

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

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Burlington Community School District

County: Des Moines		Amount Requested: \$299,790 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Patrick Coen		Grant Contact/Project Director: Cassie Gerst	
Agency Name: Burlington Community School District		Agency Name: Burlington Community High School	
Address: 1429 West Avenue		Address: 421 Terrace Drive	
City: Burlington	Zip: 52601	City: Burlington	Zip: 52601
Phone: 319-753-6791	FAX: 319-753-6796	Phone: 319-753-2211	FAX: 319-753-6634
Email: Patrick.coen@bcsds.org		Email: Cassie.gerst@bcsds.org	
		DUNS Number: 079334998	
Data Collection and Evaluation Contact: Sharon Dentlinger		Fiscal Contact: Greg Reynolds	
Address: 1429 West Avenue		Address: 1429 West Avenue	
City: Burlington	Zip: 52601	City: Burlington	Zip: 52601
Phone: 319-753-6791	FAX: 319-753-6796	Phone: 319-753-6791	FAX: 319-753-6796
Email: Sharon.dentlinger@bcsds.org		Email: Greg.reynolds@bcsds.org	

BEFORE YOU APPLY

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):

- Site/Building Name: Black Hawk Elementary
 - Free and Reduced Lunch Rate Percentage: 59.5%
- Site/Building Name: James Wilson Grimes
 - Free and Reduced Lunch Rate Percentage: 78.5%
- Site/Building Name: Sunnyside Elementary
 - Free and Reduced Lunch Rate Percentage: 60.5%
- Site/Building Name: Burlington High School Afterschool
 - Free and Reduced Lunch Rate Percentage: 55.8%
- Site/Building Name: Burlington High School Summer
 - Free and Reduced Lunch Rate Percentage: 55.8%

- **When will the program run?** (Check or highlight applicable option(s) below):

- Summer School Only
- Afterschool Only
- Before and Afterschool
- Before and Afterschool and Summer School
- Afterschool and Summer School

- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):

- 314 number of children x 122 days x 7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$287,310 (total funding request for before and afterschool programs)

Summer School Formula

- 39 children x 32 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$12,480.
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$ 299,790.00
 Funding Request total for Three Years: \$ 899,370
 Number of Children Served in Year One: 353
 Number of Children Served in Three Years: 1,059

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 _____
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: <u>42-6037437</u> OR Enter School District Code <u>0882</u>

(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.

- X Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card***. *5 additional points awarded*

Documentation: School Report Card. Black Hawk, Grimes, and BHS are designated "needs improvement" schools. BCSD is designated a District in need of assistance.

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

- X 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: Title 1 district-wide status and MOU recognizing joint submission of BCSD, Burlington Public Library, Burlington YMCA, and Des Moines County Conservation.

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

All documentation (Iowa School Report Cards & MOUs are provided in the Paper Copies.

IOWA School Report Card



IOWA Department of Education

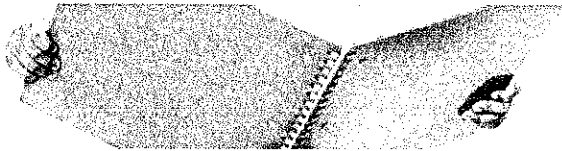
burlington

Click in above box to search for school

Download List of Schools

Click anywhere on a row to see the school's report card

Great Prairie	Burlington	Aldo Leopold Middle School	Middle	Needs Improvement	→
Great Prairie	Burlington	Black Hawk Elementary School	Elementary	Needs Improvement	→
Great Prairie	Burlington	Burlington Alternative School	High	Unable to Rate	→
Great Prairie	Burlington	Burlington Community High School	High	Needs Improvement	→
Great Prairie	Burlington	Conse Elementary School	Elementary	Acceptable	→
Great Prairie	Burlington	Edward Stone Middle School	Middle	Acceptable	→
Great Prairie	Burlington	James Wilson Grimes School	Elementary	Needs Improvement	→
Great Prairie	Burlington	North Hill Elementary School	Elementary	Acceptable	→
Great Prairie	Burlington	Sunnyside Elementary School	Elementary	Acceptable	→
Great Prairie	West Burlington Independent S	West Burlington Elem School	Elementary	Acceptable	→
Great Prairie	West Burlington Independent S	West Burlington High School	High	Commendable	→
Great Prairie	West Burlington Independent S	West Burlington Junior High School	Middle	Acceptable	→



to pair accountability and support for schools.

The ratings are based on the following educational measures: More...

Download List of Schools

Click anywhere on a row to see the school's report card

Great Prairie	Burlington	Aldo Leopold Middle School	Middle	Needs Improvement	<input type="checkbox"/>
Great Prairie	Burlington	Black Hawk Elementary School	Elementary	Needs Improvement	<input type="checkbox"/>
Great Prairie	Burlington	Burlington Alternative School	High	Unable to Rate	<input type="checkbox"/>
Great Prairie	Burlington	Burlington Community High School	High	Needs Improvement	<input type="checkbox"/>
Great Prairie	Burlington	Corse Elementary School	Elementary	Acceptable	<input type="checkbox"/>
Great Prairie	Burlington	Edward Stone Middle School	Middle	Acceptable	<input type="checkbox"/>
Great Prairie	Burlington	James Wilson Games School	Elementary	Needs Improvement	<input type="checkbox"/>
Great Prairie	Burlington	North Hill Elementary School	Elementary	Acceptable	<input type="checkbox"/>
Great Prairie	Burlington	Sunnyside Elementary School	Elementary	Acceptable	<input type="checkbox"/>
Great Prairie	West Burlington	Independent S West Burlington Elem School	Elementary	Acceptable	<input type="checkbox"/>
Great Prairie	West Burlington	Independent S West Burlington High School	High	Commendable	<input type="checkbox"/>
Great Prairie	West Burlington	Independent S West Burlington Junior High School	Middle	Acceptable	<input type="checkbox"/>

Dist	Sch	name	Math Status	Math Year	Reading Status	reading Year	Overall Status	Overall Year
1107	0000	Chariton Comm School District	DELAY	1	DINA	1	DINA	1
3312	0000	Keokuk Comm School District	DELAY	1	DINA	2	DINA	2
0936	0000	Camanche Comm School District	DELAY	1	MET	0	DINA	1
2781	0000	Hampton-Dumont Comm School District	DELAY	1	MET	0	DINA	1
3375	0000	Knoxville Comm School District	DELAY	1	MET	0	DINA	1
4041	0000	Maquoketa Comm School District	DELAY	2	MET	0	DINA	2
2124	0000	Estherville Lincoln Central Com Sch Dist	DELAY	3	DINA	3	DINA	3
6098	0000	South Tama County	DELAY	5	DINA	3	DINA	5
6091	0000	South Central Calhoun Comm School District	DINA	1	DINA	1	DINA	1
6101	0000	Southeast Polk Comm School District	DINA	1	DINA	1	DINA	1
0225	0000	Ames Comm School District	DINA	1	Met		DINA	1
2169	0000	Fairfield Comm School District	DINA	1	WATCH	0	DINA	1
6102	0000	Spencer Comm School District	DINA	1	WATCH	0	DINA	1
6795	0000	Waterloo Comm School District	DINA	10	DINA	10	DINA	10
1611	0000	Davenport Comm School District	DINA	10	DINA	11	DINA	11
4869	0000	Delwain Comm School District	DINA	2	DELAY	1	DINA	2
6975	0000	West Liberty Comm School District	DINA	2	DINA	2	DINA	2
4581	0000	Muscatine Comm School District	DINA	2	DINA	6	DINA	6
1044	0000	Cedar Falls Comm School District	DINA	2	WATCH	0	DINA	2
2511	0000	Glenwood Comm School District	DINA	2	WATCH	0	DINA	2
3231	0000	Johnston Comm School District	DINA	3	DINA	2	DINA	3
1368	0000	Columbus Comm School District	DINA	3	DINA	2	DINA	3
3645	0000	Lewis Central Comm School District	DINA	3	DINA	5	DINA	5
6219	0000	Storm Lake Comm School District	DINA	4	DINA	2	DINA	4
4131	0000	Mason City Comm School District	DINA	4	DINA	6	DINA	6
4536	0000	Mount Pleasant Comm School District	DINA	5	DINA	2	DINA	5
0882	0000	Burlington Comm School District	DINA	5	DINA	4	DINA	5



James Wilson Grimes School 2015

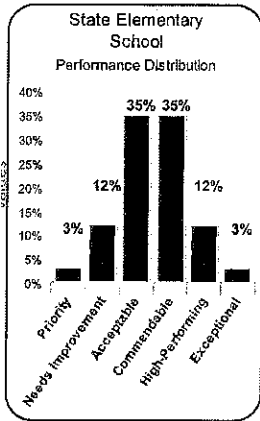
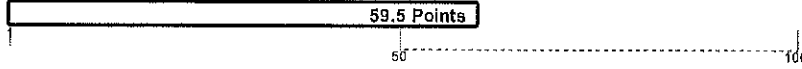
Great Prairie | Burlington Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 372

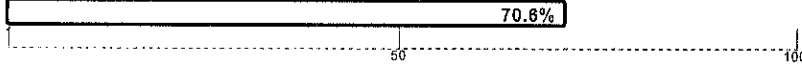
Search All of Iowa.gov... (<https://www.iowa.gov/search>)

Expand all

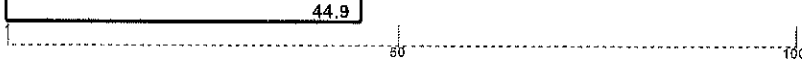
Rank: Needs Improvement



Proficiency



Closing Gap (FRL, IEP and ELL)



NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

Closing Gap (Minority student within school comparison)

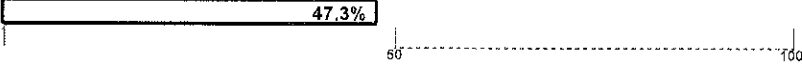
55.5

NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

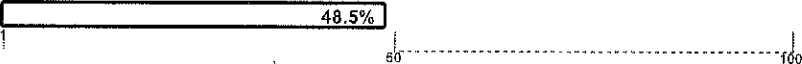
Closing Gap (Minority student to state average)

57.5

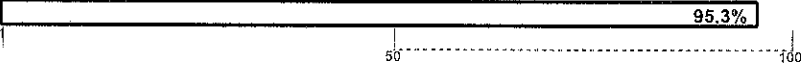
College and Career Ready Growth



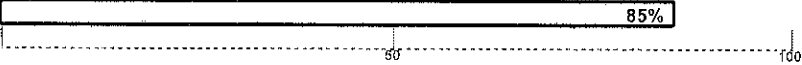
Annual Expected Growth



Attendance



Staff Retention





Black Hawk Elementary School 2015

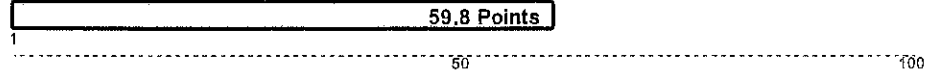
Great Prairie | Burlington Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 473

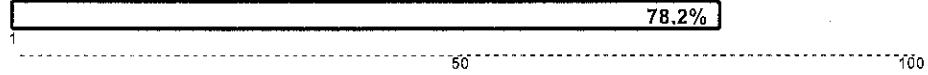
Search All of Iowa.gov... (<https://www.iowa.gov/search>)

Expand all

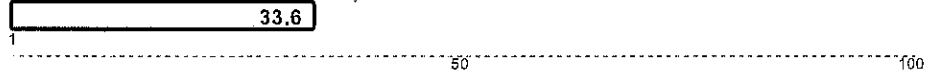
Rank: Needs Improvement



Proficiency

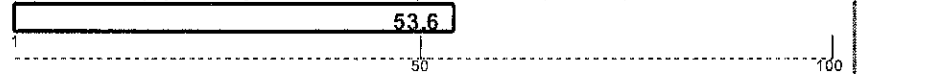


Closing Gap (FRL, IEP and ELL)



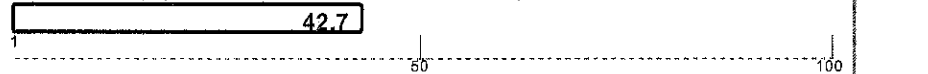
NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

Closing Gap (Minority student within school comparison)

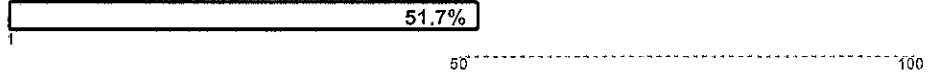


NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

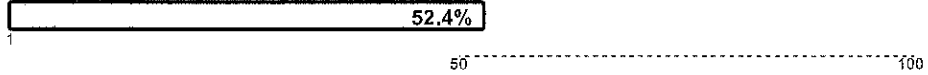
Closing Gap (Minority student to state average)



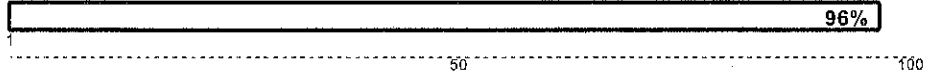
College and Career Ready Growth



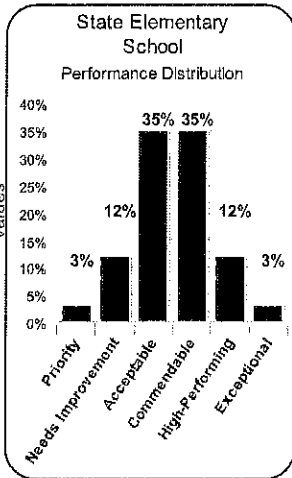
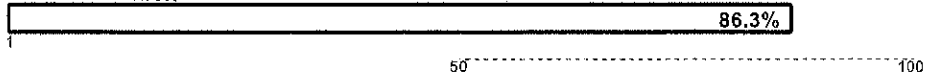
Annual Expected Growth



Attendance



Staff Retention





Sunnyside Elementary School 2015

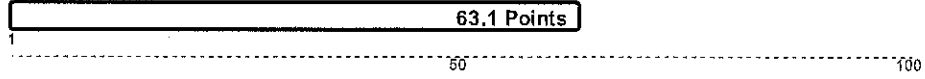
Search All of Iowa.gov... (<https://www.iowa.gov/search>)

Great Prairie | Burlington Community | Elementary School

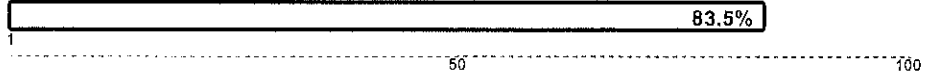
Grades: KG, 01, 02, 03, 04, 05 | Total Students: 438

Expand all

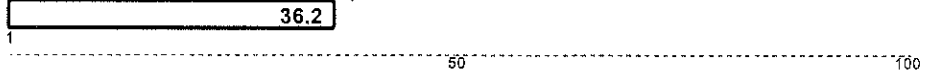
Rank: Acceptable



Proficiency

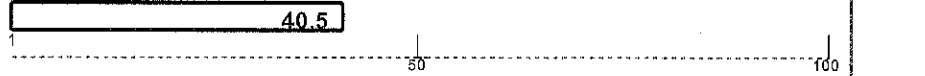


Closing Gap (FRL, IEP and ELL)



NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

Closing Gap (Minority student within school comparison)

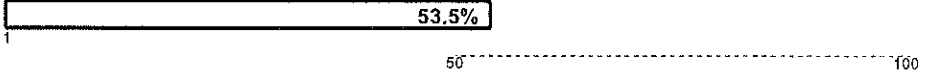


NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

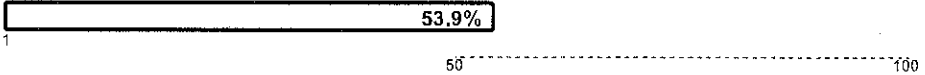
Closing Gap (Minority student to state average)



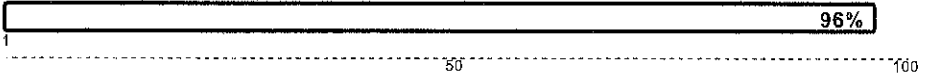
College and Career Ready Growth



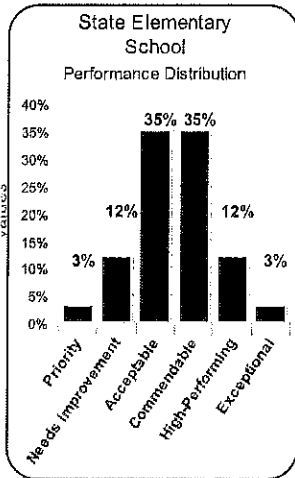
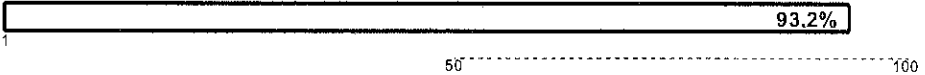
Annual Expected Growth



Attendance



Staff Retention





Burlington Community High School 2015

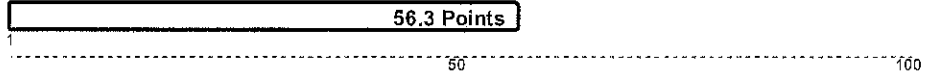
Search All of Iowa.gov... (<https://www.iowa.gov/search>)

Great Prairie | Burlington Community | High School

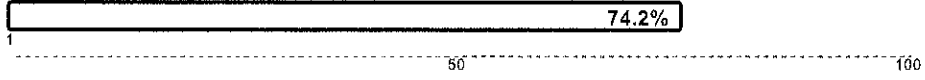
Grades: 09, 10, 11, 12 | Total Students: 1073

Expand all

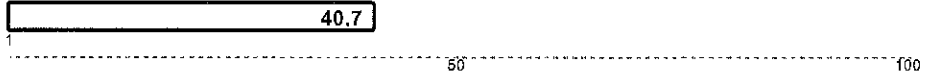
Rank: Needs Improvement



Proficiency



Closing Gap (FRL, IEP and ELL)



NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

Closing Gap (Minority student within school comparison)

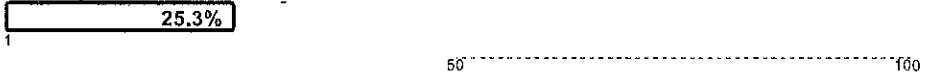
53

NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

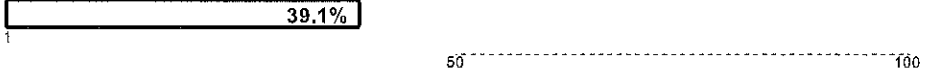
Closing Gap (Minority student to state average)

44.1

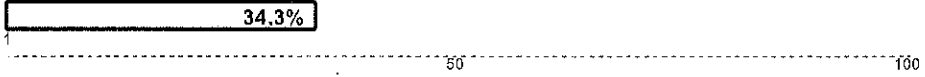
College and Career Ready Growth



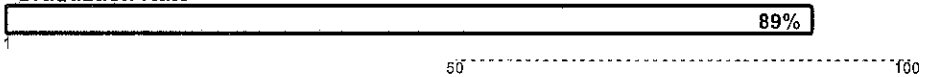
Annual Expected Growth



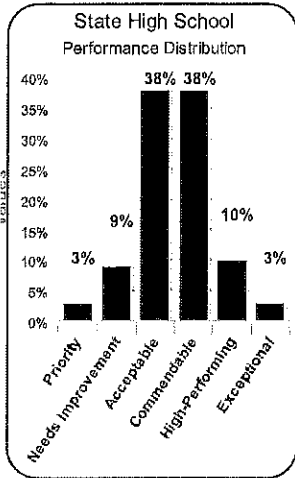
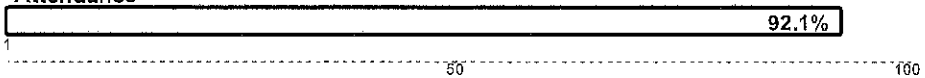
College and Career Readiness



Graduation Rate



Attendance



Dlst	Dist Name	Sch	name	Math Status	Math Year	Reading Status	reading Year	Overall Status	Overall Year
0009	AGWSR	0409	AGWSR Elementary School	Met	0	SINA	1	SINA	1
0027	Adel	0409	Adel Elementary School	Watch	0	SINA	1	SINA	1
0027	Adel	0418	DeSoto Intermediate School	SINA	2	SINA	3	SINA	3
0063	Akron-Westfield	0409	Akron Westfield Elementary School	SINA	1	Met	0	SINA	1
0072	Albert City-Truesdale	0409	Albert City-Truesdale Elementary School	Watch	0	SINA	1	SINA	1
0081	Albia	0409	Grant Center	Delay	1	SINA	2	SINA	2
0081	Albia	0427	Lincoln Center	Delay	2	SINA	2	SINA	2
0108	Alden	0409	Alden Elementary School	Delay	1	Met	0	SINA	1
0171	Alta	0409	Alta Elementary School	SINA	3	SINA	3	SINA	3
0225	Ames	0454	Meeker Elementary School	SINA	1	Watch	0	SINA	1
0225	Ames	0481	Sawyer Elementary School	Delay	1	Met	0	SINA	1
0234	Anamosa	0418	Strawberry Hill	Delay	2	SINA	3	SINA	3
0243	Andrew	0409	Andrew Elementary School	Met	0	Delay	1	SINA	1
0261	Ankeny	0409	Northwest Elementary School	SINA	1	SINA	1	SINA	1
0261	Ankeny	0427	Southeast Elementary School	SINA	1	DELAY	1	SINA	1
0261	Ankeny	0436	Terrace Elementary School	SINA	1	SINA	1	SINA	1
0387	Atlantic	0427	Schuler Elementary School	DELAY	2	DELAY	2	SINA	2
0414	Audubon	0409	Audubon Elementary School	MET	0	SINA	1	SINA	1
0423	Aurelia	0409	Aurelia Elementary School	DELAY	1	MET	0	SINA	1
0441	A-H-S-T	0409	A-H-S-T Elementary School	SINA	2	DELAY	2	SINA	2
0472	Ballard	0425	West Elementary	MET	0	DELAY	1	SINA	1
0472	Ballard	0415	East Elementary	SINA	3	SINA	3	SINA	3
0504	Battle Creek-Ida Grove	0418	BCIG Elementary School	SINA	1	MET	0	SINA	1
0513	Baxter	0409	Baxter Elementary School	SINA	2	WATCH	0	SINA	2
0540	BCLUW	0407	BCLUW Elementary School	WATCH	0	SINA	1	SINA	1
0576	Belle Plaine	0436	Longfellow Elementary School	DELAY	2	MET	0	SINA	2
0585	Bellevue	0409	Bellevue Elementary School	MET	0	DELAY	1	SINA	1
0594	Belmond-Klemme	0409	Richard O. Jacobson Elementary School	SINA	1	DELAY	5	SINA	5
0621	Bettendorf	0445	Neil Armstrong Elementary School	Met	0	Delay	1	SINA	1
0657	Eddyville-Blakeburg-Fremont	0418	Blakesburg Elementary	SINA	1	WATCH	0	SINA	1
0657	Eddyville-Blakeburg-Fremont	0427	Fremont Elementary	SINA	1	SINA	1	SINA	1
0729	Boone	0418	Franklin Elementary School	SINA	5	SINA	2	SINA	5
0747	Boyden-Hull	0409	Boyden-Hull Elementary School	MET	0	SINA	1	SINA	1
0873	North Iowa	0409	North Iowa Elem Buffalo Center	WATCH	0	SINA	3	SINA	3
0882	Burlington	0454	North Hill Elementary School	SINA	1	WATCH	0	SINA	1
0882	Burlington	0409	Black Hawk Elementary School	SINA	2	SINA	2	SINA	2
0882	Burlington	0427	Corse Elementary School	DELAY	1	SINA	2	SINA	2
0882	Burlington	0445	James Wilson Grimes School	SINA	2	SINA	2	SINA	2



Burlington Community School District
21st Century Community Learning Centers Grant

Application Cover Page

Table of Contents

Narrative Text

1. Proposal Abstract.....	5
2. Student Needs Assessment.....	7
3. Project.....	10
4. Research Base.....	13
5. Management and Sustainability Plan.....	14
6. Communication Plan.....	17
7. Partnerships.....	18
8. Evaluation.....	20
9. Budget Narrative.....	22

Memoranda of Understanding and Letters of Support

Required Forms

Form A: Site Information.....	25
Form B: Assurances & Agreements.....	27
Form C: Collaborative Signatories.....	30
Form D1: Funding Requirements.....	31
Form D2: Budget Forms.....	32
Form D3: Applicant Agency's Fiscal Resource Information.....	37
Form E: Minority Impact Statement.....	38
Form F: Non-Public Consultation Documentation.....	40

1. PROPOSAL ABSTRACT (max two pages)

Partners In Education, Community Educating Students (PIECES) is a **joint application** by the Burlington Community School District (BCSD), the Burlington Area YMCA, the Burlington Public Library, and Des Moines County Conservation with BCSD as the lead organization and fiscal agent for the grant. PIECES is currently serving BCSD students and families in three school sites through a current 21st Century Community Learning Center's grant and is submitting this new application to expand to new sites within the BCSD District. This new application proposes to expand PIECES to Black Hawk Elementary, James Wilson Grimes Elementary, Sunnyside Elementary, Burlington Community High School (BHS), and expand a BHS Summer School program.

BCSD has been a **District in Need of Assistance (DINA)** for the past two school years with all three of the Elementary Sites and the High School site in this application being **Title 1 eligible and meeting Free and Reduced Lunch (FRL) rate requirements**. Black Hawk Elementary has a Free and Reduced Lunch rate of 59.5% for the 2015-2016 school year, is a Title 1 school, and rates as *Needs Improvement* on the 2015 School Report Card. James Wilson Grimes Elementary (Grimes) has a Free and Reduced Lunch rate of 78.5% for the 2015-2016 school year, is a Title 1 school, and rates as *Needs Improvement* on the 2015 School Report Card. Sunnyside Elementary has a Free and Reduced Lunch rate of 60.5% for the 2015-2016 school year, is Title 1 eligible but did not receive the designation for this school year. Sunnyside does have dramatic differences in proficiency levels between all sectors including an achievement gap of 20.7% for minority students, 31% for FRL rate students, and 23% for Special Education students compared to their counterparts. Burlington High School has a Free and Reduced Lunch rate of 55.8% for the 2015-2016 school year with a score of *Needs Improvement* on the 2015-2016 School Report Card.

The academic problems that our youth face are made worse by above average levels of poverty, drugs, delinquency, a lack of employment opportunity and single parent households. While the schools are struggling to improve or maintain acceptable proficiency ratings, teachers and our students must confront the effects of major social issues on a daily basis. Students often cannot obtain academic assistance from their parents and need outside supports. In order to succeed, students must stay motivated, engaged, and focused. Caring staff must consistently build relationships with students while emphasizing the additional needs of our minority and impoverished students in both academic and enrichment activities.

PIECES programming provides students with sixty hours each month of enrichment activities specified through: 1) academic assistance to help close the achievement gap; 2) academic enrichment including tutoring in core academic subjects with hands-on activities; 3) access to community resources and programming including environmental education through Des Moines County Conservation, extended library hours through Burlington Public Library, and physical education and recreation activities through the YMCA; 4) literacy and related educational services for families of PIECES students through Southeastern Community College. Community partnerships ensure that our students and families are exposed to a wide array of enrichment activities while introducing PIECES participants to new interests, hobbies, and career paths.

Partnerships with the City of Burlington, Young House Family Services, Burlington Police Department, Des Moines County Public Health, Alcohol Drug Dependency Services, Iowa State University Extension and Outreach, Southeastern Community College, Maple Leaf Community Center, and many more included in our letters of support allow BCSD to incorporate community resources and programming into the lives of our students and families who may otherwise not have access to them. The joint applicants in this grant application propose to meet the enrichment activities outlined above, but also to sustain PIECES beyond the requirements of the grant. As indicated in the name of our after school initiative, PIECES is a collaborative of *Partners in Education* whereby our *Community* and school *Educate* our

Students. PIECES collaborative not only provides educational opportunities and enhancements to our school-day learning, but also partner to sustain programming beyond the length of the funding. The PIECES Advisory Council meets monthly to discuss program achievements, progress made toward meeting our objectives, student participation, as well as the capacity of the partnership to last beyond the grant. The Advisory Council and PIECES partners agree to expand the current 21st Century Community Learning Center's grant to include the management and sustainability of this new application and expansion.

PIECES program expansion written into this application proposes to serve a minimum of 353 students spread through three elementary schools, one high school, and a high school summer school program. Students will participate in PIECES programming throughout the school year in the BCSD after school programs, participate in our partner's programming during non-school days and breaks, and be provided high school summer school enrichment and credit recovery opportunities through this grant application. PIECES grant application requests \$299,790 per year with a cost per student of \$7.50 per after school only program at Black Hawk, Grimes, Sunnyside, and Burlington High School and a cost of \$10.00 per student for the Burlington High School summer school program.

As a District in Need of Assistance (DINA), Burlington has a tremendous need for the 21st Century Community Learning Center grant. The District's current PIECES program model at Aldo Leopold Middle School, Edward Stone Middle School, and North Hill Elementary is making strides toward reducing the achievement gap and improving student behavior and attendance in those schools but we see large gaps in services for our other buildings. Expanding the current PIECES programming into three of our other elementary schools and our high school will dramatically improve student and family access to enrichment activities with *goals* of: 1) reducing the academic achievement gap; 2) improving student behaviors; and 3) creating additional protective factors into the lives of our students which can increase our student's ability to be resilient despite their environmental stressors.

2. STUDENT NEEDS ASSESSMENT (max 3 pages)

2.1 Assessment of Objective Data

Student Poverty: BCSD students and families are facing multiple hurdles of which change will not happen overnight. According to the Greater Burlington Partnership's 2015 ESRI data, poverty is an underlying concern in BCSD as 8.7% of families are reporting income below the poverty level. Des Moines County's 2016 County Health Rankings report that 24% of our children are living in poverty compared to the state of Iowa which is 16%. According to the 2016 County Healthy Rankings, 40% of children are living in single-parent households compared to Iowa's rate of 29%. BCSD's average Free and Reduced Lunch rate for October 2016 is 58.1% with schools mentioned in this proposal as high as 78%. Burlington and Des Moines County residents' social determinants are significant as well.

Des Moines County, of which Burlington represents 63% of the population, is one of the lowest ranked counties in Health Outcomes (94/99) and Health Factors (92/99) (Robert Wood Johnson Foundation, 2016). According to the Robert Wood Johnson Foundation report, Des Moines County ranked 91/99 in resident's Quality of Life and 96/99 in Social and Economic Factors which includes household income, children eligible for free lunch, residential segregation, and homicides. Des Moines County has the highest per capita rate in Iowa of sexually transmitted infections and violent crime.

Student Achievement: Black Hawk, Grimes, Sunnyside, and BHS qualify for Title 1 services based on their Free and Reduced lunch (FRL) rate data. Each school has an academic achievement gap between all students in the school and those students receiving FRL, IEP services, or ELL services. While Sunnyside only received SINA for math, their academic achievement gap is higher than that of either Grimes or Black Hawk. For the past three years, Sunnyside's achievement gap has widened between students without FRP, IEP, or ELL and those with. At Sunnyside in 2013, 76.5% of students with specialized needs (FRP, IEP, ELL) were proficient compared to the other students at 96.2% proficiency. In 2015 those numbers shifted even greater with only 66.3% of students with specialized needs being proficient compared to the other students at 97.3% proficient. Sunnyside students with IEPs reported only 44.3% proficient in reading compared to 88.16% proficient for non-IEP students. Math had similar differences whereby 29% of students with an IEP were proficient in math compared to students without an IEP at 87% proficient (Iowa Assessments Student Achievement data third to fifth grade students, 2015-2016).

BHS has additional student challenges that include chronic absenteeism, a low graduation rate, high dropout rates, and few students ready for college or careers. According to the 2015 School Report Card, only 25.3% of students experience one year's college and career growth. This rating is defined as the percentage of students who are on a trajectory to be college and career ready by the end of high school. On this same report, only 39.1% of BHS students achieved a year of academic growth within one year's time. Further school report data show that only 34.3% of BHS students are college and career ready as measured by the proportion of students that met milestones in reading and math which predict higher probability of post-secondary success. According to the 2015 Iowa Public School Graduation Rate data from the Iowa Department of Education, BHS has a four year graduation rate 73.3% for all students but for those students with an IEP the graduation rate declines to only 54.3%. Iowa's Department of Education report that Burlington High School's 9-12 dropout rate for 2014-2015 was 5.2% (Iowa DOE data on file).

The table below lists the 2015-2016 needs of each school's students as reported by the Iowa Department of Education and the State Report Card for No Child Left Behind printed in October 2016:

School Site	Total Student Enrollment	Students Proposing to Serve	Free Reduced Lunch Rate	Academic Achievement Gap FRL, IEP, and ELL students	2015 School Report Card Ranking	SINA Reading & Math
Black Hawk	453	100	59%	15.6%	Needs Improvement	SINA 2 both reading and math
Grimes	419	100	78%	28%	Needs Improvement	SINA 2 both reading and math
Sunnyside	465	95	60%	31%	Acceptable	SINA 5 in Math
Burlington High School	1233	19 (afterschool) & 39 (Summer School)	55.8%	31.8%	Needs Improvement	SINA 8 in Math and SINA 10 in Reading
Burlington School District	4,123	353	64.5%	--	District in Need of Assistance	DINA 5 in Math and DINA 4 in Reading

The PIECES program will increase student success, raise student achievement, and reduce juvenile delinquency by providing a **safe and structured learning environment**. Research by the Center for Safe Schools found that engaging students in activities and service projects that reinforce social justice themes, and peace-making skills, help students feel safe and develop important social skills. Staff and volunteers of PIECES will include these activities into our programming but also will ensure that students are following school-day rules and policies as related to safe learning environments. Student behavioral expectations are not only addressed during programming but also on school or city bussing that transport students from their sites to their homes. To ensure all students have access to PIECES, transportation is an important programmatic element. The district's partnership with the City of Burlington allows us to use city bussing where our school transportation department cannot. As this application is requesting funding to expand PIECES into four new buildings, utilizing the city bus helps BCSD to ensure all students have access to transportation home following the PIECES program. **The BCSD transportation department and the City of Burlington will work together to ensure all students have safe and accessible transportation to and from PIECES when needed.**

School District Improvement Plans: BCSD has a Comprehensive School Improvement Plan (CSIP) that includes the implementation of afterschool and extended day learning opportunities for students. The District's major academic needs identified in the CSIP include improvements in math and reading as well as improving the dropout rate. Each of these identified needs are addressed within the PIECES program and included in our grant objectives. Elementary schools are partnering with the University of Northern Iowa's Jacobsen Center for Literacy to train teachers on the Comprehensive Intervention Model (CIM). The CIM training supports small group reading interventions which are carried out during the school day but also during the afterschool PIECES program. Teacher Leaders in the elementary level are working with teachers on math and reading initiatives supporting the CIM's tiered levels of support and interventions. We currently have four teachers who were trained in six reading recovery areas and literacy lesson strategies to use with special education students who struggle with reading. The reading and math trained teacher leaders provide professional development to our PIECES staff and will provide support in helping PIECES students with specifically designed intervention and strategies that can continue from the school day to afterschool. As math and reading are our two highest areas of student need, PIECES and BCSD staff ensure that this process occurs throughout our SINA and PIECES proposed schools.

The 2015 Safe and Supportive Schools Survey at BHS indicated that students feel safe at our high school but lacked attention from adults. The need for students to have developmental relationship with adults is an area that we will target within our BHS PIECES program and summer school program. We will provide professional development training for our staff, community partners, and volunteers on building developmental relationships with students and, through PIECES, target our most at-risk students to participate in our extended learning and summer school programming.

BCSD's School Improvement Advisory Committee (SIAC) reviews the needs assessment information, Student and Parent Surveys, and the CSIP and help to develop areas of change. The SIAC has representation from all stakeholder groups as they are the people impacted by our goals and we encourage them to have a voice on how we meet them. The SIAC provides leadership in developing the goals, strategies, and action plans which are recommended to the BCSD School Board of Education. SIAC, PIECES Advisory Council, the BCSD Administration team, and the PIECES Local Evaluator review the District's School Improvement Plan and are instrumental in creating and monitoring the PIECES grant goals and objectives. Together, the school day and extended day learning communities combine efforts to increase the percent of students who are proficient in math and reading, improve school engagement to offset the dropout rates, and ensure students are building relationships with staff.

Family Literacy Needs: Great River Health Systems and Des Moines County Public Health conducted a community health needs assessment in 2015 to identify community member's unmet health needs. The report looked at the Community Needs Index (CNI), published by Dignity Health that echoed our student needs findings. The CNI scores (1 indicating the lowest need and 5 indicating the highest need) are based on socio-economic indicators including cultural, education, housing, income, and insurance barriers. Burlington's CNI was 3.4 which were the highest in Des Moines County. Great River Medical Center and Des Moines County Public Health's 2016 Community Health Needs Assessment reported that 90.7% of Des Moines County residents 25 years of age and older have a high school diploma or higher but only 20.2% of those same residents have a bachelor's degree or higher. It is important to note that almost 20% of Des Moines County residents are employed in manufacturing drops compared to the state average of 14.9%. In fact, 9.5% of residents 25 and older have less than a high school education. The need for literacy and adult education services in Burlington are high. With a high of 19.7% unemployment rate, the BCSD and PIECES families are in need of basic education services as well as skills to gain employment.

2.2 Stakeholders Involvement in Needs and Program Development

A diverse assortment of community organizations collaborated with BCSD and the grant partners to identify the needs of our students and families while also supporting the need for PIECES to expand throughout our district. The organizations that collect and analyze external qualitative data that reflect the needs of youth and families in Des Moines County and the city of Burlington were consulted and instrumental to the development of this application. Among those contributing data and support for PIECES grant application include the Greater Burlington Partnership, Burlington Police Department, Great River Medical Center, Black Hawk PTO, Grimes PTO, Sunnyside PTO, Des Moines County Public Health, Iowa State University Extension and Outreach, Burlington Kiwanis, Young House Family Services, Southeastern Community College, SIAC, and the current PIECES Advisory Council. Each entity was contacted during the beginning stages of grant development, provided data for inclusion in the Needs Assessment, and discussed the expansion criteria for the PIECES program involved in this application.

3. PROJECT (max 3 pages)

3.1 Linked to Student Need:

PIECES after and summer school programming will positively impact academically challenged students, specifically target risk factors facing our students, and improve family literacy and engagement. The broad **goal** for PIECES is that participating youth will behave as positive, contributing members within the social, environmental, and economic fabric of their communities and school. **Through targeted instruction and enrichment activities**, students will improve reading and math Iowa Assessment scores; increase school attendance; and reduce disruptive classroom behaviors resulting in office disciplinary referrals and suspensions. Based on the needs assessment, the following activities support the needs of students attending the PIECES program.

<i>Needs Assessment</i>	<i>Program Components</i>
Academic Challenges	<ul style="list-style-type: none"> • Educational enrichment activities including hands-on activities that focus on reading and math instruction and aligns with the Common Core. • All academic enrichment activities to take the Three-Point Approach of <i>learn</i> the material during school day instruction, <i>experience</i> the subject matter through hands-on applications and enrichments, and <i>reinforce</i> the material through applications of the subject content with staff or community partner-led activities. • Educational activities for students to engage in STEM; Art; Physical Fitness; and Music. • Individual tutoring and homework help provided by volunteers to reduce achievement gaps for at-risk children.
Poverty and other Risk Factors	<ul style="list-style-type: none"> • Character and Behavioral Education programming including curriculums <i>Why Try</i>, <i>Character Counts</i>, and <i>Female Specific Life Skills Program</i>. • Daily USDA approved snacks. • Expansion of BCSD's Positive Behavioral Intervention and Supports (PBIS) program. • Drug and Violence Prevention Programming provided by PIECES partners. • Consistent, caring, and nurturing staff and volunteers
Family Literacy and Engagement	<ul style="list-style-type: none"> • Parent involvement and engagement events. • Family Literacy activities provided through Southeastern Community College. • Family access to adult literacy and GED programs through Southeastern Community College.

3.2 Program Alignment with Federal Activity Guidelines

PIECES Elementary & High School Extended Day Programming

Program Activities Overview: Targeted instruction and enrichment activities will take place during the after school program and select weekends at Black Hawk, Grimes, Sunnyside, and BHS. All PIECES activities will adhere to the *Common Elements of Quality Before & After School Programs* as outlined on the educateiowa.gov website. PIECES will also adhere to the Iowa Afterschool Alliance's *Standards and Corresponding Indicators* as outlined on the Iowa Afterschool Alliance's website. All PIECES students will participate in: 1) Flexible grouping to allow for student's individual learning styles and needs to be met; 2) One on one and small group tutoring; 3) Activities targeting STEM components; 4) Math and Literacy focused enrichment activities; 5) Recreational activities including physical fitness and healthy lifestyle education.

PIECES Elementary Program Black Hawk, Grimes, and Sunnyside's targeted instruction will take place during 32 hours of contact time in an after school program located at each school site. PIECES will operate immediately after school dismisses for two hours each night Monday through Thursday for approximately 122 days. Each afternoon, targeted differentiated reading instruction for 60 minutes a day will include: LETRS technique; flexible student grouping; one to one tutoring; small group tutorials; and instructional technology use. Thirty minutes of targeted Math instruction will include reach based instruction programming and techniques including: Rocket Math; Virtual Math; and Math-o-Matics. The additional thirty minutes each day will be used for programming that has been demonstrated to enhance cognitive abilities including, but not limited to: STEM focused instruction; music creation/listening;

physical fitness; and art creation/education activities. A healthy USDA National School Lunch Program approved snack will be provided daily.

To ensure that each PIECES program meets a minimum requirement of 60 hours of contact time per month, we will provide the following activities outside of the above detailed times: 1) Friday Night Youth Nights for 3rd to 5th grade students at the YMCA; 2) YMCA's Kid's Gym; 3) monthly Starr's Cave field trips; 4) weekly Public Library events including the 321 Club chapter book story time, Tween Technology Tuesdays, and Family Story Time. During each school breaks PIECES students will be offered to participate in the YMCA Kid's Gym, Public Library School Day Out activities, and the Starr's Cave Nature Center events. Each activity that takes place on a weekend will operate for at least three hours each day the program is offered. A healthy, USDA approved, nutritious snack or lunch will be provided at each activity or event.

PIECES High School Afterschool Burlington High School's (BHS) PIECES after school program will operate from 3:15 pm – 5:15 pm Monday through Thursday for a minimum of 122 days. Each Saturday a BHS Saturday Breakfast Club will operate from 8:00 am – 11:00 am. Each afternoon the students will participate in academic and enrichment curriculum that builds academic skills but also inter and intra personal skills. Curriculum selected includes Aggression Replacement Therapy which focuses on emotion regulation, coping skills, and replacement behaviors for aggression. Why Try and R Rules curriculum will also be introduced as they address both behavioral and organizational strategies that our high school students need to function in the school setting as well as the community.

PIECES High School Summer School Summer School programming will take place over 32 days with a goal of serving 39 high school students. The students will spend four hours each day of summer school working with certified teachers, associates, and adult volunteers in activities to both gain high school credits as well as reconnecting them with the school. Students will participate in teacher designed lessons and online learning tools that will provide them a more integrated curriculum and utilize learning opportunities outside of the school building. BHS has developed several courses that when completed, the students will receive credit in two curricular areas. These summer courses are taught by a team of teachers who are licensed in the areas where credit will be awarded. The co-curricular classes are designed in the areas of literacy, mathematics, science, recreation and technology education while taking supervised field trips, enrichment programs, and events.

Family Literacy/Engagement:

Through a partnership with Southeastern Community College (SCC), our parents and caregivers of PIECES students will attend Family Literacy Nights on a quarterly basis and be tied into a theme or activity that PIECES students are engaging in during after school time. Family Literacy Nights will support family involvement in the PIECES programming as well as provide instructional activities that support the parent's role in helping their children advance in academic achievement. SCC will attend each Family Literacy Night to teach parent reading strategies that can be used when reading with their children at home.

SCC also will make available their Adult Literacy and Adult Education programming for the parents of PIECES students. SCC programs are targeted toward individuals who want to learn how to read or improve their reading skills. Adult Education classes at SCC provide instruction for adults who want to develop the skills necessary to seek or upgrade employment, earn a high school equivalency diploma, or enter a college or vocational training program. Group learning is offered in combination with self-paced instruction and may be supplemented with online educational activities.

3.3 Goals and Objectives

Goals of the PIECES program are:

- 1) Improve student's academic achievement.

Objective: K-5 and 9-11th grade students within the PIECES program will make one year's growth in reading and math based on Iowa Assessment standard scores by the end of May 2018 (Iowa Assessments are not given to 12th grade students).

- 2) Decrease risk factors and improve protective factors.

Objective: By May 2018, students in the Elementary and High School PIECES program will have 6 or less unexcused absences per year.

Objective: Students in the Elementary and High School PIECES program will decrease office referrals by 10% in the 2017-2018 school year as compared to the 2016-2017 school year.

Objective: After one year's regular attendance in the BHS PIECES program (attending 30 or more days) students will report an increase in Developmental Assets as measured by the Youth and Program Strengths Survey developed by the Search Institute.

Objective: By May of 2018, students within the PIECES program will be exposed to a minimum of five enrichment activities delivered by community partners as measured by the number of community stakeholders contributing to activities and recorded in the EZ Reports software system.

- 3) Provide resources for improving parenting skills and family literacy.

Objective: By May of 2018, 75% of the parents of PIECES students will report positive increases in their parent role and greater involvement in their child's education, as measured by evaluation surveys.

Objective: By May of 2018, a minimum of 100 parent/caregiver members will have participated in a minimum of 1 program/service area in the areas of parenting skills, adult literacy, computer/technology or vocational training as measured by attendance logs and recorded in EZ Reports software system.

3.4 Alignment with School Day Instruction

PIECES aligns with the district's comprehensive school improvement plan (CSIP), SIAC recommendations, and superintendent's goals for improved academic achievement. School day academics are aligned with Iowa Core and 21st Century Learning that include universal constructs; critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability. There is continuity with the school day academics because school day staff will work within the extended day program, including teachers and para-educators at all proposed sites. Daily communication from day teachers to extended day staff will occur through student planners that each after school site maintains. Recorded in the student planners are notes about daily student progress in an effort to support skill enhancement and work completion. PIECES Site Coordinators in each building will work flexible hours to build consistency from day programs to afterschool programs checking in with students during the school day and then following up with school day teachers as needed.

3.5 Capacity of BCSD and PIECES Partners

BCSD has extensive experience managing federal, state, and local grant funded programs. BCSD's 21CCLC Grant Coordinator has a Masters in Family and Consumer Sciences specializing in Positive Youth Development from Iowa State University, has coordinating the current PIECES 21CCLC grant for two years, and has eleven years of professional experience in out of school (OST) time programming. The current PIECES program has been in the BCSD for the past six years of which, the past two years has been partially funded through a 21CCLC grant. BCSD possesses the financial, material and human resources necessary to fulfill this proposed PIECES expansion project on time and within budget. PIECES Advisory Council and community partnerships provide volunteers, financial support, student and family activities, and advisory functions for the current and proposed program.

4. RESEARCH BASE (max 1 page)

The Harvard Family Research Project (HFRP) examined over a decade of out of school time (OST) research and evaluation studies and confirmed that children and youth who participate in after school programs can have numerous positive benefits in the areas of academics, social/emotional, prevention, and health and wellness (Little, Witmer, and Weiss, 2008, pg 2). Little, Witmer, and Weiss (2008) further stated that it is not only the additional extended learning opportunities that occur in OST programming but balancing the academic support with a variety of hands-on enrichment activities that are engaging, fun, and co-curricular in nature that promote youth development which supports and improves academic performance. The National Dropout Prevention Center/Network's research agrees with HFRP's findings that key strategies to prevent students from dropping out include afterschool and OST opportunities.

Research indicates that children from low socioeconomic households and communities are at risk for slower academic skill development, low literacy skills due to their environment, and can be under resourced which can negatively affect student's academic achievement (Morgan, Farkas, Hillemeier & Maczuga, 2009). Children from low socioeconomic households acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness and are at risk for reading difficulties (Aikens & Barbarin, 2008). The National Center for Education Statistics (2008) reported that in 2007, the high school dropout rate among persons 16-24 years of age was higher in low-income families than their higher income families. PIECES programming and extended day environment is designed to provide additional interventions into the lives of the most at-risk students to assist in their known academic gaps.

In creating and implementing BCSD's PIECES programs, we consulted our stakeholders but also made program quality decisions based on the National Center for Education Evaluation and Regional Assistance's (NCEE) Institute of Education Sciences, "Structuring Out-of-School Time to Improve Academic Achievement" practice guide. The IES practice guide states that, "Academically oriented OST programs are promising because students spend twice as much of their waking hours outside of the classroom as in it, and OST periods, especially summer breaks, are the times when the achievement gap widens." (Beckett, Borman, et al., 2009-012, page 5). The practice guide also offers five recommendations to improve OST programs in order to maximize the benefit to students academically. These five recommendations that PIECES has and will institute include: 1) connecting PIECES programs with school and classroom activities to achieve a shared mission of improving academic performance; 2) focus on recruiting and retaining targeted students so that they receive the dosage necessary to realize academic benefits; 3) adapt instruction to individual and small group needs; 4) provide engaging learning experiences; and 5) access program performance and use the results to improve the quality of the program.

The hours after the school day ends (3:00 pm – 6:00 pm) offer youth opportunities for juvenile crime, sexual activity, and risky behaviors such as drug and alcohol use. Burlington Police Department found a disproportionate number of minorities over represented within the juvenile detention centers and found minorities experience greater recidivism within the system than their white peers (Major Darren Grimshaw interview, 2016). Research and evaluations studies have shown that participation in OST programming has a positive impact on juvenile crime and help reduces risk factors that contribute to teenage pregnancy, teen sexual activity, and boys marijuana use (Goldschmidt, Huang, & Chinen, 2007). PIECES programming will take place during those important afterschool hours and will involve activity and relationship building opportunities for our students with Burlington Police Department, our BPD School Resource Officers, community prevention and treatment specialists, and community adult volunteers.

5. MANAGEMENT AND SUSTAINABILITY PLAN (max 4 pages)

5.1 Staffing, Professional Development, Leadership, and Volunteerism

Effective Staffing and Retention: According to Little, Wimer, and Weiss (2008), the quality of program staff is one of the most critical features of an afterschool program. A model for BCSD's proposed PIECES staffing and retention is based on the successful programs currently operating in the district. Teacher recruitment will focus on first hiring teachers with certification/experience within the targeted instruction areas and secondly on hiring teachers within the buildings that are housing the new PIECES programs. The Burlington Area YMCA staff will also be recruited to work in the PIECES program sites as they have been trained in Positive Youth Development and OST programming. To retain quality teachers, support staff, and after school staff program leadership will provide appropriate compensation, high quality professional development, and valuable support within the school and district. Building Principals and Site Coordinators will be responsible for recruiting, hiring, and retaining program staff. Flexible scheduling for Site Coordinators will be utilized at all sites to ensure suitable communication between day and afterschool programming.

Volunteers within the PIECES program maintain many roles including individual student tutoring, enrichment activity programming, supervision and support on field trips, meal and snack preparation, or sharing experiences/expertise in an area of career or academic interest with students. The Greater Burlington Partnership, Burlington Kiwanis, Burlington's Retired Senior Volunteers (RVSP), and BCSD's retired teachers have a strong existing partnership with BCSD and PIECES. Retired teachers and members of the RSVP program currently volunteer in each of the elementary sites to work one-on-one with students. Both volunteer pools will continue to volunteer but now will have the opportunity to volunteer afterschool and not only during the school day. All parties involved will work together to ensure effective staffing and professional development for PIECES staff, maintaining alignment with building and district school day instruction, and coordinate volunteers to support high quality programming.

Professional Development: The Iowa Department of Education has provided all 21CCCL grant sites with a Professional Development Plan template that recommends quality professional development training topics along with recommendations and invitations to local or statewide training opportunities. Program and staff evaluations will be used in making recommendations to support professional development along with needs expressed by PIECES staff. Site Coordinators will also provide/arrange in-services for staff and volunteers to ensure consistency and continuity of programming that align with PIECES goals and objectives. Staff and volunteer handbooks will be created and disseminated which will clearly outline expectations and responsibilities. Opportunities for conferences will be considered for additional training along with training from the Iowa Afterschool Alliance, You for Youth's free online afterschool professional development, and National Afterschool Alliance webinars. Iowa State University Extension and Outreach will provide volunteer training as well as PIECES staff training in the areas of developmental relationship formation and youth/adult partnerships.

Leadership

The administration structure for PIECES begins with the Director of Curriculum who oversees the 21st Century Community Learning Center's Grant Coordinator. The Grant Coordinator oversees all 21CCCL Grant programs including budget management, data reporting, local evaluation support, EZ Report data management, Department of Education reporting, and community partnerships and collaboration. The Grant Coordinator collaborates with the Building Principals and Site Coordinators at each building being served to ensure quality program delivery and adherence to grant objectives and goals. The Principals directly supervise each Site Coordinator who in turn are responsible for daily operations of the program along with coordination of activities with each building's Lead Teacher, staff, and volunteers.

5.2 Student Transportation

Accessible and safe transportation to and from PIECES programs is arranged through the Site Coordinator with the BCSD Transportation Department and City of Burlington bussing services. Student routes are designed with both parties according to the needs of the building, students and parents. During the summer city bussing provides free bus services to all students ages zero through eighteen which supports BHS's summer school program. BCSD's transportation department and the city bus have daily contact with the Site Coordinators to communicate student's daily transportation needs as well as behavioral or disciplinary problems on the buses. This communication ensures student's safety on the buses.

All program facilities, including transportation services, are ADA approved to ensure accessibility to all students, staff and volunteers. If needed, translation services will be provided during PIECES activities, family nights, and for transportation needs of students. The district utilizes Positive Behavioral Interventions and Supports (PBIS) to train and monitor student behavior during school, afterschool, and on school or city transportation. All schools have up-to-date safety plans on file and evacuation routes posted in every room and common area.

5.3 PIECES Advisory Council

The PIECES Advisory Council was established six years ago and has since evolved into a monthly meeting with key stakeholders involved in OST programming within BCSD. The Advisory Council is made up of representatives from PIECES community partners, volunteers, parents, school staff, and PIECES staff. The Chairperson of the PIECES Advisory Council is Major Darren Grimshaw of the Burlington Police Department and member of the Iowa Afterschool Alliance Board. BCSD's Director of Curriculum and 21CCLC Grant Coordinator meet with the Council during each monthly meeting and report on current 21CCLC grant objectives, participant attendance, family engagement activities, and programming activities. Site Coordinators and/or Building Principals present to the Advisory Council on a bi-monthly basis to inform them on site-specific programs, activities, challenges, and successes. Student Leadership Councils at each Middle School, and the proposed BHS site, present information and input to the PIECES Council and are encouraged to send a representative to each Council meeting.

The Advisory Council has its own handbook which outlines expectations, roles, BCSD afterschool programming components, PIECES programming and goals, yearly PIECES evaluation reports, and sustainability planning. The Advisory Council is instrumental in maintaining the sustainability of the PIECES program beyond the 21CCLC grant funding.

5.4 Sustainability Plan

The 21CCLC Grant Coordinator assures the structure of the PIECES program will be maintained throughout each building site. The data collection system (EZ Reports), volunteer coordination, student needs assessments, and program evaluations will continue beyond the three year grant cycle and be able to be maintained into years four and five pending the approval of a comprehensive site visit by the Iowa Department of Education. Community partners providing enrichment and healthy activities, such as Iowa State University Extension and Outreach, the Burlington Area YMCA, Des Moines County Conservation, Southeastern Community College, the Burlington Public Library, F&M Bank, area businesses, civic groups and the city of Burlington will remain engaged with the programming outside of specific 21CCLC funding streams. Six years ago the original PIECES program began with funding from the Burlington Kiwanis. Over the course of these six years BCSD was awarded one 21CCLC grant, had community support to offset the 25% reduction in state DOE funding in years four and five, and has financially and programmatically supported a high school and middle school summer school program with local and district funding sources. The community partnerships established to operate the current and proposed

PIECES program went from 15 to 27 to now over 34 community agencies providing in-kind activity programming for BCSD PIECES students.

The components of STEM activities and healthy snacks will continue to be maintained after the 21CCLC grant period. Additionally, academic awareness to close the achievement gap in reading and math will remain a strong focus beyond years one through three. Current programming has been in place to six years and has provided enough growth to justify additional sites. The financial and volunteer support of Kiwanis, Rotary, and Burlington's Educational Foundation will continue to support the extended day program beyond specific funding streams as well. In addition, the following businesses currently support the family literacy nights: Hy-Vee, Southeastern Community College, the Burlington Public Library, Iowa Workforce Development, and school Parent Teacher Organizations (PTO). BCSD provides several resources that are not funded through 21CCLC grant that support the infrastructure of the PIECES program and will continue with this grant proposal. These include building Administration positions, District Administration, building custodial staff, building secretaries, phone, computers, copy services, accounting services, and building space. These will be maintained regardless of external funding streams which contribute to the overall sustainability of the program.

Program Improvement

To maintain program quality and ensure progress toward grant goals, the Grant Coordinator will work with both community partners and PIECES stakeholders on a quarterly basis. It is important that measuring grant objectives and goals does not happen once per year but on a continual basis. Academic goals will be monitored for student progress on a quarterly basis at each location with site specific staff and the Grant Coordinator. Under the supervision of the Director of Curriculum, Principals and the Grant Coordinator will examine student progress toward proficiency and ensure that afterschool curriculum and enrichment activities are aligning with the grant objectives. The yearly local evaluation will be reviewed by all stakeholders including site Principals, Director of Curriculum, Student Advisory Councils, SIAC, and the PIECES Advisory Board. When planning yearly and monthly PIECES programming and activities, it is important that each building considers student progress, student needs, and program quality. Each of these progress monitoring meetings are important not only for the students' progress, but also for sustaining the program beyond grant funding.

Continual partner support and collaboration is key to the success and sustainability of PIECES. As the name indicates, BCSD's PIECES program is a collaboration of community and schools. The partnership that PIECES currently have for this grant application, and at our existing sites, is vital to our program capacity and sustainability. The PIECES partners work collaboratively to provide students and their families enrichment activities which not only meet academic components but also connect the community and the school. Our partners provide not only activities, but also in-kind donations, staffing, building usage, and resources for our families. This joint application to expand our current PIECES program was created through the collaborative partnership with the understanding that the partnerships are key to our program success. When the funding decreases after three years, each of the partners has agreed to continue our programming while ensuring each can sustain beyond a reduction in funding. To offset the funding decline, BCSD will incorporate more community partners who can lead activities related to their own agency specialties.

6. COMMUNICATION PLAN (max 1 page)

PIECES communication plan is designed to share information with parents, students, community partners, school staff, and the community of Burlington. There are different methods of communication that BCSD's PIECES utilizes based on the audience targeted and past experience in communication mediums. BCSD, PIECES, and our grant partners each have a website and social media pages which promote activities, program information, and contact information. We have found that the community of Burlington responds well to social media pages therefore we collaborated in the summer of 2016 to create a Burlington Iowa Kids Facebook page (<https://www.facebook.com/BurlingtonIowaKids>). The Burlington Iowa Kids Facebook page was marketed at the Burlington Public Library, BCSD Summer School, went home with parents through flyers at school, and promoted through the City of Burlington. The Library and BCSD are administrators of the page and promote our PIECES activities, family and youth programs, and information pertaining to free events for the families of Burlington. The Facebook insights tools indicate that during the summer months and when school is not in session are the two highest page visits and reach days. What we found is that the Burlington families are utilizing social media to find activities and family events. This medium will continue to be utilized if this PIECES grant application is awarded to our proposed sites.

Another communication outreach tool that will continue if we are awarded this grant is the district website page. The website posts information about our PIECES program, contact information by site, family events, and evaluations (<http://www.bcsds.org/academics/21st-century-learning-centers>). BCSD utilizes our website to market our programs as well as provide parents with a web presence to turn to for additional information outside of school hours. It is our intention to expand the current website to include the proposed building's PIECES program not only at the district level but the school level. Currently, each PIECES site has its own online presence that ties into the district's website and Facebook page. We would include the new sites as well as high school summer school in the same manner both through websites and Facebook pages. Our joint application partners will also promote our PIECES program activities, events, and field trips to their locations through their websites, newsletters, and social media applications (<http://www.burlington.lib.ia.us/154/Kids>, <http://www.burlingtony.org/kids-gym/>, <http://www.dmccounty.com/index.aspx?NID=427>).

In addition to our website and Facebook pages, students, in collaboration with Site Coordinators, provide program updates, celebrations, evaluations, and milestones to community organizations through PowerPoint presentations, district newsletters, parent newsletters, school board presentations, and at Des Moines County partner's resource fairs. Each school's marquee runs a ticker of the afterschool program time, family events, and celebrations as well. Newsletters are sent to participating families with program information, activities, success stories, participation numbers, family night information, adult literacy support nights, and upcoming field trips. The Burlington service organizations such as Kiwanis, Rotary, and the Lions Club invite PIECES and BCSD to present annually on program goals and evaluations. Another avenue to reach our PIECES parents are direct in-person and phone communications. Site Coordinators have daily contact with parents, school day staff, and students to discuss the PIECES program and activities. The Grant Coordinator communicates daily with community partners to discuss PIECES and align all joint activities and school day out events. This will continue to expand if we receive this grant award for our new sites.

7. PARTNERSHIPS (max 2 pages)

Partners In Education, Community Educating Students (PIECES) is a **joint application** by the Burlington Community School District (BCSD), the Burlington Area YMCA, the Burlington Public Library, and Des Moines County Conservation with BCSD as the lead organization and fiscal agent for the grant. As our name implies, PIECES is about the partnerships between the school district and youth-serving community organizations. Each of the partners contributes resources, staffing, activities, supplies, and marketing for our extended day and summer programming. Each of the partners relies on the other for youth engagement, parent engagement, community support, and implementation of PIECES activities.

7.1 Existing Partnerships

PIECES currently has over thirty community partnerships that collaborate with the program to provide services for our families, activities for our students, staffing during PIECES programming, monthly educational programs for students, volunteers to work with students, and financial contributions. The following are some of the organizations who contribute resources, supplies, and staffing for nightly PIECES program activities:

Boy Scouts	Girl Scouts	Domestic Violence Intervention Program	Burlington Fire Department
Starr's Cave	YMCA	City of Burlington	Burlington Police Department
The Nest	Kiwanis	Iowa Public Television	Burlington Public Library
F&M Bank	The Bees	Great River Medical Center	Alcohol Drug Dependency Services (ADDS)
Des Moines County Public Health		Young House Family Services	ISU Extension & Outreach

This application is submitted on behalf of four specific partnerships that will provide PIECES programming and family events. The Burlington Public Library provides staffing, activities, and youth-focused events for students in grades K-12 at our PIECES program sites and through field trips to the Library. The Library offers our PIECES students weekly activities that are of no cost to the BCSD or PIECES program. The activity includes staffing by the Library, activity supplies, and youth leadership opportunities. The Burlington YMCA offers PIECES students in grades three through eight weekly Friday Night Youth Nights at a reduced rate, Kid's Gym for students in grades K-5 when school is not in session at a reduced rate, and activities over the school breaks at a reduced rate. The Burlington YMCA provides PIECES programming use of their Camp McBride facilities at a reduced rate for family or student field trips and teambuilding activities. The YMCA also visits the PIECES's programs to lead students in physical and healthy activity sessions at no cost to the program. Des Moines County Conservation provides activity programming for students, hands-on environmental education, field trip events, and family activities at no cost to the district or PIECES. Each partner's MOU is listed in the Appendix after Form C.

Family programming and Adult literacy activities are essential elements to PIECES programming. Through our partnerships our families receive activities to engage them in the education of their children and with access to services that BCSD alone could not offer. Southeastern Community College (SCC), the YMCA, Library, and Des Moines County Conservation each add a family component of programming necessary to serve the whole child and family. Southeastern Community College's Adult Education and Literacy program has several components. SCC instructs in five subjects the skills needed to help students or adults earn a high school equivalency diploma. Some SCC students, who have earned a high school diploma, engage in study activities to upgrade their skills in order to become more employable or go into training for a career. This is a vital component to our proposed high school afterschool and summer program. SCC instructors offer small group and one-to-one instruction based on the needs of the student. They offer three on-line learning programs to help students who need distance learning to improve their skills or one-to-one tutoring in reading and math for adults who have that need.

The existing 21st Century Community Learning Center's Grant utilizes the grant funding to supplement and not supplant extended day programming at BCSD. It is through the above mentioned partnerships that the PIECES program exists and will exist beyond our current or proposed application grant period. Community service organizations such as Burlington Kiwanis, Rotary, and the Lion's Club collaborate with PIECES to sustain our programs. The organizations assist financially with support, volunteers, and by presenting activities or introducing new hobbies to students of the programs. Throughout the past six years, these organizations have contributed over \$30,000 in financial support and over 300 volunteer hours. In the 2015-2016 school years, our other partnerships totaled \$40,800 through in-kind support for PIECES. BCSD is committed to our extended day and summer programming and has contributed over \$43,000 in financial support for PIECES annually through staffing, building use, supplies, and management of the programs.

7.2 Engagement of Partners

PIECES has an established Advisory Council that works collaboratively with BCSD to support all of the district's extended day and summer programming. The PIECES Advisory Council meets monthly, on the third Thursday of every month at the BCSD Administration Building, to discuss program achievements, progress made toward meeting our objectives, student participation, as well as the capacity of the partnership to last beyond the grant. The Advisory Council and PIECES partners agreed to expand the current 21st Century Community Learning Center's grant to include the management and sustainability of this new application and expansion into other buildings and the high school summer school program.

BCSD recruits Council members from the PIECES collaborative partners, parents of PIECES students, BCSD Administration, and student representatives. Through this partnership, Council members promote and encourage other organizations to donate time, resources, services, and funding to the extended day and summer programs. The organizations involved in the Council are committed to assisting the program's sustainability beyond 21CCLC funding periods. If this application is funded, each of the joint applicant organizations will have representation on the Council and be intimately involved in outreach and sustainability of PIECES programming.

BCSD is committed to the engagement of our partners and students through school day, extended day, and summer services offered to our students and families. BCSD has a Community Partner room at Burlington High School where students can utilize community resources such as ADDS addictions and substance use services, Domestic Violence Intervention Program, Rape Victims Advocacy Program, Planned Parenthood, Des Moines County Public Health's free STD testing services, and individual or family therapy services through Young House Family Services. The availability of our partnership's services, at no cost to our district or students, is a valuable resource for our families and PIECES students. Transportation can be a hurdle for our students receiving services and by bringing our partners into the schools both during, after, and in the summer our students gain access to them. The PIECES partners also gain important access to students and family clients that they might not be able to do without our collaborative effort.

8. EVALUATION (max 2 pages)

BCSD does and will continue to conduct comprehensive program evaluation at the local level using an external evaluator, student advisory councils, as well as providing requested data and program information to the Iowa Department of Education.

8.1 Local Evaluator

BCSD has contracted with a local evaluator who has sixteen years of state and federal youth-centered grant management experience. Jennifer Lehman worked for Iowa State University Extension and Outreach for fourteen years in the areas of community and youth development. She spent ten years as the Drug Free Communities (DFC) Coordinator for Henry County Iowa managing the federal DFC grant, Youth Development Coordinator for Iowa State University Extension and Outreach of Henry County, a 4-H leader, and grant writer for the Henry County Attorney's Office. She is certified as a Substance Abuse Prevention Specialist, a Victim Rights Advocate, and spent two years as a Strategic Prevention Framework (SPF-SIG) Capacity Coach with the Iowa Department of Public Health. Ms. Lehman has the experience necessary to conduct a comprehensive, rigorous evaluation of PIECES effectiveness both at a local level and in cooperation with the Iowa Department of Education. The 21CCL Grant Coordinator for BCSD, Cassie Gerst, will provide all necessary data and information to Ms. Lehman and as requested by the Iowa Department of Education. Ms. Lehman's contact information is lehmanj@gmail.com and Ms. Gerst's contact information is cassie.gerst@bcstds.org.

8.2 Measuring Program Results

BCSD has several instruments in place to measure PIECES effectiveness, progress toward meeting our grant objectives, and student program satisfaction. BCSD utilizes EZ Reports web-based software for managing the current 21CCLC grant and will continue to do so with the new grant proposal or a program required by the Iowa Department of Education. EZ Reports software meets federal Department of Education and state reporting requirements for 21CCLC grant funded programs. EZ Reports imports student demographic information from BCSD's Infinite Campus system, tracks student activities, student enrollment, and student attendance in PIECES programming. The Grant Coordinator utilizes EZ Reports to monitor and track multiple site's programming in one central location, run real-time reports by grant or by site, generate an Annual Performance Review report for use by the local evaluator and federal Tactile system, and provide detail reports on daily and monthly student contact time. EZ Reports helps our evaluator collect data directly from one location instead of relying on staff spreadsheets, can monitor or review real-time program data, and can generate reports needed for federal and state Department of Education requirements.

BCSD uses Infinite Campus to record school day grades, school day attendance, office referrals, behavior and disciplinary reports, parent contact information, student demographics, missing school day assignments, and student medical information. Infinite Campus reports can be downloaded and then inputted into BCSD's EZ Reports system by the Grant Coordinator on a monthly, daily, or as needed basis. While Infinite Campus does not contain Iowa Assessment data, individual Principals do have data tools that record and can be shared with the Grant Coordinator.

To measure student effectiveness and satisfaction with the PIECES program, BCSD will utilize a student survey designed by the Search Institute for students in grades 9-12 called the Youth and Program Strengths Survey (YAPS). Elementary students in PIECES programming utilize a Google Forms survey that measures student satisfaction in a format that is both grade and age appropriate. The Search Institute's YAPS Survey is designed to measure program quality and integrate youth perspectives into existing program design and implementation. YAPS measure the degree to which PIECES students experience program features and opportunities that define a high-quality program as indicated by research

in youth thriving. YAPS looks at the following factors that affect program quality: appropriate structure; physical and psychological safety; developmental relationships; opportunities to belong; positive social norms; support of efficacy and mattering; opportunities for skill building; integration of family, school, and community; and youth viewpoints on asset-rich nature of their school, program, and peers.

BCSD will use the following data points to evaluate our program, refine, and improve our program throughout the duration of the grant period.

Outcomes to Measure	Data Sources	Timeline
<p>Improve Student's Academic Achievement:</p> <ol style="list-style-type: none"> 1. Student Grades 2. Iowa Assessments 	<ol style="list-style-type: none"> 1. Math and Reading/Language grades as reported in Infinite Campus 2. Iowa Assessment Scores recorded on School Data Wall (Excel Document) 	<ol style="list-style-type: none"> 1. Recorded in Fall 2017 compared to Spring 2018 grades. 2. Recorded in Fall 2017, Winter 2018, Spring 2018 <p>Grades and Assessments reviewed quarterly to ensure program is meeting student's academic needs.</p>
<p>Decrease Risk Factors and Improve Protective Factors</p> <ol style="list-style-type: none"> 1. School attendance 2. Office disciplinary referrals 3. Developmental Asset measurements 4. Community Partner activities 	<ol style="list-style-type: none"> 1. School attendance as recorded in Infinite Campus 2. Behavior and office referrals as recorded in Infinite Campus 3. Youth and Program Strengths Survey by Search Institute 4. Record of activities as recorded in EZ Reports online software 	<ol style="list-style-type: none"> 1. Calculated at year end but recorded throughout school year 2. Calculated at year end but recorded throughout school year 3. Pre-YAPS survey in Fall 2017, post-YAPS survey in Spring 2018. 4. Recorded and reported from September 2017 through June 30, 2018 in EZ Reports. <p>Attendance, office referrals, community involvement reviewed quarterly to ensure program is meeting needs of students and program targets students at risk of failure.</p>
<p>Improve Parenting Skills and Family Literacy</p> <ol style="list-style-type: none"> 1. Parent's engagement in child's education 2. Parent participation in PIECES activities 	<ol style="list-style-type: none"> 1. As recorded in a Google Form survey 2. Attendance records at family and student events recorded in EZ Reports 	<ol style="list-style-type: none"> 1. Disseminated at year end by June 30, 2018. 2. Recorded throughout school year ending June 30, 2018 <p>Parent conversations and engagement in program measured monthly to ensure program meets needs of parents and their children.</p>
<p>Student participation and attendance in PIECES activities</p>	<p>Attendance records reported in EZ Reports</p>	<p>Daily attendance logs throughout school year.</p>
<p>PIECES program activities, alignment to federal guidelines, and curriculum utilized</p>	<p>Recorded in EZ Reports</p>	<p>Daily activity log with student enrollment and attendance throughout school year.</p> <p>Student Advisory Council at each building site meets monthly to ensure program activities meets student needs and wants.</p>
<p>Effective communication between partners of PIECES</p>	<p>Monthly Advisory Council meeting minutes</p>	<p>Monthly Advisory Council meetings</p>
<p>Implementation of positive youth development principals, OST Best Practices, and PIECES grant obligations.</p>	<p>Grant Coordinator Site Visit logs and EZ Report documentation.</p> <p>Grant Coordinator calendar, attendance records by Iowa Afterschool Alliance, on 21CCLC Wiki Site.</p>	<p>Monthly Site and Grant Coordinator meetings to review program goals, objectives, activities, and community involvement.</p> <p>Grant Coordinator participation in an Iowa Afterschool Alliance Committee and attendance on monthly Iowa Afterschool Alliance best practices webinars.</p>
<p>PIECES yearly program evaluation</p>	<p>Recorded by the local evaluator on the Iowa 21CCLC Local Evaluation Form provided by the Iowa Department of Education</p>	<p>EZ Reports and Infinite Campus data to be shared with local evaluator quarterly and at year end 2018.</p> <p>The evaluation will be submitted by Iowa Department of Education and federal Department of Education deadlines and then disseminated to the Advisory Council, Stakeholders, Parents, Students, Staff, and community through communication plan channels.</p>

BUDGET NARRATIVE (max 2 pages)

9.1 Justification of Alignment of Proposed Activities

The estimated budget is based on the daily cost for services as outlined by the Funding Formula Template provided by the Iowa Department of Education. To meet the funding standards of \$7.50 per student per day of an afterschool only program and \$10.00 per student per day of a summer school program the following budget narrative provides explanation for Appendix D1 and D2.

Personnel (70%): The PIECES program is evaluated on improving academic skills in reading and math according to student's grades and Iowa Assessment. It will also measure attendance, social, and behavioral goals of students. Therefore, it is important to provide as many resources as possible that are student-centered and focused on student achievement and well-being of the whole child. For the student to successfully develop, it is crucial to have continuity between the school day and the extended day after school programming for the highest gain of academic achievement. For this intensive academic instructional focus, PIECES will recruit BCSD school day teachers and associates to be part of the after school and summer programs. BCSD teachers and associates know the curriculum being taught during the school day, knows BCSD students, and are going to be able to provide a seamless transition for continued instructional time outside of school hours. In order to recruit certified teachers and associates, the largest portion of the grant is for personnel. The personnel line item for each site includes a Lead Teacher who will coordinate curriculum that will seamlessly transition from school day to after school as well as provide necessary professional development related to school day lessons and instructional coaching for additional PIECES staff. This line item also includes program staff that can include certified teachers, certified associates, professional youth development specialists, youth workers, and family literacy educational support.

Staff Travel (2%): Staff travel costs are based on the historical expenses of the PIECES program. Staff members will have a variety of training opportunities provided by the Iowa Afterschool Alliance including the Impact Conference. Staff travel includes expenses of driving school vehicles to in-state professional development training, future staff to visit other 21CCLC funded programs, and any transportation needed or required to meet the objectives outlined in this grant..

Materials (10%): Materials for the PIECES program include: USDA approved nutrition snacks, family literacy events, field trips, Education Galaxy curriculum web-based software access, STEM supplies, MindWorks project curriculums, and necessary supplies to implement student activities. Activity and project supplies include items such as: crayons, glue, markers, yarn, LEGOs, Snap Circuits, science supplies, recreation supplies, art supplies, enrichment supplies that coincide with academic focus activities (books, dice, chess boards). Family literacy and engagement implementation including food, reproducible, and books will also be part of this line item expense.

Professional Development (5%): Staff, partners, and volunteers involved in the PIECES program will have mandatory monthly training provided in cooperation with BCSD. PIECES Staff will participate in an initial training including information on policies, emergency procedures, positive youth development, conflict resolution, academic strategies, and social well-being strategies in working with elementary or high school students. The Site Coordinators will review staff handbooks with the staff along with expectations of students, parents, and volunteers. Ongoing professional development training will include access to the district's professional development, specific training monthly for staff to learn and adjust strategies related to student needs, as well as review student objectives and growth. Training may include but is not limited to: Mandt training, mandatory reporter training, Iowa Core training, and other district initiatives that would occur throughout the year.

Student Access, Transportation (8%): PIECES after school and summer school programming will include student transportation to and from programming provided by the BCSD Transportation department (school bus and vans) or the City of Burlington's Public Works department (City Bus). The cost of transportation to a student's home following the after school programs supports parents who need transportation for their child to participate in the program. Where needed, the city bus will aid in the transportation of students. BCSD's Transportation department will also supply bussing for our students and families on family engagement nights, field trips, and community partner events as needed. Transportation is a large need for our student and family population, including the cost of transportation in the budget allows additional student participation and increased parental participation.

Evaluation (2%): A local, external evaluator will be contracted at \$900 quarterly to conduct required state and local evaluations for PIECES. This evaluation helps with the sustainability of the program, provides information to the PIECES Advisory Council and our community partners. The contracted evaluation services in the amount of \$3,600 per year will be paid to Jennifer Lehman. The remaining evaluation line item allocation will be utilized for the expense of EZ Reports web-based software.

Administration/Indirect Cost (3%): Indirect costs include general expenses required to operate programming at three elementary schools, one high school, and high school summer school. These costs might include expenses associated with the use of computers, phone, internet, copiers, accounting services, janitorial services, heating and lighting.

9.2 Supplement not Supplant

Funding awarded to BCSD's PIECES program will supplement the current running programs at Grimes, Sunnyside, Black Hawk, BHS, and BHS's Summer School. Grimes, Sunnyside, and Black Hawk currently have after school programming provided by the Burlington Area YMCA as a fee-based program. Grimes, Sunnyside, and Black Hawk students also are provided inclusion in a district-wide mentoring program called Club M at no cost to the students. Club M program funding is provided through local foundations to operate a one-to-one youth mentoring program. This program will continue and not be supplanted by the 21CCLC grant but supplemented by this new grant project. PIECES programming funded by this grant application will expand the current programs offered in those buildings by providing a free afterschool program for families not able to currently pay for the YMCA programming. It is intended that Club M will be a part of the afterschool programming of PIECES but funded outside of this grant application.

BHS's current summer school program has been instrumental to reaching out to incoming freshman who may be at risk of failing based on academic performance or chronic absenteeism. To prepare these students for the high school experience, the BHS Principal implemented a Freshman Boot Camp in the summer of 2016 for 12 students. The Freshman Boot Camp introduced students to time management skills, peer relationship formation, conflict management, academic resources, and extra-curricular opportunities available to them in high school. The current boot camp will be continued with outside funding but will be supplemented through this grant by expanding it to more students and allow additional staff to be hired and work individually or in small groups with students.

The joint applicants of this application along with current community partners will continue partnerships with PIECES including financial contributions, volunteers, staffing, program activities, field trips, and family engagement and literacy activities. Students and families will have more opportunities for enrichment activities and extended partner opportunities for learning than previous to this grant opportunity. The 21CCLC funding in this application will also for the expansion of all of our PIECES programs and services.

Memorandum of Understanding

Between

Burlington Community School District

and

Burlington Area YMCA

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District (BCSD) and the Burlington Area YMCA provide enrichment activities and resources for the students attending the PIECES programming.

Background

The Burlington Area YMCA believes that lasting personal and social change can only come about when we work together to invest in our kids, our health, and our neighbors. The focus areas of the YMCA include youth development, healthy living, and social responsibility. The YMCA facilities include two full size gymnasiums, a 6 lane indoor pool, 15 lap/mile indoor walk/jog track, 3 racquetball courts, cardio and weight rooms, fitness classes, dance studio, gymnastic studio, and is a full-time state licensed child care.

Purpose

This MOU will allow for the Burlington Area YMCA to provide enrichment activities to BCSD PIECES students in the following ways:

- students will be able to participate in the Friday Night Youth Nights;
- students will be able to participate in the Kid's Gym during no-school days;
- and students will be able to attend the YMCA during school-year breaks such as Winter Break, Spring Break, and teacher in-service days without being members of the YMCA.

The Burlington Area YMCA will provide BCSD PIECES programs with:

- program activities during the PIECES school-based program times;
- offer professional development opportunities for staff;
- and participate in PIECES-sponsored family events when available.

Reporting

BCSD and the Burlington Area YMCA will meet quarterly to review student attendance data, student participation in various YMCA activities, and student survey responses to the partnership.

Funding

This MOU is not a commitment of funds but it is intended that BCSD will utilize funding from the 21st Century Community Learning Center's grant to pay for PIECES students to attend the YMCA programs. The programs and cost are to be agreed to by both parties in the future.

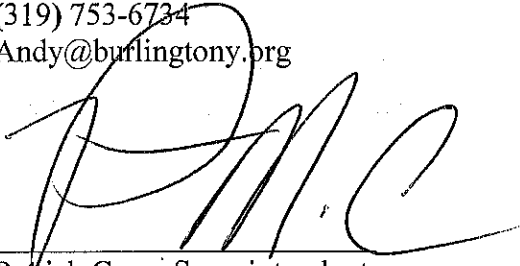
Duration

This MOU shall become effective upon signature by the authorized officials from BCSD and Burlington Area YMCA. This MOU is at-will and may be modified by mutual agreement of authorized officials from BCSD and the Burlington Area YMCA. This MOU may be terminated at any time by either party with thirty (30) day notice to the other party. In the absence of a termination, this MOU shall end on June 30, 2019.

Contact Information

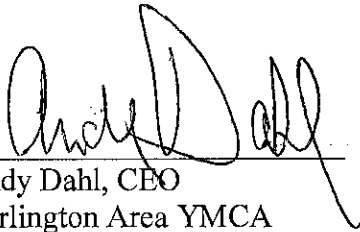
Burlington Community School District
Patrick Coen
Superintendent
1429 West Avenue, Burlington, IA 52601
(319) 753-6791
Patrick.Coen@bcstds.org

Burlington Area YMCA
Andy Dahl
CEO
2410 Mt. Pleasant Street, Burlington, IA 52601
(319) 753-6734
Andy@burlingtonym.org



Patrick Coen, Superintendent
Burlington Community School District

Date: 12/7/16



Andy Dahl, CEO
Burlington Area YMCA

Date: 12-8-16

Memorandum of Understanding

Between

Burlington Community School District

and

Burlington Public Library

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District (BCSD) and the Burlington Public Library (Library) to provide enrichment activities and resources for the students attending the PIECES programming.

Background

The Burlington Public Library provides opportunities for people of all ages to connect with others, to learn about the world around them, and to imagine the futures before them. The library's service priorities are early literacy development, school readiness, student support, as well as lifelong learning, technology access, and digital literacy.

The Library has partnered with the school district in many ways including school-day, after school, and summer school programming. A Library staff member has prepared a monthly activity and visited our after school programs while introducing the Library as a resource for our students and families. By building relationships with our students, she has created stronger partnerships between Burlington families, youth, and the library programs and services.

Purpose

This MOU will allow for the Library to provide enrichment activities to BCSD PIECES students in the following ways:

- Continue library outreach visits to the after school and summer school programs;
- Work with school staff to partner on activities offered at the Library including Anime Club, Teen Council, Tween programming, 321 Club, Lego Robotics, and Story Reading Time;
- Involve PIECES students in school day out activities offered at the library including programming during winter breaks, spring break, and teacher in-service days;
- Provide meeting space for PIECES activities or events;
- Offer technology workshops for parents of PIECES students;
- Making collection resources available for student homework support and family support through the job center and other tools;

Reporting

BCSD and the Library will meet quarterly to review student attendance data, student participation in various Library activities, and student survey responses to the partnership.

Funding

This MOU is not a commitment of funds.

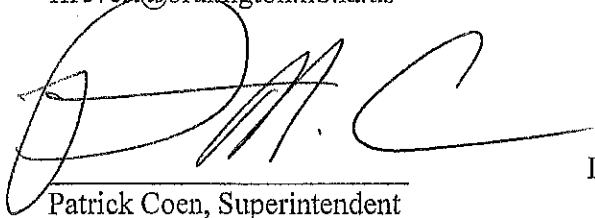
Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from BCSD or the Burlington Public Library. This MOU shall become effective upon signature by the authorized officials from the BCSD or the Burlington Public Library and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from BCSD or the Burlington Public Library this MOU shall end on June 30, 2019.

Contact Information

Burlington Community School District
Patrick Coen
Superintendent
1429 West Avenue, Burlington, IA 52601
(319) 753-6791
Patrick.Coen@bcsds.org

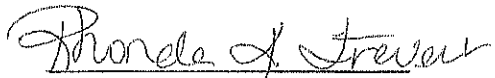
Burlington Public Library
Rhonda Frevert
Executive Director
210 Court Street, Burlington, IA 52601
(319) 753-1647
rfrevert@burlington.lib.ia.us



Patrick Coen, Superintendent
Burlington Community School District

Date:

12/7/16



Rhonda Frevert, Executive Director
Burlington Public Library

Date:

12.2.16

Memorandum of Understanding

Between

Burlington Community School District

and

Des Moines County Conservation

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District (BCSD) and the Des Moines County Conservation (DMCC) to provide enrichment activities and resources for the students attending the PIECES programming.

Background

Des Moines County Conservation (DMCC) is dedicated to the sustainability of natural resources through land stewardship, conservation education, and by providing quality outdoor recreation opportunities. DMCC's Conservation Education division offers many outdoor learning opportunities and services to the public with significant involvement in presenting to BCSD schools both in the classrooms and in our after school settings. In the past year, DMCC Education Division delivered 271 educational programs to 12,325 participants.

DMCC Education division is implementing a "Three-Part Approach" which blends all aspects of outreach and programming into one integrated experience for BCSD students. The approach delivers a consistent message to students within three environments: the classroom, the nature center, and the outdoors. The new approach aligns with BCSD's PIECES program in that students will learn in afterschool, experience in nature, and then reinforce through family involvement.

Purpose

This MOU will allow for DMCC's Education division to provide enrichment activities to BCSD PIECES students in the following ways:

- Provide Environmental Education (EE) curriculum during after school hours;
- Make available the DMCC's Teacher Resource Totes to after school staff which will provide materials and facilitator guides for our staff during PIECES programming hours to utilize in addition to the DMCC-led activities;
- Integrate PIECES students and families into the "Three-Part Approach" including field trips to the DMCC operated facilities (parks, Nature Center, ect.) and with family engagement activities and events;
- Involve PIECES students in school day out activities offered at the DMCC facilities including the Starr's Cave Nature Center and other DMCC sponsored events;
- Provide meeting space for PIECES activities or events;

Reporting

BCSD PIECES Grant Coordinator and DMCC Education division staff will meet quarterly to review student attendance data, student and family participation in various DMCC activities, and student survey responses to the partnership.

Funding

BCSD will utilize funding from the 21st Century Community Learning Center's grant to pay for PIECES students and families to attend DMCC programming when applicable. BCSD will also utilize 21st Century Community Learning Center funding to contribute to DMCC expenses including:

- Contribution to the Teacher Resource Totes materials;
- Supplies needed for DMCC's PIECES programming;
- Contribute to materials or supplies needed during the PIECES field trips and family engagement activities.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from BCSD or DMCC. This MOU shall become effective upon signature by the authorized officials from the BCSD and DMCC and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from BCSD or the DMCC this MOU shall end on June 30, 2019.

Contact Information

Burlington Community School District
Patrick Coen
Superintendent
1429 West Avenue, Burlington, IA 52601
(319) 753-6791
Patrick.Coen@bcstds.org

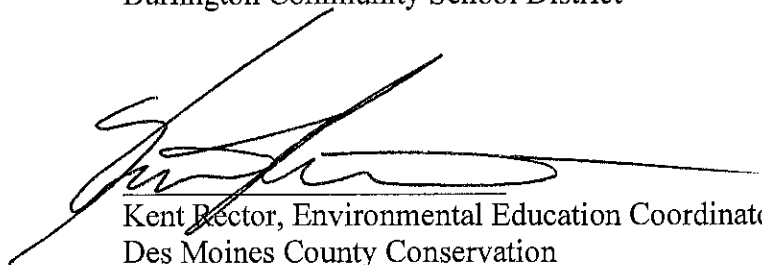
Des Moines County Conservation
Kent Rector
Environmental Education
Starr's Cave Nature Center
11627 Starr's Cave Road, Burlington, IA 52601
(319) 753-5808
rectork@dmcounty.com



Patrick Coen, Superintendent
Burlington Community School District

Date:

12/7/16



Kent Rector, Environmental Education Coordinator
Des Moines County Conservation

Date:

12-8-16

Memorandum of Understanding

Between

Burlington Community School District

and

Southeastern Community College

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District (BCSD) and Southeastern Community College (SCC) to provide enrichment activities and resources for the students attending the PIECES programming.

Background

SCC provides Adult Education and Literacy (AEL) services, including high school equivalency diploma preparation, to individuals in southeast Iowa. Program personnel assist adults in obtaining the knowledge and skills necessary for employment and self-sufficiency and in acquiring the educational skills necessary to become full partners in the educational development of their children. The BCSD PIECES program serves youth who could directly benefit from their parent's participation in family literacy activities and AEL Services.

Purpose

This MOU will allow adult family members of students participating in PIECES access to family literacy services and/or adult education and literacy services.

The above goals will be accomplished by undertaking the following activities:

- Update the BCSD about the Southeastern Community College Adult Education and Literacy program annually to facilitate the referral of students' adult family members who may benefit from AEL services.
- Present information about AEL program opportunities directly to adult family members of students participating in the PIECES program.
- Cooperate in the development of a family literacy services component for the PIECES program, should funding to support the services become available, and seek opportunities to link those services with Southeastern Community College's AEL program.
- Continue to cooperate with the Regional Workforce Investment Board (Region 16) and the Region 16 Workforce Development Partners, which include school district sector representation.

Reporting

BCSD and SCC will meet quarterly to review BCSD student attendance data, student and adult participation in various SCC AEL-supported PIECES activities, and student survey/family responses to the partnership.

Funding

This MOU is not a commitment of funds.

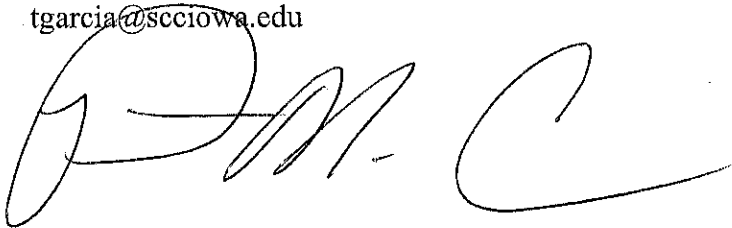
Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from BCSD or SCC. This MOU shall become effective upon signature by the authorized officials from the BCSD or SCC and will remain in effect until modified or terminated by any one of the partners. In the absence of mutual agreement by the authorized officials from BCSD or SCC this MOU shall end on June 30, 2019.

Contact Information


Burlington Community School District
Patrick Coen
Superintendent
1429 West Avenue, Burlington, IA 52601
(319) 753-6791
Patrick.Coen@bcsds.org

Southeastern Community College
Dr. Teresa Garcia
Executive Dean,
Academic Affairs
1500 West Agency Road, West Burlington, IA 52655
(319) 313-1920 ext 5249
tgarcia@scciowa.edu



Patrick Coen, Superintendent
Burlington Community School District

Date: 12/8/16



Teresa Garcia, Executive Dean
Academic Affairs
Southeastern Community College

Date: December 8, 2016



L.D. Beaird
Chief of Police
Burlington Police Department
424 North 3rd Street
Burlington, IA 52601
Phone Number: (319) 753-8366
Fax Number: (319) 753-5187

November 21, 2016

Iowa Department of Education
Attention: Vic Jaras
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319

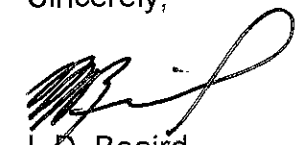
To Whom It May Concern:

On behalf of the Burlington Police Department, I strongly support the 21st Century Community Learning Center grant application submitted by the Burlington Community School District in an effort to grow the current after school programming.

We, in law enforcement, have come to realize the need for structured after school programs within our community. The success of the current program and the possibility of duplicating PIECES programming in three additional elementary schools and at the high school is very exciting. The additional enrichment opportunities that would be available and tailored to the needs of the individual schools and families will allow additional youth to participate in this valuable resource. Our police officers would continue to play a role in providing safe learning environments and educational presentations that will foster community oriented development.

In conclusion, the Burlington Police Department fully supports the efforts of the Burlington Community School District to expand current after school programming to four additional school buildings. We look forward to continuing our relationship with the Burlington Community School District and enhancing our ongoing partnership with the after school program in our community. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,



L.D. Beaird
Police Chief



Making Connections, Building Community

Chamber of Commerce
Economic Development
Convention & Visitors Bureau
Downtown Partners, Inc.

November 21, 2016

Iowa Department of Education Attn: Vic Jaras
Grimes State Office Building
400 E 14th St
Des Moines, IA 50319-0146

To Whom It May Concern:

It is with both honor and excitement that the Greater Burlington Partnership supports the 21st Century Community After-School Program in the Burlington Community School District which has been in operation since 2009. Continued expansion of these valuable programs is not just critical for the school district, it is vital for the children it serves and for the community as a whole.

While our local economy is booming, not all segments of our community are prospering at the same rate. In fact, for households with children under 5 and no husband present, nearly 80% wind up in poverty in our community. Many social ills accompany such a disturbing statistic such as illiteracy and a lack of appropriate role models for pre-teens and teenagers. An after-school program alone can not solve all of our community's social ills, but they have demonstrated success in changing lives. These efforts offer constructive instruction time, an ability to connect with adults outside of normal school hours, and provide an opportunity for these at-risk students to connect with the community.

The Greater Burlington Partnership is the umbrella organization for the chamber of commerce, economic development group, convention & visitors bureau, and the Main Street program. The organization has more than 650 members and plays an active role in leading community enhancement efforts.

We have long been a partner with area school districts, and our relationship with the Burlington Community School District is no different. Our goal is to see that every working-age resident is a contributing member of society.

Our organization intends to continue using its channel of networks to promote the program to the private sector and encourage employers to support the program- both financially and by allowing employees to volunteer during working hours. Our Friday Facts e-mail blast and our announcements to the Young Professionals group are the best means for accomplishing this mission.

Thank you for your consideration of this funding request. Lives can be changed as a result.

Best regards,

A handwritten signature in black ink, appearing to read "J. Hutcheson", is written over a horizontal line.

Jason Hutcheson, President & CEO

RiverPark Place | 610 N. 4th Street, Suite 200 | Burlington, IA 52601

Phone: 319-752-6365 | Fax: 319-752-6454 | info@greaterburlington.com | www.greaterburlington.com



City of

Burlington

A Great Place to Live, Work and Play

December 2, 2016

Iowa Department of Education
Attention: Vic Jaras
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

To Whom It May Concern:

On behalf of the City of Burlington, I strongly support the 21st Century Community After-School Program. Our community has seen tremendous benefits since the inception of the program in 2009. As the program has expanded, we have seen solid community benefits, yet the challenges we face have continued to grow. These challenges highlight the need to not only continue the program as is, but to also expand it within the District to the extent possible. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

The City of Burlington has a vision, shared with the Burlington Community School District, of meeting the overall needs of youth, and ensuring that a comprehensive set of services are provided rather than see a fragmented service delivery model used that discourages participation. As a result, we have done our best to coordinate services where possible, and have seen a quality partnership arrangement developed between our Library staff and the After-School Program over the past couple of years. This arrangement has included organized use of the Library by the After-School program as well as having Library staff involved at the After-School Program during the course of the year. Additionally, the City has historically provided bus service to students involved in the program by flexibly providing transportation through the City Bus transit system. We are happy to do so where possible, because we recognize the necessity of adequate transportation to encouraging students to be involved in the After-School Program.

In conclusion, the City of Burlington fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after school program at the Burlington Community School District. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in black ink that reads "Shane A. McCampbell". The signature is written in a cursive, flowing style.

Shane A. McCampbell
Mayor



November 29, 2016

Jamie Beskow RN BSN
1st Five Healthy Mental Development Site Coordinator
Lee County Health Department

Iowa Department of Education
Attention: Vic Jaras
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146

Dear Vic Jaras,

**Lee County
Health Department**

2218 Avenue H
Fort Madison, IA
52627

P 319.372.5225

T 800.458.6672

F 319.372.4374

E lchd@leecounty.org

Please review and accept this letter of support for Burlington Community School District's 21st Century Grant application. BCSD has proven through previous years their ability to bring together community support, partnerships and collaboration to support the positive growth and social development of children and youth in their district. My program, is just one, of our health department's programs that collaborate to provide support, resources, and educational opportunities for children, youth, and their families thru our work with Burlington Community School District's previous 21st Century Grant.

We have seen great interest in this community in increasing access for additional programs to be added to serve all of the children and families of BCSD. Children and families have benefited from the increased access to positive relationships (asset building) and have been able to utilize 21st Century School programs to increase their own family's protective factors. This in turn has helped this community support the ability of children and families to buffer the effects of adverse childhood experiences and trauma, while increasing positive educational outcomes.

This school is deserving of this grant because of the school engagement, on multiple levels, that help support children, youth, and families onto the best possible outcomes. They have implemented programs such as: PIECES, YouthNet, Handle with Care, Club M, and many more. According to the Annie E. Casey Kids Count Data 2014, this school district has had an increase in children living below the poverty line and an increase every year in the percentage of children eligible for free or reduced lunch. This district has also seen an increase in risk factors for positive social and educational attainment outcomes for children due to increasing percentages of single parent homes and higher than the Iowa average for child abuse rates and teen births. The ability to provide new and additional programming to all children, youth, and families in this school district will help to mitigate these risk factors and to give all an opportunity for a successful and bright future. Thank you for your time.

Community Health

Environmental

Home Care

Hospice

Respectfully,

*Jamie Beskow RN BSN
1st Five HMDI Site Coordinator*



MAPLE LEAF CENTER

904 Maple Street
Burlington, IA 52601
www.themapleleafcenter.org

To whom it may concern,

I am writing a letter in support of the Burlington Community School District, as they apply for the 21st Century grant.

Let me tell you a little about who we are as an organization, and why I believe the BCSD would be a great recipient of your grant, to make hey huge impact in our community.

The Maple Leaf Center is a nonprofit organization, with a goal to impact the physical and spiritual needs of the youth in Burlington, Iowa. In doing so, we operate a Community Center that provides youth activities, field trips and an afterschool program for high school students. The youth that avail of our program all come from "at risk" families, and we are finding that, in a lot of ways, we are filling a vital parenting role, that is often missing in a lot of these homes.

In saying this, I realize that we are barely scratching the surface of a huge problem that exists in this town of about 26,000 residents. One of the blessings we have experienced, in setting up and running our programs, has been the support and cooperation we have received from the BCSD.

The advice and support we received from members of the BCSD's afterschool program, PIECES, was both instrumental and vital to the launch and success of our afterschool program. The BCSD has impressed me with the way that they seek to make an impact on the next generation, not only within their own walls, but also in cooperation with other organizations in the city. This is evidenced by their desire to use the, applied for, grant to work in conjunction with the Burlington Public Library, the YMCA and the Des Moines County Conservation.

Having been asked to personally do presentations in both the middle school afterschool programs, run by the BCSD, and to see them in operation, I was very excited to hear that they were hoping to expand their afterschool programs to Black Hawk, Grimes, and Sunnyside elementary schools and also to Burlington High School.

I believe that the 21st Century Grant would be a huge blessing to our community, with an impact that could potentially change the course of many struggling kids.

Sincerely,

Nathan Williams
Director of the Maple Leaf Center

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

Note: MOU s and Letters of Support are located in the paper copies and not in Word electronic file

FORM A: SITE INFORMATION

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

21CCLC Site Name: Black Hawk Elementary		
Site Address: 2804 S 14th St		
City, State, Zip: Burlington, IA 52601		
Phone: 319-753-5300		
Site Contact Person: Chris Richards		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Black Hawk Elementary	08820409	100
21CCLC Site Name: James Wilson Grimes School		
Site Address: 800 South Street		
City, State, Zip: Burlington, IA 52601		
Phone: 319-753-0420		
Site Contact Person: Joe Rector		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
James Wilson Grimes School	08820445	100
21CCLC Site Name: Sunnyside Elementary		
Site Address: 2040 Sunnyside Avenue		
City, State, Zip: Burlington, IA 52601		
Phone: 319-753-5244		
Site Contact Person: Tim Bolander		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Sunnyside Elementary	08820490	95
21CCLC Site Name: Burlington High School Afterschool		
Site Address: 421 Terrace Drive		
City, State, Zip: Burlington, IA 52601		
Phone: 319-753-2211		
Site Contact Person: David Keane		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Burlington High School	08820109	19

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

FORM A: SITE INFORMATION

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

21CCLC Site Name: Burlington High School Summer School		
Site Address: 421 Terrace Drive		
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
Burlington High School	08820109	39
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 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 21 st Century Community Learning Centers 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. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

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.

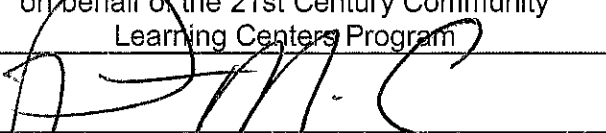
Part M: Private and Public School Consultation

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.

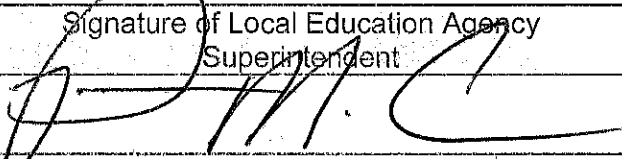
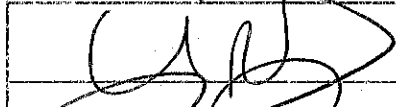


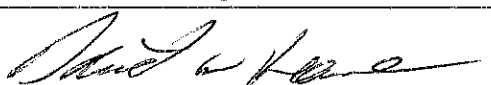

Part N: Grant Termination (Additional conditions in Appendix D)

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
	Burlington Community School District

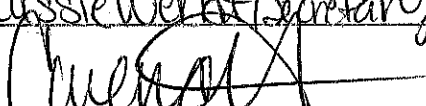
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Burlington Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Black Hawk Elementary
	James Wilson Grimes Elementary
	Sunnyside Elementary
	Burlington High School Afterschool
	Burlington High School Summer 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.


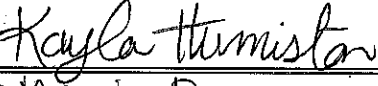
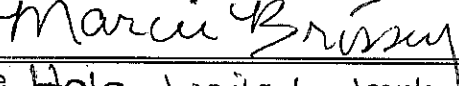
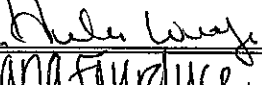
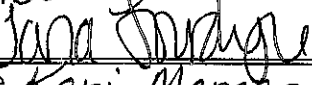
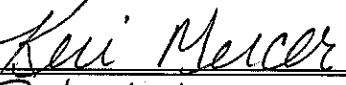
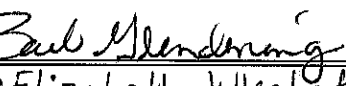
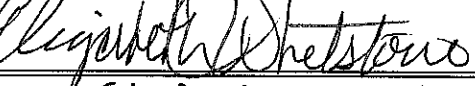
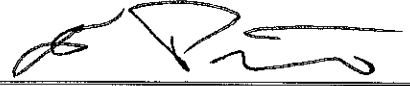
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Chris Beckwith / Principal	Agency	Burlington Community School District
Signature		Address	705 Rowland Lane
		City/Zip	Burlington / 52601
		Phone	(319) 253-5300
Name/Title	Trista Schefers	Agency	BCSD
Signature		Address	155 Harrison Ave
		City/Zip	Burlington 52001
		Phone	563-650-4259
Name/Title	Cassie Wendt / Secretary	Agency	Burlington Community School District
Signature		Address	332 Emmet St.
		City/Zip	Burlington 52601
		Phone	563-676-1054
Name/Title	Christa Winke	Agency	BCSD
Signature		Address	2806 Herblo Dr.
		City/Zip	Burlington IA 52601
		Phone	319-470-6120
Name/Title	Alyson Woodridge	Agency	BCSD
Signature		Address	3459 Hwy 61
		City/Zip	Burlington 52001
		Phone	319-572-2697
Name/Title	Emily Reynolds	Agency	BCSD
Signature		Address	423 Harrison
		City/Zip	Burlington
		Phone	319-361-8780
Name/Title	Landon Renard	Agency	BCSD
Signature		Address	2100 Spray St
		City/Zip	Burlington IA
		Phone	319-572-6722
Name/Title	Michael Collette	Agency	BCSD
Signature		Address	5236 Ferriss Ln
		City/Zip	Burlington / 52601
		Phone	608 575 5265
Name/Title	Jack Grossman	Agency	
Signature		Address	
		City/Zip	
		Phone	

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.

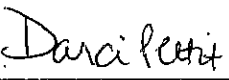
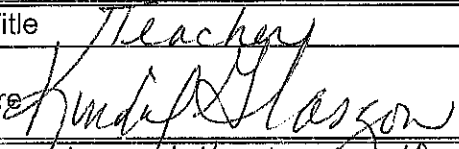


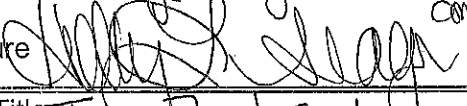
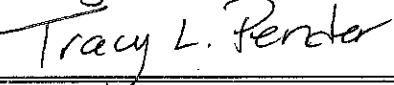

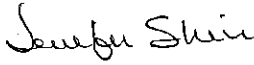

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Joe Rector, Principal	Agency	Burlington Comm. Schools - James Elm. Sch
Signature		Address	800 South St.
		City/Zip	Burlington, IA 52601
		Phone	319-753-0420
Name/Title	Kayla Humiston, teacher	Agency	Burlington Comm. School Dist. Gring
Signature		Address	800 South St
		City/Zip	Burlington, IA
		Phone	(319) 753-0420
Name/Title	Marcie Brissot, teacher	Agency	Burlington Comm. School
Signature		Address	800 South St, Burlington
		City/Zip	52655
		Phone	319 753-8420
Name/Title	Helen Waitzel teacher	Agency	Burlington Comm. School
Signature		Address	800 South Str
		City/Zip	Burlington, IA
		Phone	753-0420
Name/Title	Jana Furdue, AEA School Social Worker	Agency	AEA - Great Prairie
Signature		Address	
		City/Zip	Burlington
		Phone	513-508-5205
Name/Title	Keri Mercer, parent	Agency	
Signature		Address	2153 339th Ave.
		City/Zip	Ft. Mad IA
		Phone	319-470-1136
Name/Title	Barb Glendening Associate	Agency	Burl. Comm. School
Signature		Address	11412 Hwy 99 Lot 109
		City/Zip	Burlington
		Phone	319-572-1166
Name/Title	Elizabeth Whetstone-chr.	Agency	Burl. Comm. School
Signature		Address	1517 S. Main
		City/Zip	Burl. IA
		Phone	319-572-5405
Name/Title	Eric Pettit - Teacher	Agency	Burl. School
Signature		Address	1908 Highland Ave
		City/Zip	Burlington 52601
		Phone	319 371 4170

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.

Applications only allowed up to five (5) additional pages for signatures.

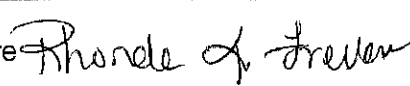
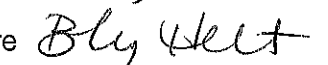
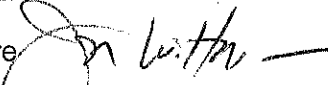



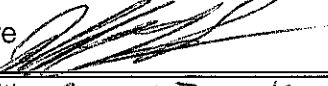
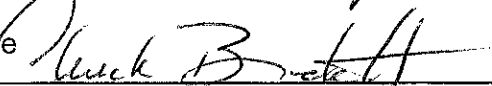

Name/Signature		Agency Affiliation	
Name/Title	Darci Pettit Co-President	Agency	Sunnyside PTD
Signature		Address	2040 Sunnyside Ave.
		City/Zip	Burlington 52601 Phone 319-371-5349
Name/Title	Teacher	Agency	BCSD
Signature		Address	2040 Sunnyside
		City/Zip	Burl 52601 Phone 319-850-2419
Name/Title	Amandu Kankawles Parent	Agency	
Signature		Address	2701 Bittersweet VC
		City/Zip	Burlington 52601 Phone 319-758-7600
Name/Title	Alisia Brock - Student	Agency	SUNNYSIDE
Signature		Address	2016 Ridge Row
		City/Zip	Burlington, IA 52601 Phone 319-467-0115
Name/Title	Holly Seager - GPAAE <small>CONSULTANT</small>	Agency	GPAAE
Signature		Address	2019 S. 14th
		City/Zip	Burlington, IA Phone 319-850-0514
Name/Title	Tracy Pender - teacher	Agency	Sunnyside Elem. School
Signature		Address	2040 Sunnyside Ave
		City/Zip	Burlington 52601 Phone 319-753-5244
Name/Title	Brenda Mitchell - BCSD Director	Agency	Burlington Community School District
Signature		Address	1429 West Avenue
		City/Zip	Burlington 52601 Phone 319-753-6791
Name/Title	Jennifer Shinn Dual-enrolled parent	Agency	Great River Christian School
Signature		Address	1317 Pearl St
		City/Zip	Burlington Phone 319-457-6074
Name/Title	Ashley Hanna-Lee - Young House	Agency	Young House
Signature		Address	4500 S. Broadway
		City/Zip	Burlington, IA Phone 319-575-1298

52601

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.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title Rhonda Frevert /Director	Agency Burlington Public Library
Signature 	Address 210 Court St. City/Zip Burlington, IA 52601 Phone 319-753-1647
Name/Title Brandy Helt /Community Director	Agency Burlington Area YMCA
Signature 	Address 2110 Mt. Pleasant St. City/Zip Burlington, IA 52601 Phone 319-753-6734
Name/Title Jon Hart /Financial Advisor	Agency
Signature 	Address 525 Kendall Ln City/Zip Burlington 52601 Phone 319-572-1602
Name/Title Brent Hartley /Commercial Banker	Agency
Signature 	Address 3225 Division St. City/Zip Burlington/52601 Phone 319-208-2661
Name/Title JASON S. [unclear] /Financial Advisor	Agency
Signature 	Address 1010 N Riverside Ave City/Zip Burlington IA 52601 Phone 319 576-7120
Name/Title Clay Baker /Attorney	Agency
Signature 	Address 321 N Third St City/Zip Burlington/52601 Phone 319-754-6587
Name/Title Jeff Strouse /Supervisor	Agency
Signature 	Address 106 Poulson Ct City/Zip Burlington 52601 Phone 319-753-2908
Name/Title Chuck Brockett /GM	Agency Burlington BEES
Signature 	Address 106 GREENBRIAR City/Zip Burlington-52601 Phone 855-0-1731
Name/Title Manager	Agency Great River Health Systems
Signature 	Address 1221 S Gear Ave City/Zip WB 52601 Phone 768-3489

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.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title: Stephanie Nagrocki / Branch Mgr	Agency: Community Member
Signature: <i>Stephanie Nagrocki</i>	Address: 7113 S. Ocean Ave
	City/Zip: Burlington 52601 Phone: 319-572-5499
Name/Title: BILL CLOVEL	Agency: KIWANIS CLUB / CARPETLAND USA
Signature: <i>Bill Clovel</i>	Address: 1740 DEER RUN
	City/Zip: BURLINGTON 52601 Phone: 319-216-3876
Name/Title: Becky Weiss	Agency:
Signature: <i>Becky Weiss</i>	Address:
	City/Zip: Phone:
Name/Title: Shylene Schumacher	Agency: Americorp
Signature: <i>Shylene Schumacher</i>	Address: Burlington, IA
	City/Zip: Phone:
Name/Title:	Agency:
Signature: <i>Kristina Krone</i>	Address: 130 Colerick Dr.
	City/Zip: Burlington 52601 Phone: 319-795-5995
Name/Title: Darren Grimshaw / Major	Agency: Burlington Police Dept
Signature: <i>Darren Grimshaw</i>	Address: 424 N. 3rd St.
	City/Zip: Burlington IA Phone: 319-753-8352
Name/Title: Greg Horber, DHS Supervisor	Agency: Des Moines City Dept of Human Services
Signature: <i>Greg Horber</i>	Address: 560 Division St, Suite 200
	City/Zip: Burlington, 52601 Phone: 319-754-4622
Name/Title: Michael T. Rempe Chief Juvenile Court Officer	Agency: 8th Judicial District Juvenile Court Services
Signature: <i>Michael T. Rempe</i>	Address: Court House 4513 N Main St.
	City/Zip: Burlington IA 52601 Phone: 319-753-8281
Name/Title: Meghan Stephens Area Supervisor	Agency: Families First Community Services
Signature: <i>Meghan Stephens</i>	Address: 214 N. 4th St. Suite 1A
	City/Zip: Burlington, IA Phone: (319) 601-1091

Parent Partner Coordinator
David Selman

RITA VINEYARD 319 759 9001
 Young House
 408 S. Broadway
 Burlington IA
David Selman 319 209-0916
 Parent Partners
 226 S 10th St

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)	
Number of program sites included in this application: 5	Total number of students being served (all sites for one year): 353
Total first-year funding request (all sites): \$ 299,790.00	Total three-year funding request (all sites): \$ 899,370.00

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 per site per year
Black Hawk Elementary	\$ 91,500	\$ 91,500	\$ 91,500	\$ 274,500	100
James Wilson Grimes School	\$ 91,500	\$ 91,500	\$ 91,500	\$ 274,500	100
Sunnyside Elementary	\$ 86,925	\$ 86,925	\$ 86,925	\$ 260,775	95
BHS After School	\$ 17,385	\$ 17,385	\$ 17,385	\$ 52,155	19
BHS Summer	\$ 12,480	\$ 12,480	\$ 12,480	\$ 37,440	39
	\$ 299,790	\$ 299,790	\$ 299,790	\$ 899,370	353

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 353

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

Applicant Agency: BCSD

Site: Black Hawk Elementary

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: 100/ yr

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	51,240	12,810	51,240	12,810	51,240	12,810	192,150
Staff Travel	1,830	-	1,830	-	1,830	-	5,490
Materials	7,320	1,830	7,320	1,830	7,320	1,830	27,450
Professional Development (minimum 4% per year)	3,660	915	3,660	915	3,660	915	13,725
Student Access, Transportation etc. (maximum 8% per year)	5,856	1,464	5,856	1,464	5,856	1,464	21,960
Evaluation (about 4% per year)	1,830	-	1,830	-	1,830	-	5,490
Administrative/ Indirect Costs (maximum 8% per year)	2,196	549	2,196	549	299.52	74.88	8,235
Totals	73,932	17,568	73,932	17,568	73,932	17,568	274,500

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application.*

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

Applicant Agency: BCSD **Site:** James Wilson Grimes Elementary

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:** 100/ yr

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	51,240	12,810	51,240	12,810	51,240	12,810	192,150
Staff Travel	1,830	-	1,830	-	1,830	-	5,490
Materials	7,320	1,830	7,320	1,830	7,320	1,830	27,450
Professional Development (minimum 4% per year)	3,660	915	3,660	915	3,660	915	13,725
Student Access, Transportation etc. (maximum 8% per year)	5,856	1,464	5,856	1,464	5,856	1,464	21,960
Evaluation (about 4% per year)	1,830	-	1,830	-	1,830	-	5,490
Administrative/ Indirect Costs (maximum 8% per year)	2,196	549	2,196	549	2,196	549	8,235
Totals	73,932	17,568	73,932	17,568	73,932	17,568	274,500

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

Applicant Agency: BCSD

Site: Sunnyside Elementary

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: 95/ yr

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	48,678	12,170	48,678	12,170	48,678	12,170	182,544
Staff Travel	1,739	-	1,739	-	1,739	-	5,217
Materials	6,954	1,738	6,954	1,738	6,954	1,738	26,076
Professional Development (minimum 4% per year)	3,477	869	3,477	869	3,477	869	13,038
Student Access, Transportation etc. (maximum 8% per year)	5,563	1,391	5,563	1,391	5,563	1,391	20,862
Evaluation (about 4% per year)	1,739	-	1,739	-	1,739	-	5,217
Administrative/ Indirect Costs (maximum 8% per year)	2,086	521	2,086	521	2,086	521	7,821
Totals	70,236	16,689	70,236	16,689	70,236	16,689	260,775

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

Applicant Agency: BCSD **Site:** BHS After 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: 19/yr

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	9,736	2,434	9,736	2,434	9,736	2,434	36,510
Staff Travel	348	-	348	-	348	-	1,044
Materials	1,391	348	1,391	348	1,391	348	5,217
Professional Development (minimum 4% per year)	695	174	695	174	695	174	2,607
Student Access, Transportation etc. (maximum 8% per year)	1,112	278	1,112	278	1,112	278	4,170
Evaluation (about 4% per year)	348	-	348	-	348	-	1,044
Administrative/ Indirect Costs (maximum 8% per year)	417	104	417	104	417	104	1,563
Totals	14,047	3,338	14,047	3,338	14,047	3,338	52,155

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

Applicant Agency: BCSD

Site: BHS Summer 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: 39/yr

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	6,990	1,746	6,990	1,746	6,990	1,746	26,208
Staff Travel	250	-	250	-	250	-	750
Materials	998	250	998	250	998	250	3,744
Professional Development (minimum 4% per year)	500	125	500	125	500	125	1,875
Student Access, Transportation etc. (maximum 8% per year)	798	200	798	200	798	200	2,994
Evaluation (about 4% per year)	250	-	250	-	250	-	750
Administrative/ Indirect Costs (maximum 8% per year)	300	73	300	73	300	73	1,119
Totals	10,086	2,394	10,086	2,394	10,086	2,394	37,440

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.

- At risk state DOE funding
- BCSD General fund line items
- Kiwanis donation
- Library funding
- YMCA funding
- Des Moines County Conservation funding

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.)*

* 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:

- Women
- Asians
- Persons with a Disability
- Pacific Islanders
- Blacks
- American Indians
- Latinos
- Alaskan Native Americans
- Other

- 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:

- Women
- Asians
- Persons with a Disability
- Pacific Islanders
- Blacks
- American Indians
- Latinos
- Alaskan Native Americans
- 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: the program is open to all students regardless of race

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

Name: Patrick M. Coen

Title: BCSD Superintendent

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.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEA/ESSA* programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

The required form included in Appendix A provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.



Private School Consultation Meeting Log

Date -- October 28, 2016

Time -- 10:00 am

Location- Burlington Community School District Administration Building
1429 West Avenue, Burlington, IA 52601

Meeting called by: Cassie Gerst **Type of meeting:** Consultation for new Grant
Attendees: Sharon Dentlinger, BCSD Director of Curriculum. Cassie Gerst, BCSD Grant Coordinator. Timothy Ahern, Administrator at Great River Christian School

----- **Agenda Topics** -----

Welcome by Sharon Dentlinger. Time: 10 minutes

Discussion: Background information provided to Mr. Ahern about current PIECES programming, proposal of expanding into other BCSD school sites, and invitation to Great River Christian School students, families, and staff.

Conclusions: This is Mr. Ahern's first months with Great River Christian School and was not familiar with 21st Century Community Learning Center grants nor programs offered by BCSD. The discussion proceeded as BCSD explained what 21CCLC grants purpose and funding goals are and the new grant opportunity.

Action Items:

Send program flyers to Tim Ahern.

Person responsible:

Cassie Gerst

Deadline:

October 28, 2016 in afternoon

Resources for Non-Public Schools Cassie Gerst Time: 5 minutes

Discussion: Cassie Gerst, Outreach and Grant Coordinator for 21CCLC grant. Discussed with Mr. Ahern the goals of the current PIECES program, our plans for expanding PIECES, and reporting requirements to the Department of Education. Mr. Aherns stated that the Great River Christian School's Board of Directors does not have to meet DOE requirements neither are they interested in participating in something that would mean they needed to adhere to specific requirements or data sharing.

Conclusions: Mr. Ahern is not interested in working through the DOE grant but if we do receive the grant he is open to having more discussions with the school board, staff, and our staff.

Action Items:

Cassie to follow up with Mr. Aherns if we are awarded the new 21CCLC grant for PIECES.

Person responsible:

Cassie Gerst

Deadline:

March of 2017

Consultation Procedures Sharon Dentlinger Time: 25 minutes

Discussion: Sharon discussed the proposed design and development of the new 21CCLC grant project with Mr. Aherns. Sharon confirmed that Great River Christian School would not have to participate nor do they have to adhere to the DOE guidelines as BCSD would be the grant

recipient.

Conclusions: Mr. Aherns is not interested in participating in this grant at this time. He is open to having his staff know more about PIECES if we receive a new grant. He would also recommend a presentation to his school board about what 21CCLC grants are and what the implications of inviting his student's means to them.

<u>Action Items:</u> None	Person responsible:	Deadline:
<u>Action Items:</u> Ensure that Great River Christian students and staff are aware of 21CCLC programming at BCSD.	Cassie Gerst	As they occur


Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
		X

Other Information

Resource persons:	Cassie Gerst, Outreach and Grant Coordinator Sharon Dentlinger, BCSD Director of Curriculum Great River Christian School, 426 Harrison Avenue, Burlington, IA 52601 (319) 753-2255 tahern@greatriverchristianschool.org
Special notes:	Mr. Ahern is a retired college professor who is in his first year of administration for a private primary school. His unfamiliarity with this funding and hesitancy with the Iowa DOE requirements make him less receptive for inclusion of his school's students with our public school programming. However, I feel that if we are awarded the grant, there may be an opportunity for some of his staff or student's families to participate in varying programs offered at BCSD.

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.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

	<p align="center">Private School Consultation Meeting Log</p> <p>Date – October 19, 2016 Time – 1:00 pm Location- Burlington Community School District Administration Building 1429 West Avenue, Burlington, IA 52601</p>
---	--

Meeting called by: Cassie Gerst **Type of meeting:** Consultation for new Grant
Attendees: Sharon Dentlinger, BCSD Director of Curriculum. Cassie Gerst, BCSD Grant Coordinator. Bill Maupin, Notre Dame Principal and Chris Schwarz, Notre Dame Principal

----- **Agenda Topics** -----

Welcome by Sharon Dentlinger. Time: 10 minutes

Discussion: Background information provided to Notre Dame about current PIECES programming, proposal of expanding into other BCSD school sites, and invitation to Notre Dame students, families, and staff.

Conclusions: Both Principals are new to Notre Dame and were unaware the extend of BCSD services nor the opportunity for Notre Dame to participate in our afterschool and summer programs.

<u>Action Items:</u>	Person responsible:	Deadline:
Send program flyers and application to Notre Dame Principals for their students to attend PIECES.	Cassie Gerst	October 20,2016

Resources for Non-Public Schools Cassie Gerst Time: 5 minutes

Discussion: Cassie Gerst, Outreach and Grant Coordinator for 21CCLC grant. Discussed with both Principals the how their students are involved in elementary summer school programs and invite them to participate in all of our school year programs. An invitation was extended by Cassie for Notre Dame to be included in our new PIECES program expansions both in elementary and high school.

Conclusions: Notre Dame is interested in presenting the information to their school board and feel that it is a great opportunity for their students, families, and staff.

<u>Action Items:</u>	Person responsible:	Deadline:
Cassie to send materials to Bill Maupin for discussion with his school board.	Cassie Gerst	December 12, 2016

Consultation Procedures Sharon Dentlinger Time: 25 minutes

Discussion: Sharon discussed the proposed design and development of the new 21CCLC grant project with Notre Dame. Sharon encouraged them to provide us input on how we can include Notre Dame in our programming.

Conclusions: Both Principals believed that some of their students would be interested and

benefit from our elementary school programs. They also believe that parents would be able to provide transportation services from home to school or school to our buildings. If the grant is awarded to BCSD, this will be a discussion point that needs resolved before the start of the new school year.

<u>Action Items:</u>	Person responsible:	Deadline:
None		

Questions All Staff Time: 10 minutes

Discussion: Would Notre Dame staff be able to apply for the after school and summer school positions at BCSD? Sharon answered yes, she also commented that we would notify Notre Dame when positions are posted.

What afterschool program will Notre Dame students attend? Sharon and Notre Dame Principals agreed that Notre Dame families can choose which program site they would like their children to attend. We believe that geographic location of the family home would dictate the family's selection.

Conclusion: Notre Dame agrees that this was a meaningful meeting and that BCSD will provide current and future 21CCLC grant funded program opportunities to their staff, students, and families.

<u>Action Items:</u>	Person responsible:	Deadline:
Ensure that Notre Dame students and staff are aware of 21CCLC programming at BCSD.	Cassie Gerst	As they occur

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
		X goal of 5 Notre Dame students to attend in year 1

Other Information

Resource persons:	Cassie Gerst, Outreach and Grant Coordinator Sharon Dentlinger, BCSD Director of Curriculum Notre Dame, 702 S. Roosevelt, Burlington, IA 52601 (319) 752-8690 bill.maupin@bnotredame.org ext 352 Chris.schwarz@bnotredame.org ext 352
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.