-237-0206
Name/Title Doris R. Corbett, Director School of #PELS	Signature 	Agency University of Northern Iowa, School of #PELS	Address 203 Wellness/Recreation Center
		City/Zip Cedar Falls 50614-0241	Phone 319-273-2141
Name/Title Loni Eberhard Park Manager	Signature 	Agency George Wyth State Park Iowa DNR	Address 3659 Wyth Rd
		City/Zip Waterloo 50703	Phone 319-229-6705
Name/Title Dona Erickson, President Chamber of Commerce	Signature 	Agency Evansdale Chamber of Commerce	Address 3445 Lafayette Rd
		City/Zip Evansdale	Phone 233-5409
Name/Title Abe Mabey Cedar Bend Volunteer Comm.	Signature 	Agency Cedar Bend Humane Society	Address 1166 W. Airline Hwy
		City/Zip Waterloo IA	Phone 232 6887
Name/Title Shelly Smith, Executive Director	Signature 	Agency Family + Children's Council	Address 500 E 4th St. Suite #14
		City/Zip Waterloo 50703	Phone 319-234-7600

FORM C: COLLABORATIVE SIGNATURES

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

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation
Name/Title Michelle Temeyer, Executive Director	Agency Black Hawk Co. Extension
Signature <i>Michelle Temeyer</i>	Address 3420 University Ave. Suite B
	City/Zip Waterloo, 50701 Phone 319-234-6811
Name/Title Kyle Klingman, Director	Agency DAN FABLE MUSEUM
Signature <i>Kyle Klingman</i>	Address Jefferson St
	City/Zip Waterloo, IA 50703 Phone 319-504-4438
Name/Title Shauna Rowe, VD	Agency Waterloo Black Hawks
Signature <i>Shauna Rowe</i>	Address 125 Commercial St.
	City/Zip Waterloo, 50701 Phone
Name/Title Leslie Zymda, Stewardship Mgr	Agency 425 Cedar St Suite 320a
Signature <i>Leslie Zymda</i>	Address Junior Achievement
	City/Zip Waterloo Phone 319-274-0760
Name/Title ERIC RITZARD, ARCHITECT	Agency INUSION ARCHITECTURE
Signature <i>Eric Ritzard</i>	Address 501 SYCAMORE ST. SUITE 101
	City/Zip WATERLOO, IA Phone 319 240 8452
Name/Title Chris Hurley, Banker	Agency Farmers State Bank
Signature <i>Chris Hurley</i>	Address 224 W. 6th St
	City/Zip Waterloo, 50701 Phone 319-874-4315
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	50	\$57,000	\$171,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served
East High School	\$57,000	\$57,000	\$57,000	\$171,000	50
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Boys & Girls Clubs of the Cedar Valley Site: East High School

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**
 Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 50

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	45,000	2,000	45,000	2,000	45,000	2,000	141,000
Staff Travel							
Materials	4,000	500	4,000	500	4,000	500	13,500
Professional Development <small>(minimum 4% per year)</small>	2,500		2,500		2,500		7,500
Student Access, Transportation etc. <small>(maximum 8% per year)</small>							
Evaluation <small>(recommended 4% per year)</small>	2,000		2,000		2,000		6,000
Administrative/ Indirect Costs <small>(maximum 8% per year)</small>	1,000		1,000		1,000		3,000
Totals	54,500	2,500	54,500	2,500	54,500	2,500	171,000

Required: One form D2 per site. Please reproduce this page for each site included in the application. CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

Current checking - \$59,000 (12/5/12 @ Farmers State Bank)
Money Market - \$150,000 (12/5/12 @ Farmers State Bank)
Credit Card - \$12,000 (Regions Bank)
No Loan Debt

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project:

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Blacks | |

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:
Present the rationale for the existence of the proposed program or policy:

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

Indicate which group is impacted:

- | |
|--|
| <input type="checkbox"/> Women |
| <input type="checkbox"/> Asians |
| <input type="checkbox"/> Persons with a Disability |
| <input type="checkbox"/> Pacific Islanders |
| <input type="checkbox"/> Blacks |
| <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Other |

- The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

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

Name: 

Title: CEO

Definitions

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

"Disability", as defined in Iowa Code Section 15.102, subsection 5, paragraph "b", subparagraph (1):b. As used in this subsection:


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

"Disability" does not include any of the following:

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

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

Private School Consultation Meeting Log Template

	Private School Consultation Meeting Log
	Date 11/7/12
	Time 11 AM
	Location Tele conference / waterloo IA

Meeting called by: Chuck Howe

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

Chuck Howe, Till Krall, Eric Eckerman (Principal)

----- Agenda Topics -----

Welcome [Insert Name]	[Insert time allocation]
--------------------------	--------------------------

Discussion: Chuck Howe discussed w/ Eric Eckerman, principal of the Don Bosco Catholic school system, about Boys + Girls club program. Mr Eckerman was glad we had the tele conference but was not interested at this time.

Conclusions:

It was concluded that Chuck would contact Mr Eckerman at the start of each school year to gauge interest.

Action Items:	Person responsible:	Deadline:
_____	_____	_____

Resources for Non-Public Schools
 [Insert Name] [Insert time allocation]

Discussion: N/A

Conclusions:

Action Items:	Person responsible:	Deadline:
_____	_____	_____

Consultation Procedures

[Insert Name]

[Insert time allocation]

Discussion:

N/A

Conclusions:

Action Items:

Person responsible:

Deadline:

Questions

All Staff

[Insert time allocation]

Discussion:

N/A

Conclusions:

Action Items:

Person responsible:

Deadline:

Other Information

Resource persons:

Special notes:

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