

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

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Des Moines, Iowa 50319**

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Boys & Girls Clubs of the Cedar Valley

County: Black Hawk		Amount Requested: \$150,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Chuck Rowe, CEO		Grant Contact/Project Director: Laura Kann	
Agency Name: Boys & Girls Clubs of the Cedar Valley		Agency Name: Boys & Girls Clubs of the Cedar Valley	
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Is this an application for a continuation grant? (Check yes or no): Yes No

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- X Private Nonprofit Organization-
Number of years in operation 49
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number:

42-6083723

OR

Enter School District Code

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: DOE Spreadsheet Attached

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

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: Signature of Waterloo Community School District Superintendent and Poyner Elementary Principal

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

9	Bremer	7	AEA 267	6762	Wapsie Valley Comm S	0109	Wapsie Valley High School					MET		
10	Buchana	7	AEA 267	6762	Wapsie Valley Comm S	0409	Fairbank Elementary School	T	MET	MET	SINA-1	MET		
9	Bremer	7	AEA 267	6762	Wapsie Valley Comm S	0427	Readlyn Elementary School	T	MET	MET	MET	MET		
10	Buchana	7	AEA 267	6762	Wapsie Valley Comm S	0436	Rural Elementary School #1		MET	MET	Delay-1	MET		
10	Buchana	7	AEA 267	6762	Wapsie Valley Comm S	0445	Rural Elementary School #2		MET	MET	SINA-2	MET		
10	Buchana	7	AEA 267	6762	Wapsie Valley Comm S	0454	Rural Elementary School #3		MET	MET	MET	MET		
92	Washing	10	Grant Wood	6762	Wapsie Valley Comm S	0463	Rural Elementary School #4		MET	MET	MET	MET		
92	Washing	10	Grant Wood	6768	Washington Comm Sch	0109	Washington High School		MET	MET	Removed	MET		
92	Washing	10	Grant Wood	6768	Washington Comm Sch	0209	Washington Middle School		MET	MET	Watch	MET		
92	Washing	10	Grant Wood	6768	Washington Comm Sch	0409	Lincoln Upper Elementary School	S	MET	MET	SINA-1	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0418	Stewart Elementary School	S	MET	MET	SINA-4	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0109	East High School		MET	MET	SINA-9	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0118	West High School		MET	MET	SINA-5	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0127	Expo Alternative School		MET	MET	SINA-8	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0200	Bunger Middle School		MET	MET	SINA-6	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0213	Central Middle School		MET	MET	SINA-7	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0215	Hoover Middle School		MET	MET	SINA-5	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0218	George Washington Carver Academy	S	MET	MET	SINA-9	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0427	Poyner Elementary	S	MET	MET	SINA-4	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0436	Fred Becker (Edison) Elementary School	S	MET	MET	SINA-5	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0463	Cunningham School	S	MET	MET	SINA-5	Watch		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0490	Irving Elementary School	S	MET	MET	SINA-1	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0499	Kingsley Elementary School	S	MET	MET	SINA-5	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0508	Kittrell Elementary School	S	MET	MET	SINA-4	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0535	Lincoln Elementary School	S	MET	MET	SINA-5	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0550	Lou Henry Elementary School	S	MET	MET	Delay-4	MET		
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0553	Lowell Elementary School	S	MET	MET	SINA-1	Removed	MET	
7	Black Ha	7	AEA 267	6795	Waterloo Comm School	0554	Highland Elementary School	S	MET	MET	Delay-2	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0565	Orange Elementary School	S	MET	MET	SINA-8	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0109	Waukee Senior High School	T	MET	MET	Watch	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0209	Prairieview School		MET	MET	MET	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0218	South Middle School		MET	MET	Watch	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0409	Waukee Elementary School		MET	MET	SINA-2	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0418	Waukee Middle School	T	MET	MET	SINA-3	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0421	Eason Elementary		MET	MET	SINA-1	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0427	Brookview Elementary	T	MET	MET	MET	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0436	Walnut Hills Elementary		MET	MET	MET	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0445	Maple Grove Elementary		MET	MET	MET	MET		
25	Dallas	11	Heartland	6822	Waukee Comm School	0454	Shuler Elementary		MET	MET	Watch	MET		
9	Bremer	7	AEA 267	6840	Waverly-Shell Rock Coi	0109	Waverly-Shell Rock Senior High School		MET	MET	MET	MET		
9	Bremer	7	AEA 267	6840	Waverly-Shell Rock Coi	0118	Greenview Alternative School		MET	MET	MET	MET		
9	Bremer	7	AEA 267	6840	Waverly-Shell Rock Coi	0209	Waverly-Shell Rock Middle School		MET	MET	MET	MET		
9	Bremer	7	AEA 267	6840	Waverly-Shell Rock Coi	0427	Margaretta Carey Elementary School	T	MET	MET	SINA-1	MET		
12	Butler	7	AEA 267	6840	Waverly-Shell Rock Coi	0436	Shell Rock Elementary School	T	MET	MET	MET	MET		



BOYS & GIRLS CLUBS
OF THE CEDAR VALLEY

**21st Century Community Learning Center
(Poyner Elementary)**

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- Form A: Site Information
 - Form B: Assurances and Agreements
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Proposal Abstract

Student Needs Assessment

Poyner Elementary School (a school within the Waterloo Community School District) is located in Evansdale, IA. The area lacks resources and extra-curricular activities during after school hours. Area childcare options bring with it a fee that many are unable to afford. The Boys & Girls Club charges a mere \$25 annual fee for the program, which makes this program very affordable for most families. The Boys & Girls Clubs also provides scholarships for those unable to afford the annual fee.

The Annie E. Casey Foundation (2010) ranks Black Hawk County 94 out of 99 counties in Iowa in single parent families, at a staggering 37.7%. The county also ranks 93 out of 99 in family poverty (datacenter.kidscount.org). The census tract surrounding the Evansdale Club site has a per capita income of \$15,644 and 17% of children living in poverty (smart.gismapping.info). In the past 5 years, the free and reduced lunch rate at Poyner Elementary has grown from 51.1% to 54.56%.

Poyner Elementary is Title I School-wide eligible with a Free & Reduced Lunch rate of 54.56%. The SINA Status at Poyner Elementary qualifies for Competitive Priority. Additionally, the Boys & Girls Club and the schools have partnered to jointly submit this application for 21CCLC funding.

Project

Program activities at the Boys & Girls Club in Evansdale will include: **1) Academic support** (homework assistance, reading, math, and science activities) **2) Enrichment** (SMART Programs, Triple Play, Community Service) **3) Family Literacy** (Family Literacy Nights, Referrals, and Family Gatherings). Program goals include: increased student achievement, increased student engagement, increase safe opportunities for families and children, and increased healthy habits.

The Boys & Girls Club in Evansdale is open each day afterschool until 6 p.m. and from 8:30- 5 p.m. during the summer and on non-school days. The current program is available to 1-5th graders, and we will serve a minimum of 80 youth.

Sustainability

The Boys & Girls Club is requesting a grant for the Evansdale site to serve Poyner Elementary youth. The site will maintain (or grow) the number of youth served by the program. This program site was previously a recipient of a 21 CCLC grant, and during that time the 50% of the funding came from 21CCLC funds while the other 50% was raised through United Way, Annual Campaigns, Special Events, and In-Kind donations/services. Recently, the Boys & Girls Club has begun an Endowment Campaign to ensure the future of all Club programs. The Endowment

fund campaign will become more public over the next 5 years as we become even more self-sufficient in Evansdale.

Partnerships

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

Waterloo Community School District

Northeast Iowa Food Bank

ISU Extension Office

Lockard Development

Waterloo Black Hawks Hockey Bench Buddies

RSVP (Retired Senior Volunteer Program) / AARP Foundation Work Search

The University of Northern Iowa

Volunteer Center of the Cedar Valley

George Wyth State Park

Evaluation

Success Link (Formerly Communities in Schools) will serve as the external evaluator on the program and will help us gather and interpret data regarding Club member's school attendance and performance. Through this partnership, we are able to submit the names of Club members participating in the program and we are presented with data for our Club members as well as comparative data for the Waterloo School district as a whole.

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

Budget

The Boys & Girls Clubs of the Cedar Valley operates a current budget of over \$650,000 and serves over 600 youth annually. 21CCLC grant funds would provide \$50,000/year for the Evansdale site. Additionally, funding is received through the United Way, local foundations, private donors, special events, Community Development Block Grants, and The Office of Juvenile Justice Programs.

The program will serve a minimum of 80 students at \$625 per student. Funds requested do not exceed the maximum guidelines of \$7.50/student/day (\$10/student/day in the summer).

Student Needs Assessment

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

Poyner Elementary School (a school within the Waterloo Community School District) is located in Evansdale, IA. Poyner has an enrollment of 521 students. The area lacks resources and extra-curricular activities during after school hours. Area childcare options bring with it a fee that many are unable to afford. The Boys & Girls Club charges a mere \$25 annual fee for the program. The program operates each day after school until 6 p.m. and in the summer and non-school days from 8:30-5 p.m. Our Evansdale facility is approximately 2,500 square feet and houses a homework/program area, computer lab, reading room, games room (ping pong, foosball, billiards), and lounge areas. This site has been a 21 CCLC site until funding for year 5 of the grant was completed in 2013.

The Annie E. Casey Foundation (2010) ranks Black Hawk County 94 out of 99 counties in Iowa in single parent families, at a staggering 37.7%. The county also ranks 93 out of 99 in family poverty (datacenter.kidscount.org). The census tract surrounding the Evansdale Club site has a per capita income of \$15,644 and 17% of children living in poverty (smart.gismapping.info). In the past 5 years, the free and reduced lunch rate at Poyner Elementary has grown from 51.1% to 54.56%.

Poyner Elementary school feeds into Bunger Middle School, also in Evansdale, and then into Waterloo East High School. As of the 2012-2013 school year, Bunger was a SINA-5 for both math and reading. Currently, East High School in Waterloo has the 5th worst in the state for graduation rates of high school seniors, as well as less than 70% of East High School youth proficient in math & reading. Poyner Elementary is Title I School-wide eligible with a Free & Reduced Lunch rate of 55.5% and is designated as SINA-4 School in both Math & Reading. These trends are very alarming, and provide evidence that students need additional academic enrichment outside of the regular school day.

However, there is very little opportunity for students in Evansdale to receive that additional academic enrichment during after-school hours, and there are very few childcare options in the area for youth, especially affordable child care options. According to the Iowa Department of Human Services, there is only one registered child care center in Evansdale. In addition to lack of options in the area, the fee for a child care center is often very high, and is unaffordable for many families.

The Boys & Girls Club in Evansdale offers academically enriching activities for a low fee of just \$25 per year. Each day at the Club, members arrive, and, after a snack, they participate in our Power Hour program, which is a homework help and tutoring program. Youth have the chance to work in groups or one on one to receive this help. Each day at the Boys & Girls Club begins with homework help/academic enrichment. Through participation in the program, Club youth have out-performed students not enrolled in the Boys & Girls Club program in both Math & Reading.

Yet another area of concern in the Cedar Valley is the child obesity rate. According to the Black Hawk County Health Department, 43% of students in the Waterloo Community Schools were overweight or obese in a study from 2008. In an article from the Courier (Oct 16, 2011), "About 32 percent of Cedar Falls students had a body mass index that ranked overweight or obese, compared to 45 percent in Waterloo. In Cedar Falls, 34 percent of male students were obese and 30 percent of female students. In Waterloo, both genders came in at 45 percent."

(http://wfcourier.com/news/local/obesity-rates-for-local-kids-raise-concern/article_2d5c0b95-34b8-5f6d-8644f8bbdbc636d7.html#ixzz1qbxnEnc2). On top of that, studies have shown low income families run a higher risk of being obese. According to a report done by The University of Wisconsin – Madison, the obesity rates for low income families are sometimes DOUBLE the national average. (www.irp.wisc.edu/publications/dps/pdfs/dp133908.pdf)

Physical Fitness and Nutrition are also components of the Boys & Girls Club program. Each day, youth are served a healthy snack and meal at the Club. The Club partners with the Northeast Iowa Foodbank to provide the healthy meal and snack. The Northeast Iowa Foodbank complies with USDA standards for healthy meals, so we are assured that the meals served at the Boys & Girls Clubs are healthy. Additionally, the Northeast Iowa Food Bank provides nutrition education. The Boys & Girls Club in Evansdale does not have a gymnasium so physical fitness is accomplished through a partnership with Poyner Elementary for the use of the gym, outdoor activities, and field trips to parks/swimming/etc.

2.2 Evidence of stakeholders involved in the needs assessment

Youth- Student involvement and student participation are key components to the success of the program. Students that are engaged in activities and actively participating will learn at a higher rate. To ensure youth have a voice in the program, Torch Club was developed. Torch Club is a small-group leadership and service club. Through the program, Club staff meets with members to learn to work together to plan and implement activities in four areas: service to Club and community; education; health and fitness; and social recreation. Through Torch Club, the youth at the Boys & Girls Club have had the opportunity to participate in many service projects throughout the community.

Parents- We try to involve parents in all aspects of our programming, and host open houses to encourage them to come into the Club and address an concerns they have with their child. Additionally, we have great relationships with the parents of our youth and have conversations with them about their child's needs when the parents come to pick up their child from the Club. We also work to accommodate working parents by being open on non-school days and in the summer from 8:30-5.

Community- According to the Iowa Youth Survey (2012), over one third of youth in Black Hawk County feel it would be either easy or very easy to obtain alcohol, and 26% of youth surveyed stated that it would be either easy or very easy for them to obtain illegal drugs. We know that these types of issues are prevalent in the community, and we also know that the majority of juvenile crimes occur during 3-7 p.m., which are times when young people are often

left unsupervised. That is why the Boys & Girls Clubs is so needed, to keep youth off the streets and engaged in something positive.

A recent survey of current Club members shows:

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

School- School - We surveyed teachers at Poyner Elementary regarding behaviors and attitudes of Club members. Teacher surveys indicate Club members showed a moderate to significant improvement in homework completion, coming to school motivated to learn, and overall academic performance.

Poyner Elementary Principal reports Family Literacy is not a concern for them, however parental involvement in a young person's life can always be stronger.

This application is a joint submission between the Boys & Girls Club of the Cedar Valley (Evansdale site) and Waterloo Community School District (Poyner Elementary). The Waterloo Community School District and Boys and Girls Clubs of the Cedar Valley work together to develop a program to meet the needs of the youth. WCSD provides transportation each day from Poyner Elementary to the Boys & Girls Club site in Evansdale.

Project

3.1 Link to Student Need

A comprehensive needs assessment of the Evansdale community and Poyner Elementary identified 5 key areas of need: 1) Affordable, Supervised Care. 2) Academic Assistance. 3) Physical Fitness/Nutrition. 4) Character Development/Substance Abuse. 5) Family Involvement. These 5 needs will be addressed through the Boys & Girls Club program in Evansdale.

Need	Program Component
Affordable, Supervised Care	Program operates afterschool until 6pm each day and 8:30-5 during summer and non-school days
Academic Assistance	Power Hour Program (Boys & Girls Clubs homework help and tutoring program)
Physical Fitness/Nutrition	Triple Play
Character Development/Substance Abuse	SMART (Skills Mastery & Resistance Training) Moves & Community Service
Family Involvement	Assist with School Family Events and host Club events to bring families together

3.2 Academic, Enrichment, & Family Literacy

The Boys & Girls Club in Evansdale is open each day afterschool until 6 p.m. and includes academic assistance, a healthy snack and meal provided by the Northeast Iowa Food Bank, enrichment activities, the chance to interact with positive adult role models, and the opportunity to be a kid and have fun! The current program is available to 1-5th graders. We will continue to serve a minimum of 80 youth.

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

Regular components of the program include:

Academic: Each day, youth participate in Power Hour for 45 minutes. Power Hour is a homework and tutoring program that is a requirement for all Club members to participate in each day at the Club. For students with homework, this means homework completion, homework help, or one-on-one tutoring. For students without homework this includes other enrichment activities including:

- Reading: Free Reading, computers, Spelling Bees
- Math: Cooking Classes (measurement conversions), Computers
- Science: ISU Extension office (making slime, building rockets, etc.), Outdoor Adventures Camping Program

Enrichment:

Physical Fitness/Nutrition:

Through **Triple Play**, youth learn about good nutrition and how to make smart meal and snack choices. Members receive coaching in sports leagues and fun activities, developing their coordination and leadership skills. Organized social recreation activities strengthen character, increase confidence and enhance the ability to relate well to others.

Triple Play was developed to increase the following among Club members:

- Their knowledge of healthy habits, good nutrition and physical fitness;
- The number of hours per day participating in physical activities;
- Their ability to interact positively with all youth and engage in healthy relationships; and
- Increased participation at the Club, including recruiting new members.

We also partner with University of Northern Iowa Soccer, Tennis, Volleyball, & Track Clinics, Waterloo Black Hawks Bench Buddies program, local dance academies, and Food Bank Nutrition Programs.

Character Development/Drug Violence Prevention

The **SMART Moves** program was developed to assist youth in resisting alcohol, tobacco and other drugs and to overcome obstacles that impede their development in leading successful lives and achieving their goals. Through the following age-appropriate modules, **SMART Moves** provides youth with the knowledge, skills and self-esteem to help them make healthy choices and practice responsible behaviors, which includes avoiding the use of alcohol, tobacco and other drugs:

SMART Kids (ages 6 to 9 years)

The primary messages are:

- Our bodies are priceless and allow us to accomplish our dreams.
- Young people should avoid risky behaviors and situations, including involvement with alcohol, tobacco and other drugs.

Start SMART (ages 10 to 12 years)

The primary messages are:

- Preteens should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal, these substances are potentially harmful to bodies and minds that are still developing. “Responsible use” is not an option.

Family Literacy – Family literacy is not a concern for Poyner Elementary families at this time. However, Hawkeye Community College in Waterloo offers a free Family Literacy program that can help teach benefits of reading and education. We will be referring families identified in need to their service. The Boys & Girls Clubs also hosts several open houses each year, as well as a Kid’s Night Out event which parents are encouraged to attend. Parents are always encouraged to attend events and to be involved in things happening at the Club.

A Family Literacy night is hosted at Poyner Elementary each year during Literacy Week. The event encourages families to read together and highlights the fun of reading. Family involvement in education is critical to youth's success. Each year, the Boys & Girls Club hosts a Thanksgiving Dinner to bring families together and celebrate the success of the students in the program. Families are brought together and the beginning of the year for an all school picnic. For Christmas each year, families are gifted books to enjoy together.

3.3 Goals and Objectives Must Be Described

The mission of our Boys & Girls Club is: To inspire & enable all young people, especially those who need us most, to reach their full potential as productive, responsible, and caring citizens. We offer kids, social, recreational, and character-building structured activities so that each child can know and achieve his or her full potential. Our objectives are to ensure that each Club member has a state of the art Club experience, to enhance their academic achievement and prepare them to graduate from high school on time with a plan for the future, to build character and leadership skills in all of our youth, and to increase healthy habits. Specifically for the Evansdale site, we have elected to focus on the following goals:

Prioritized Needs (Goals)	Student Outcomes	Baseline Data
Increase student achievement in reading, math, and science.	Participants will score at or above the district average in math and reading.	ITBS proficiency rates and classroom grades will be used.
Increase student engagement	Participants will miss less days of school.	Data collected from Waterloo Community School District
Increase opportunities for youth and families to feel safe and connected in their school and community.	Participants will improve in: getting along with others, respecting adults, and managing stress/anger. Participants will have fewer incidences of fighting and bullying activities. More parents will attend family events with their child.	Club staff will evaluate & make reports on youth at the beginning of the program and again at intervals throughout the year. Our partnership with Success Link will allow us to obtain data on discipline referrals, fighting, & bullying data.
Increase healthy habits	Program participants will increase scores on pre and post-tests relating to nutrition and will participate in physical activity each day at the Club.	Student performance on pre-test and post-test administered at Boys & Girls Club.

3.4 Alignment with School Day Instruction

The Unit Director of the Boys & Girls Club in Evansdale meets periodically with teachers to ensure homework completion, discuss needs of specific children, and identify children in need of the program. Poyner Elementary is committed to working with us to provide referrals and helping ensure homework is completed and the correct material is being covered. Poyner staff

may provide worksheets or additional information they would like particular grade levels or particular students to focus on.

The program will address the following Waterloo Community School District prioritized student needs:

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

Engage all students in activities and instruction that prepares them for their future and decrease risky behaviors such as the use of tobacco, alcohol, or other drugs. - Each participant in this program will participate in our SMART Moves program, which teaches youth how to resist alcohol, tobacco, and other drugs. SMART Moves provides an opportunity to help drive healthy lifestyles for youth.

3.5 Experience in providing educational and related activities

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

Consider the following academic data of current Club members:

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

Research Base

4. Multiple sources of a strong research base

Academics: Research shows that completion of homework is important for academic success, as well as making a difference in helping youth become more confident, happy, and successful in school. In a review of studies of after-school programs providing homework assistance, the National Partnership for Quality Afterschool Learning stated, “Most researchers have found that students who complete homework assignments have higher academic grades than students who do not complete homework assignments.”⁽ *Homework Help in Afterschool Programs: Literature Review* (Austin, Texas: National Partnership for Quality Afterschool Learning, Southwest Educational Development Laboratory, 2008) 5-7, www.sedl.org.) Additionally, recent studies by the National Center for Education Statistics demonstrate the need for additional academic support of youth in their out-of-school time. In 2009, only 33 percent of fourth graders, 32 percent of eight graders and 38 percent of 12th graders read at or above the proficient level. At-risk or low-income youth fare even worse.

Power Hour, Boys & Girls Club’s academic program, helps drive positive outcomes for youth in the area of academic success by extending learning beyond the school day. It offers a structured time and place for Club staff and volunteers to help members **complete their homework** – and start each school day better prepared and with a sense of confidence and competence. Members complete homework assignments and participate in **fun, hands-on activities that reinforce their learning**. In addition, Power Hour offers small-group or one-on-one **tutoring assistance** for members identified as needing additional help with specific subjects or skills. During the 2012-2013 school year, 95% of our Club members had steady or rising grades, and had better grades compared to their peers who did not attend the Club.

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

Health/Nutrition/Fitness: Boys & Girls Clubs of America (BGCA) developed **Triple Play** in collaboration with the U.S. Department of Health & Human Services. The program demonstrates how eating smart, keeping fit and forming positive relationships add up to a healthy lifestyle. Through **Triple Play**, youth learn about good nutrition and how to make smart meal and snack choices. Members receive coaching in sports leagues and fun activities, developing their coordination and leadership skills. Organized social recreation activities strengthen character, increase confidence and enhance the ability to relate well to others. For example, BGCA designed sessions to provide a mechanism for older members to assist younger members, which provided older youth with a sense of usefulness and influence while reinforcing the positive behaviors that are the goal of the program.

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

Management Plan

5.1 Effective Staffing, Training, Volunteers

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

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

Regional/national trainings provided by Boys & Girls Clubs of America as well as trainings through the Afterschool Alliance are attended by Club staff to keep at the forefront of youth development.

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

The student to staff ratio will be 15:1. This ratio is important to maintain caring adult relationships and to meet the academic and social needs of the youth in the program.

5.2 Student Transportation/Students with Disabilities

Waterloo Community School District provides a bus for all Poyner Elementary youth to be transported to the Boys & Girls Club in Evansdale. Parents must sign a transportation waiver with membership forms which allows the WCSD to transport the youth to the Club.

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

There is a small Spanish and Burmese population at Poyner Elementary School. Currently, the Boys & Girls Club program has only English Speaking students, but no one is turned away from the program. If translation services were needed they would be provided through a partnership with the University of Northern Iowa.

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

5.3 Organizational Stakeholder Advisory Group

The Operations Director will oversee the program reporting and ensure that members are participating in the projects as described and verify program data obtained. Quarterly grades will be obtained for program participants and will be tracked and evaluated for improvement. This will be obtained through our partnership with Success Link (formerly Communities in Schools). The final report will be developed at year end. This information will be made available to parents, donors, partners, volunteers, and the community at large.

Boys & Girls Club staff meet regularly with current partners to evaluate the success of the partnership. Additionally, new partnership opportunities emerge and are explored. Recently, Club staff have become involved with the Evansdale Chamber and relationships that have developed have led to more volunteers, program space at a reduced cost, and more visibility within the Evansdale community.

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

5.4 Continuous Improvement and Sustainability

The Boys & Girls Clubs of the Cedar Valley operates a nearly \$650,000 annual budget based on grants, donations, and special events. In order to continue the same level of service at all sites, sustainability is under constant review. This site, along with other sites, conducts special events and our “It Just Takes One” solicitation campaign. This campaign raises over \$150,000 for our organization each year. We are also a United Way member. We do NOT at this site, nor at any site, set membership fees as a part of our financial sustainability plan. The program will maintain low membership cost, \$25/year, to ensure every child and family the opportunity to utilize the program. We also have a local contributor that provides support designated for scholarship dollars for the youth. Additionally, in an effort to increase our sustainability, we have recently created an endowment with the Community Foundation of Northeast Iowa to ensure that youth for many years to come have the opportunity to receive our programming. Program funding streams are continuously reviewed for variety to ensure that the Club does not become too dependent on one source in this ever changing economic environment.

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

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

Lockard Development – provides building space at 40% of cost

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

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

6. Communication Plan

As an established program, a communications plan has been put in place to ensure that parents and teachers know about the program for recruitment purposes, as well as the community as a whole. We communicate with parents, students and the community in a variety of ways including:

Outreach Strategy	Target Audience	Frequency	Program Impact
Flyer/Parent Letter	Students/Parents	Semi-Annually	Program Recruitment
Annual Report	Funders, Parents, & Partners	Annually	Potentially increase program support
Calendar	Families	Monthly	Keep families engaged in programming
Press Releases to media outlets	Community at large	Monthly at a minimum	Community support
Service Club Presentations	Service Club members (Kiwanis, Rotary, Exchange Club, etc.)	Quarterly	Community Support
Social Media	Funders, Parents, Community at Large	Continuous Basis	Program recruitment, keep families engaged in programming, and community support

Due to the strategic nature of our board and the partnerships we have developed with the business community, the majority of our marketing materials are donated in-kind.

Partnerships

7.1 Existing partnerships

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

Waterloo Community School District – Our best partner is the Waterloo Community School District. From the local elementary, all the way up through administration, this program could not be possible without them. The district provides daily bussing from Poyner Elementary to our Evansdale Boys & Girls Club for all Club members. In 2011, the Club opened a free standing facility and the school district provided the Club with furniture and fixtures to help get the building ready for occupancy. Prior to our own site, Poyner Elementary had allowed our program to run inside the school for 3 years. Now, the school continues to allow our program to use space in the gymnasium to offer recreation programs to Club members. The school Principal also allows Club staff access to students during the day, helps identify youth in need of the program, and keeps Club staff connected with School staff.

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

Lockard Development – Through a partnership with Lockard Development, the Club has secured a lease for building space at over 40% off the regular lease amount of the building. This reduced rate allows the Club to focus more dollars on staffing and program materials for the youth we serve.

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

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

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

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

Volunteer Center of the Cedar Valley helps our youth become more community minded. The center comes in once and month and leads a community service project with our youth. As a result of this partnership, our Evansdale Club members have given back to several non-profit groups including the Salvation Army, the Northeast Iowa Foodbank, and others.

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

7.2 Engaging partners

In 2011 our program moved out of the school building to a stand-alone site. Since then, we have become a more visible part of the Evansdale community and the community is excited about partnering with us! We are active members of the Evansdale Chamber and the business community is supportive of our endeavors. We recently had the mayor of Evansdale come to a board meeting and he took a tour of the facility and was very impressed with what we have to offer and it very eager to be involved. As we go through the evaluation process and strengths and weaknesses are identified, these areas are addressed through additional partnerships and/or resources. It is the responsibility of the Operations Director to research new partners and bring new partners on board.

Evaluation

8.1 External Evaluator

Success Link (formerly Communities in Schools) will serve as the external evaluator on the program and will help us gather and interpret data regarding Club member's school attendance and performance. Through this partnership, we are able to submit the names of Club members participating in the program and we are presented with data for our Club members as well as comparative data for the Waterloo School district as a whole.

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

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

8.2 Utilizing Evaluation Results

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

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

Student Outcomes	Measurement Tool	Data Collection
Participants will score at or above the district average in math and reading.	ITBS proficiency rates and classroom grades will be used.	Success Link in cooperation with WCSD
Participants will miss less days of school compared to the district average.	School attendance records	Success Link in cooperation with WCSD
Participants will improve in: getting along with others, respecting adults, and managing stress/anger. Participants will have fewer	Anecdotal information Club write-ups, suspensions	Club Staff Site Coordinator

incidences of fighting and bullying activities. More parents will attend family events with their child.	Bullying, Fighting, Referrals in School	Success Link in cooperation with WCSD
Program participants will increase scores on pre and post-tests relating to nutrition will participate in physical activity and will have acceptable BMI levels.	Triple Play pre-tests and post-tests BMI levels	Site Coordinator administers tests Success Link in cooperation with WCSD, or DHS

Budget Narrative

9.1 Budget Line Item

The Boys & Girls Clubs of the Cedar Valley operates a current budget of over \$650,000 and serves over 600 youth annually. 21CCLC funds would provide \$50,000/year for the Evansdale site. The Club currently manages one other 21CCLC for Cunningham Elementary in Waterloo. Additionally, funding is received through the United Way, local foundations, private donors, special events, Community Development Block Grants, and The Office of Juvenile Justice Programs.

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

- Lease Agreements (Lockard Development)
- Staffing Agreements (AARP WorkSearch and UNI)
- Furniture/Fixtures (Waterloo Community School District)
- Healthy Meals/Snacks (Northeast Iowa Food Bank)

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

Personnel:

Funding will be used to support the Site Coordinator at the Boys & Girls Club (Evansdale Site). The coordinator is currently paid \$10.00/hour. Funding will also be used to support the Operations Director who assists with program implementation and works with partners. 15% of the Operations Director salary will be attributed to 21CCLC funds. 10% of the CEO's salary will also be attributed to this grant. The CEO provides general oversight of the Evansdale site and general operations of the Boys & Girls Clubs.

The site has 3 part time program aides focusing on academic assistance. Two program aides will be supported by the 21CCLC funds at a rate of 7.50/hour. Program aids work 15 hours/week during the school year and 30 hours/week during the summer. The other program aide is supported through a partnership with the University of Northern Iowa work-study program. The Boys & Girls Club pays 25% of the wages while UNI pays for 75%

Materials:

This budget has been reserved for items such as program supplies and homework assistance supplies. Funds have been allocated for board games, technology software and upgrades, and

nutrition activity supplies. 21st CCLC funds will also be needed to purchase curriculum based programming from Boys & Girls Clubs of America. Included in this is drug and alcohol prevention programming.

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

Professional Development:

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

Evaluation:

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

Administrative:

Administrative costs supported by the grant include telephone and internet fees, as well as utilities. The Boys & Girls Club will cover other administrative costs including office supplies, printing, accounting fees, and liability insurance.

9.2 Supplement, not Supplant

Our current cost to operate the Evansdale site is \$150,000/year. We are requesting \$50,000 per year in 21CCLC funds. Funds for the program are also received from United Way, local foundations, the Office of Juvenile Justice & Prevention, In-Kind Services, private donors, and special event fundraisers.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Boys & Girls Clubs of the Cedar Valley		
Site Address: 3574 Lafayette Street		
City, State, Zip: Evansdale, IA 50707		
Phone: (319) 234-2839		
Site Contact Person: Nicole Recker		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Poyner Elementary School	427	80
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

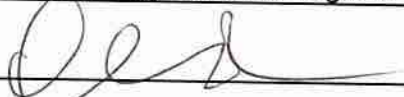
Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Boys Girls clubs of Iowaville


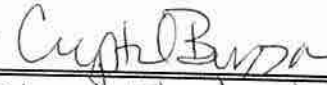

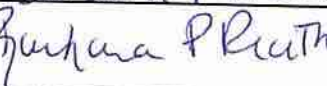
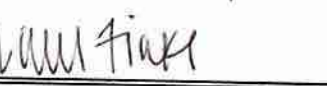
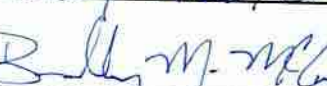
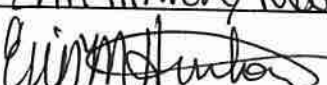
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Gary W. Morris</i>	<i>Waterloo Community Schools</i>
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Justa Manternach</i>	<i>Poyner</i>

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	Signature	Agency	Address
Tim Harwood, Community Relations Director		Waterloo Black Hawks Hockey LLC	P.O. Box 2222
		City/Zip	Phone
		Waterloo IA 50704	(319) 232-3444
Name/Title	Signature	Agency	Address
Crystal Buzza, Div. of Strategic Partnerships		Waterloo Schools	1516 Washington Street
		City/Zip	Phone
		Waterloo, IA 50702	433-1865
Name/Title	Signature	Agency	Address
Leslie Eberhard/Park Mgr		George Wyth IADNR	31659 Wyth Rd
		City/Zip	Phone
		Waterloo 50702	319-269-6705
Name/Title	Signature	Agency	Address
Barbara P. Prather		Northeast Iowa Food Bank	PO Box 2397
		City/Zip	Phone
		Waterloo 50704	319 235 0507
Name/Title	Signature	Agency	Address
Lauren Finke, Volunteer CTR Dir		Volunteer Center of Cedar Valley	2101 Kimball Avenue, Suite 1414
		City/Zip	Phone
		Waterloo, 50702	319 272-2087
Name/Title	Signature	Agency	Address
Bradley M. McCall, Director		SuccessLink	213 E. 4th St.
		City/Zip	Phone
		Waterloo 50703	319-234-3728
Name/Title	Signature	Agency	Address
Erin Hinton/Manager		Lockard Realty	4501 Prairie Pkwy
		City/Zip	Phone
		Cedar Falls, IA	319-859-3777
Name/Title	Signature	Agency	Address
		City/Zip	Phone
Name/Title	Signature	Agency	Address
		City/Zip	Phone

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:	Total number of students being served (all sites for one year): _____	Total three-year funding request (all sites):
1	80	\$150,000
	Total first-year funding request (all sites):	
	\$50,000	

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Poyner Elementary	\$50,000	\$50,000	\$50,000	\$150,000	80
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: ___ Boys & Girls Clubs of the
Cedar
Valley _____ **Site: _Poyner**

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: 80

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$37,000	\$2,000	\$37,000	\$2,000	\$37,000	\$2,000	\$117,000
Staff Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials	\$3,000	\$500	\$3,000	\$500	\$3,000	\$500	\$10,500
Professional Development (minimum 4% per year)	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$4,500
Student Access, Transportation etc. (maximum 8% per year)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Evaluation (about 4% per year)	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$6,000
Administrative/ Indirect Costs (maximum 8% per year)	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$12,000
Totals	\$47,500	\$2,500	\$47,500	\$2,500	\$47,500	\$2,500	\$150,000

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

Checking - \$52,389.94 (Farmer's State Bank)
Money Market - \$356,703.22 (Farmer's State Bank)
Credit Card - \$12,000 credit limit (Regions Bank)
No loan Debt

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

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

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

(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 E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

Present the rationale for the existence of the proposed program or policy:

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

Indicate which group is impacted:

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

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

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


Name: Chuck Row
Title: Exec Director

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, Alaskan Native Americans.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log
	Date December 13, 2013
	Time 2:00 p.m.
	Location Sacred Heart, Waterloo, IA

Meeting called by: Chuck Rowe

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

Chuck Rowe, Julie Niemeyer (Principal) Cathy Stainbrook (counselor)

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

Welcome [Insert Name] [Insert time allocation]

Discussion: Chuck Rowe discussed with Julie and Cathy the possibility of utilizing Boys + Girls Club programming, especially with their Burmese population.

Conclusions: Boys and Girls Club will offer programming one day per week at Sacred Heart.

Action Items:	Person responsible:	Deadline:
-	-	-

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

Discussion: N/A

Conclusions:

Action Items:	Person responsible:	Deadline:
-	-	-

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]

Discussion: N/A

Conclusions: _____

Action Items:	Person responsible:	Deadline:
_____	_____	_____
-	-	-

Questions All Staff [Insert time allocation]

Discussion: N/A

Conclusions: _____

Action Items:	Person responsible:	Deadline:
_____	_____	_____
-	-	-

Other Information

Resource persons:	
Special notes:	

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

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