

CH

**Application Cover Page**  
**21<sup>st</sup> Century Community Learning Centers**

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

**Mail Applications to:**

**Jodi Bruce**

Iowa Department of Education  
 Grimes State Office Building  
 400 E 14<sup>th</sup> Street  
 Des Moines, Iowa 50319-0146  
[jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)

**Address all questions to:** [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)

**APPLICATION INFORMATION**

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

County: Black Hawk		Amount Requested: \$434,025.65 (Total for Year 1 from Form D1)	
Director of Agency: James Lee III, CEO		Grant Contact/Project Director: Chelsea Szczyrbak, Chief Mission Engagement Officer	
Agency Name: Boys & Girls Clubs of the Cedar Valley		Agency Name: Boys & Girls Clubs of the Cedar Valley	
Address: 515 Lime Street		Address: 515 Lime Street	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50703
Phone: (319) 234-2839	FAX: NA	Phone: (319) 234-2839	FAX: NA
Email: <a href="mailto:james@cedarvalleyclubs.org">james@cedarvalleyclubs.org</a>		Email: <a href="mailto:chelsea@cedarvalleyclubs.org">chelsea@cedarvalleyclubs.org</a>	
DUNS Number: 83136977			
Data Collection and Evaluation Contact: Brad McCalla Success Link		Fiscal Contact: David Setzer Boys & Girls Clubs of the Cedar Valley	
Address: 229 Park Avenue		Address: 515 Lime Street	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50703
Phone: (319) 234-3728	FAX: (319) 433-4054	Phone: (319) 234-2839	FAX: NA
Email: <a href="mailto:brad@successlink.us">brad@successlink.us</a>		Email: <a href="mailto:david@cedarvalleyclubs.org">david@cedarvalleyclubs.org</a>	

**BEFORE YOU APPLY**

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

- If you are currently in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building (limit of 3) 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://educateiowa.gov/documents/school-frl/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 23, 2019, 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 (PAST GRANTEES ONLY):**

*ESSA 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); ESSA 4205(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14),*

- **Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?** Yes \_\_\_\_\_ No X \_\_\_\_\_
- **Did you meet your attendance goals for the past two years?** Yes X \_\_\_\_\_ No \_\_\_\_\_
- **Provide your last enrollment number(s):** 885
- **Provide your last average daily attendance:** 278 \_\_\_\_\_
- **Did you meet your academic goals for the past two years?** Yes X \_\_\_\_\_ No \_\_\_\_\_
- **How many of your local evaluation goals did you meet over the past two years?** 100% \_\_\_\_\_ 90- 55% \_\_\_\_\_ Over 50% X \_\_\_\_\_ Less than 50% \_\_\_\_\_ None \_\_\_\_\_
- **How much have office referrals been reduced over the past five years of your grant?** Over 75% \_\_\_\_\_ Over 50% \_\_\_\_\_ Less than 50% X \_\_\_\_\_ None \_\_\_\_\_
- **Have you provided children with the required snack?** Yes X \_\_\_\_\_ No \_\_\_\_\_
- **Have you exceeded the snack requirement?** \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_
- **How many parent engagement meetings did you have in the past year?** 8 \_\_\_\_\_
- **How many field trips did you provide in the past year?** 40 \_\_\_\_\_
- **After 5 years, how many community partners for sustainability have been recruited?** More than 50 \_\_\_\_\_ 25 \_\_\_\_\_ Less than 25 \_\_\_\_\_ Less than 10 X \_\_\_\_\_
- **Have you participated in required committee work in the last year?** Attended: \_\_\_\_\_ All Meetings \_\_\_\_\_ Some Meetings (3-5) X \_\_\_\_\_ Rarely Participated (1-2) \_\_\_\_\_ None \_\_\_\_\_
- **Have you attended required Professional Development in the last year?** Attended: \_\_\_\_\_ All Meetings \_\_\_\_\_ Some Meetings(5-9) X \_\_\_\_\_ Rarely Participated(1-4) \_\_\_\_\_ None \_\_\_\_\_

*These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.*

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):**

- **What is the Free and Reduced Lunch Rate for each site?** List below:
  - Site/Building Name: Lincoln Elementary

- Free and Reduced Lunch Rate Percentage: 100%
  - Site/Building Name: George Washington Carver Academy
    - Free and Reduced Lunch Rate Percentage: 100%
  - Site/Building Name: Waterloo Burger Middle School
    - Free and Reduced Lunch Rate Percentage: 100%
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).  
Yes  No  (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only (minimum 30 days)
  - Afterschool Only (maximum 180 days)
  - Before and After School
  - Before and After School and Summer
  - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY20 Request for Applications):
  - 200 number of children x 190 days x 7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$285,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
  - 200 children x 55 of days = (minimum 30 days) x \$10.00 = \$110,000 (total funding amount for summer)
  - 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.
  - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$434,025  
 Number of Children Served in Year One: 200

## 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 53
- 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 #:  
\_\_\_\_\_

## COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.  
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people

## REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Comprehensive" or "Targeted" on Iowa School Performance Profiles*** AND 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 that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required):

1. MOUs with original signatures:
  - a. Waterloo Community Schools
  - b. Lincoln Elementary
  - c. Bunger Middle School
  - d. George Washington Carver Academy
  - e. UNI-CUE
  - f. Waterloo Police Department
  - g. Boys Scouts of America – Winnebago Council
  - h. Friends of the Family
  - i. House of Hope
2. Iowa School Performance Profiles:
  - a. Lincoln Elementary
  - b. Bunger Middle School
  - c. George Washington Carver

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

- Application proposes to serve **a county with more than 18% child poverty**. *Up to 5 additional points awarded.*  
Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Examples of documentation: Look up your county at [https://www.cfpciowa.org/documents/filelibrary/kids count/2017 data/Final 2017 Child poverty 430B292C27DE8.pdf](https://www.cfpciowa.org/documents/filelibrary/kids%20count/2017%20data/Final%202017%20Child%20poverty%20430B292C27DE8.pdf).

- Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

## TABLE OF CONTENTS

1. Narrative Text
  - Proposal Abstract
  - Student Need
  - Project
  - Research Base
  - Management and Sustainability Plan
  - Communication Plan
  - Partnerships
  - Evaluation
  - Budget Narrative
2. Memoranda of Understanding
  - a. Waterloo Community Schools
  - b. Lincoln Elementary
  - c. Bunger Middle School
  - d. George Washington Carver Academy
  - e. UNI-CUE
  - f. Waterloo Police Department
  - g. Boys Scouts of America – Winnebago Council
  - h. Friends of the Family
  - i. House of Hope
3. Iowa School Performance Files
  - a. Lincoln Elementary
  - b. Bunger Middle School
  - c. George Washington Carver
4. Form A: Site Information
5. Form B: Assurances and Agreements
6. Form C: Collaborative Signatories
7. Form D1: Funding Requirements
8. Form D2: Budget Forms
9. Form D3: Cumulative Program Budget
10. Form D4: Applicant Agency Fiscal Resource Information
11. Form E: Minority Impact Statement
12. Form G: Previous Sustainability Form

\*\*Electronic copy (physical media preferred)

**1. Proposal Abstract**

Boys & Girls Clubs of the Cedar Valley (BGCCV), in partnership with the Waterloo Community School District, proposes to establish a 21<sup>st</sup> CCLC to serve elementary and middle school students who attend Lincoln Elementary, George Washington Carver Academy, and Bunger Middle School in Waterloo. Each school has a student population with significant need. The median household income in Waterloo is only \$44,429 compared to Iowa's \$56,570. As the area is high in crime and the children's home lives are under-resourced in terms of both finances (high poverty) and education (low educational attainment of parents), the school and larger community must work together to ensure that all children have access to high-quality educational programming that will provide a pathway out of poverty.

BGCCV has collaborated with community stakeholders to provide a comprehensive out-of-school-time program that addresses the needs of the whole child and their family. Multiple meetings were held and surveys were conducted to ensure that the program was collaboratively designed. Hosting the 21<sup>st</sup> CCLC on-site at each school removes transportation as a barrier and will allow us to recruit after-school staff and teachers from among each school's existing staff members. Lincoln Elementary School has agreed to provide office space for the Unit/Site Coordinator. This on-site location will allow seamless integration of curricula and programming via daily interaction between program and daytime staff.

BGCCV understands the needs of the whole child while placing literacy development at the forefront of STEM-inspired programming. This project is directly aligned with each school's 2019-2020 School Improvement Plans, all of which seeks to raise proficiency levels in reading and math and increase parental involvement.

To meet our program and the school's academic year goals, all programming will be organized around quarterly themes. Certified teachers will oversee the academic components, all of which will continue in the summer program, as it is vital to prevent "summer slide" for this vulnerable, low-income population of students. Specific goals for our 21<sup>st</sup> CCLC are to:

**Goal 1:** Increase academic achievement;

**Goal 2:** Enhance parental involvement in education to improve student success;

**Goal 3:** Increase student attachment to education, their peers, adults, and the community.

To meet these goals, our collaborative efforts will focus on: Academic support; Academic enrichment; Parent Engagement; Health/Well-being; and, Safety/Pro-social skills development. The program will run after-school (including snack and dinner) and full-days during teacher work days and in the summer (breakfast, lunch, and 2 snacks included).

Evidence-based curricula have been selected for each element that are directly aligned with in-school programming, the school's improvement plan, and Iowa State Standards. Close coordination with school-day staff will ensure that the 21<sup>st</sup> CCLC is a true extension of the school day with fun incentives (like field trips) to encourage regular attendance and family supports (food and community services) to foster family involvement in learning.

BGCCV has fifty years of experience in providing afterschool programs that increase academic performance and promote positive youth development and serves more than 600 youth annually

at 9 locations (5 full sites, 1 Teen Center, 1 outreach site, and 2 extension sites). Program evaluations from our previous and current 21<sup>st</sup> CCLC programs found that nearly all participants (95%) had stable or increasing reading comprehension and fluency scores compared with the previous year. The staffing plan includes an existing staff member who will serve as Project Director, a site leads, certified teachers, Youth Development Coaches, and multiple volunteers.

The 21<sup>st</sup> CCLC will benefit from strong community support. At least ten representatives from our partners, stakeholders (school administrators, teachers, parents), and community-based organizations and businesses, will participate in a 21<sup>st</sup> CCLC Advisory Committee that will oversee 21<sup>st</sup> CCLC programming. Representing diverse segments of the community, the Committee will meet monthly to provide vision, goal setting, and strong management. It will also review program policies, identify and resolve challenges, monitor success, and disseminate results to the broader community via as many avenues as possible. This 21<sup>st</sup> CCLC will also benefit from the multitude of resources that the Boys & Girls Clubs of America (BGCA) provides.

BGCCV has multiple local champions who promote quality afterschool programming at every opportunity. BGCCV's annual events (Mentor Mania, Trick or Treat Open House, Thanksgiving Dinner, Fun with Frosty) and service learning presentations highlight our programs and attract community attention, since participants and their families invite other relatives, friends, and neighbors to attend. BGCCV staff make quarterly presentations to local service clubs, including Kiwanis, Rotary, and the Exchange Club. Finally, BGCCV sends press releases to media outlets at least monthly and receives considerable favorable media coverage. All these activities will increase community awareness of the 21<sup>st</sup> CCLC program.

Partners in this proposal include the Waterloo Community School District, the Volunteer Center of Northeast Iowa, Waterloo Police Department, Operation Threshold, Hawkeye Community College, University of Northern Iowa Center for Urban Education (UNI-CUE) and Northeast Iowa Food Bank. Additional partners will be recruited on an ongoing basis.

The Advisory Committee for each site will also provide guidance and review reports as prepared by the external evaluator. The independent evaluator has worked with the BGCCV for over 11 years and has the experience to conduct comprehensive, rigorous evaluations of program effectiveness, at the local level and in cooperation with the Iowa Department of Education. The program will use a continuous improvement model to allow the evaluation results to guide program changes and modifications.

BGCCV requests **competitive priority** points because this application is submitted via a collaboration of BGCCV and the Waterloo Community School District, which receives funds under Title I, and other community partners. Lincoln and Bunger are both Comprehensive schools identified for overall performance, GW Carver is a Targeted school, identified due to subgroup performance.

The total amount requested per year is \$434,025 to serve 200 students for a total cost of \$2,170/student (after-school and summer). Funds will be used for staffing, materials, professional development, transportation, field trips, evaluation, and administration, all of which are reasonable and directly linked to project goals.



## 2.1 Student Needs Assessment

Waterloo is home to 67,798 people. Table 1 clearly illustrates the need within Waterloo:

<b>Table 1: Demographics</b>	<b>Waterloo</b>	<b>Iowa</b>
Minority	24.2%	9.3%
Live in poverty	17%	11.2%
Never graduated HS	12.1%	8.2%
Have a bachelor's degree or higher	21.8%	27.7%
Median income (2017)	\$44,429	\$56,570
2013-2017 American Community Survey 5-Year Estimates		

Waterloo is the county seat of Black Hawk County. According to the Robert Wood Johnson County Health rankings (2019), Black Hawk County ranks 75<sup>th</sup> for health indicators and 89<sup>th</sup> of Iowa's 99 counties for social and economic factors (children in poverty, income inequality, etc.). To demonstrate, the median household income of Black Hawk is \$50,400, and the state median income is \$58,700. Furthermore, 17% of Black Hawk's children live in poverty, while the state average is only 13%. Throughout the district, academic achievement is lower than state averages with Waterloo's graduation rate of 84.24% compared to the State's graduation rate of 93.4%:

<b>Table 2: Proficiencies</b>	<b>Waterloo CSD</b>						<b>Iowa State Average</b>					
	% proficient by grade											
Grades	3	4	5	6	7	8	3	4	5	6	7	8
<b>Reading</b>	53	53.5	60.9	57.9	60.1	63.9	76.3	74.7	76.5	73.7	74.6	76
<b>Math</b>	54	57.3	58.1	57.8	69.6	67.2	75.8	74.6	72.8	73	80.2	73.5
Iowa Department of Education: 2017-2018 Assessment Data by District and Grade												

In partnership with the Waterloo Community School District, BGCCV is targeting Lincoln Elementary School, Bunger Middle School (both Comprehensive Schools) and George Washington Carver Academy (a Targeted School). These schools have a total enrollment of 523, 411, and 488 respectively. The entire school district receives for free or reduced price lunch, a leading indicator of need. Our goal is to serve up to 200 students with the greatest academic need as determined by parents, teachers, and the principal with year round programming.

Lincoln is a K-5 school serving a high poverty, high minority population (80.3%). Bunger Middle and George Washington Carver Academy both serve grades 6-8 and have a minority population of 34.4% and 84% respectively. For the schools with a larger minority presence (Lincoln Elementary and Carver Academy), the largest segment of students is African American: 51.8% and 55.3%. The average Iowa school hosts only 6.2% African American students. Other pertinent demographics include: 21.6%, 17.3%, and 21.3% IEPs (individual education plan), all of which surpass the state average of 12.3%. Lincoln Elementary and Bunger Middle School are designated *Acceptable* by the Iowa Department of Education, for their Overall Performance rates of 51.74 and 53.39. Both are below the State average of 54.91. In addition, George Washington Carver Academy was deemed a *Priority* with an overall performance score of only 43.87. The 2019 Iowa School Report Card also documented an alarming drop in a number of key categories for the Waterloo District schools. Average English, Math, Science and Reading scores are all the lowest they have been since 2015. In addition, College Readiness Benchmarks for English and Science scored the lowest since 2016. Table 3 below highlights current achievement scores:

<b>Table 3</b>	<b>Lincoln Elem.</b>	<b>Bunger Middle</b>	<b>Carver Academy</b>	<b>Iowa</b>
% Free/Reduced	66.3	62.0	58.8	43.0
% Proficient Reading	46.32	63.51	45.95	77.04
% Proficient Math	48.95	69.83	56.37	78.26
2018, Iowa Department of Education				

**Community & School Resources** – Some of the children and families at these three schools have some options for out of school programming but none have an on-site summer school learning option at the school; existing resources simply do not currently meet the demands of students/families in need. As the academic portions of our 21<sup>st</sup> CCLC will be held on-site, each school has agreed to allow the BGCCV to use all school materials and resources for the program and their literacy coaches will be valuable partners.

There are a few community-based programs that strive to enhance student learning; we will be partnering with many of them (such as Hawkeye Community College, UNI-Cue) to ensure that students and families have access to these community resources as requested by the family surveys conducted in November. George Washington Carver Academy provides one clear example of the need. Their website includes a student activities page, “designed for students to use as a resource for their studies. The student resources menu offers challenging activities to extend student learning.” Notably, the entire page is blank.

Carver was Iowa’s first STEM middle school and Science, Technology, Engineering and Math receive special attention in course offerings yet the percent proficient in math is only 56.37, far below the state average of 78.26. The attached Dick Young Greenhouse also serves as a learning lab for students and is a base for master gardeners and a community-use facility and will be used as a learning site for the 21<sup>st</sup> CCLC.

**Transportation** – Finances prevent families from enrolling their children in afterschool programming, not transportation. Transportation will not be an issue as we will host the academic portions of each 21<sup>st</sup> CCLC on-site at each school and will then transport them to our Clubhouse. At the end of the day, elementary children will be picked up by a parent. Those over the age of 13 can walk home with a signed permission slip following established safety procedures.

**Safety** – 77% of parent respondents to our survey (see 2.2 below) mentioned drug/violence prevention as a need area and 97% cited anger management (also cited by 87% of students). Black Hawk County has a violent crime index of 511 compared to 282 for Iowa and 63 for top US performers (RWJ County Health Rankings, 2018). There are 270 registered offenders in Waterloo (49.48% higher than national averages) and 28 former drug labs within close proximity of the target school (homefacts.com). Most violent crimes committed by juveniles occur on school days between 3 and 7 p.m. (*National Incident-Based Reporting System, 2009 and 2010*). This program is therefore essential for keeping youth safe, out of trouble, and engaged in pro-social activities.

**Accessibility** – The vast majority (75%) of current BGCCV families are single parent households. As shown in our surveys (2.2 below), many children are home alone after school while the (often

single) parent works. This after-school initiative will be free to all families and on-site, removing finances and transportation as barriers to participation. Their participation will help ensure alignment and communication with the school day staff.

## **2.2 Stakeholder Engagement**

In addition to the District and the target schools, BGCCV consulted with a variety of **partners** in planning this proposed program, including Hawkeye Community College and the Waterloo Police Department. They identified academic support for youth, as well as dropout and violence prevention, as high needs. Because the reading scores (as seen 2.1 above) are particularly low at these schools, this project will have a literacy focus and will work closely with each school's existing literacy coaches. To ensure the program was fully responsive to student and family needs, BGCCV surveyed students, parents, and teachers in November 2019.

A startling 84% of parents reported that their child needs help with their homework with 81% saying additional reading enrichment would be beneficial. The written responses indicate that parental literacy levels may not be high enough to be helpful to children. Very few have attended or graduated from college, so help with homework may be out of their reach. On an encouraging note, 93% of parents expressed interest in attending Family Literacy Nights, the highest "yes" response to any of our suggested offerings.

Student responses illustrate similar concerns with 66% requesting help on college readiness measures and 74% requesting math and science enrichment in an after-school program. Only 8% of students said they participate in formal after-school activities and 75% reported needing help with homework but only 15% said that a parent was able to help. One of many student responses speaks for itself when asked what they most wanted in an after-school program: "Food and watre and maybe some entertainment and medicine and warmth and maybe clothes to."

"One of the major needs that we found in our building is that over 90% of our kids do not have access to programming after school or out of school time services," said Gina Weekley, Lincoln's at-risk student coordinator. Lincoln is so receptive to BGCCV programming that the Club opened a full-time extension site at Lincoln Elementary School at the beginning of the school year.

We recently surveyed 1,000 teens about our Teen program. They highlighted three issues that will be addressed by this project *before* our participants become teenagers with these worries: a safe place to do homework, ACT readiness, and that their highest stress had to do with grades and post graduation plans, all of which can be addressed before the end of high school.

To ensure all community stakeholders were represented, we also solicited input from the Waterloo Police Department. They provided the Safety data referenced earlier and agreed to provide literacy support by having officers bring books and read to kids, provide career education opportunities, provide safety education to kids, and provide leadership on the Advisory Board. This 21<sup>st</sup> CCLC was therefore designed with a wide variety of stakeholder input and will meet the top priorities of these high-needs schools: academic support (particularly literacy) and violence/bullying prevention along with positive youth development and pro-social behavioral skills. Our 21<sup>st</sup> CCLC was created in close consultation with the leadership at each School specifically to increase the percentage of students who are meeting state standards.

**PROJECT 3.1 Activities linked to Needs**

<b>Need</b>	<b>Goals</b>	<b>Curriculum &amp; Intervention</b> *see below
Low academic proficiency, poor literacy, limited homework help	1: Increase academic achievement	Project Learn, State-certified teachers provide small group and individualized instruction, homework help, field trips, literacy activities
Limited education and involvement in children's education	2: Enhance parental involvement in education to improve student success	Family Activity Nights, character building, parental volunteer program, family week in the summer, Advisory Committee participation
Anger management, bullying, high crime neighborhood ranking poorly in health indicators	3: Increase student attachment to education, their peers, adults, and the community.	Group games, sports, and nutrition education (Triple Play), field trips
		Pro-social skills (TLIM and SMART Moves, Positive Action), field trips, Torch Club (service learning)

**3.2 Academics and Enrichment**

During the school year, the 21<sup>st</sup> CCLC will operate from 3:30-7p.m. and full days (8:30a.m.- 5p.m.) on summer and teacher in-service days. Program elements will meet all federal guidelines. **After-school** will begin with a USDA approved snack, followed by an hour of academic work (homework help and remediation) onsite with certified teachers, then students will be transferred to a Clubhouse environment for recreation, including skill games focused on group interaction, team building, respect, and cooperative effort followed by an evening meal. **Summer and vacation day** programs will include breakfast and lunch, recreation (including weekly field trips), drug AND violence prevention, art, music, personal wellness, conflict resolution training, and financial literacy. The morning program in the summer will be entirely academic and afternoon programming will replicate that of after-school.

*Academic Support and Enrichment:* Our 21<sup>st</sup> CCLC will be modeled on BGCA's nationally recognized Project Learn, an evidence- and research-based afterschool learning strategy designed to build and reinforce academic skills. Project Learn features five components: Homework Help and Tutoring (Power Hour); High Yield Activities; School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. Project Learn provides teacher-led structured activities and is an evidence-based program featured in the OJJDP Model Programs Guide. Iowa-certified teachers will assess each student individually and deliver instruction at no more than a 1:10 teacher-student ratio along with 30 minutes of individualized instruction 4 days/week. Teachers will assess students regularly with ongoing consultation with the daytime teachers.

Power Hour assists all students in homework completion and reinforcement during the first hour after school. Trained staff (including certified teachers) and volunteers provide guidance and tutoring to students one-on-one and in groups. In the summer, we use Summer Brain Gain a research- and evidence-based program that utilizes a project-based learning approach to reinforce skills in reading, writing, math, and science, thereby reducing summer learning loss.

High Yield Learning Activities (1 hour each day, afterschool and summer) are hands-on, interactive and linked to specific academic skills. These activities, provided by BGCCV staff and/or community partners, are based on the student interest surveys from November 2019 and

stakeholder input to develop a variety of academic, social-emotional, and life skills. Examples of enrichment include, but are not limited to: arts, fitness, book clubs, STEM projects, and cooking.

*Health and Physical Well-being:* BGCCV will provide healthy food that meets USDA guidelines. Daily, youth will participate in recreational activities that combine learning with exercise and develop teamwork skills through Triple Play. Triple Play is designed to incorporate healthy living and active learning by emphasizing good nutrition and regular physical activity to improve overall well-being. Summer participants will attend field trips to places like the Grout Museum, the Science Center, Waterloos Center for the Arts, and the John Deere Museum. Summer programming will be held outdoors whenever possible.

*Pro-Social Skills:* The 21<sup>st</sup> CCLC will use the same research-based The Leader in Me (TLIM) that the district uses during the day. In addition, we will use Positive Action, an evidence-based program that helps build character development, academic achievement, and social/emotional skills and the SMART Moves character development/substance prevention program to assist youth in resisting alcohol, tobacco and other drugs and to resist bullying. Summer participants will also participate in all programming. All students will be encouraged to participate in service learning opportunities, particularly Torch Club, our nationally recognized community service program.

### **3.3 Parent Engagement/Family Literacy**

All potential families were included in our November 2019 survey and their input has informed our program plan. As such the following nationally-recognized best practices for family engagement will be implemented in the following ways:

1. Create a welcoming climate – there will be an open-door policy at all 21<sup>st</sup> CCLC events in addition to specific family activities (i.e. GED classes).
2. Provide families information related to youth development and creating supportive learning environments – our outreach plan includes printed and electronic communications on planned activities and youth development.
3. Establish effective school-to-home and home-to-school communication – social media will be one key outlet as per the preferences on our November surveys.
4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community – financial aid workshops and college planning was the 2<sup>nd</sup> highest request on our planning surveys and will therefore be a priority for implementation.
5. Engage families in school planning, leadership and meaningful volunteer opportunities – parents will be surveyed annually and participate in the Advisory Committee.
6. Connect students and families to community resources that strengthen and support students' learning and well-being – many of our community partners were chosen for their expertise and proven ability to engage parents.

Our two primary family engagement strategies are both evidence-based; Project Learn has an academic focus while Positive Action addresses behavioral and pro-social skills development (see 4 Research Base above). The 21<sup>st</sup> CCLC will integrate these programs in at least four Family Activity Nights annually. Scheduling will be determined based on the most common days/times requested on our November surveys.

The initial phase of parent involvement in Project Learn is about creating a welcoming environment that engages parents in 21<sup>st</sup> CCLC programming. A second level of parent involvement will be providing parents with information and programs to support their children's academic development. 21<sup>st</sup> CCLC staff members will encourage parents to become active participants in the school day (e.g., attend PTA meetings, attend parent-teacher conferences, volunteer at the school, etc.). Parents will be encouraged to model pursuit of lifelong learning by actively pursuing opportunities to advance their own learning (partners will provide community education programs such as GED and financial literacy workshops).

Positive Action is an evidence-based educational program that increases student engagement in learning and develops positive behavioral skills. Positive Action provides a Family Kit option, with activities that parents can easily integrate into family life.

At our Family Nights, families, 21<sup>st</sup> CCLC staff, and school staff will share a meal and participate in structured activities. Families will receive books and/or games to take home. Partners (described below) will attend to share information on local resources, such as childcare benefits and the community college's GED program. Parents can participate in skill development sessions, such as basic computers and parenting skills. At partner sites, parents can work toward economic self-sufficiency and gain literacy skills. Summer program participants will participate in Family Week, centered around the 4<sup>th</sup> of July, where families will be invited to an Open-House, with siblings attending morning programming and parents working on projects with their children.

Our annual commitment to families far exceeds what is proposed in this one project. BGCCV hosted 10 parent events last year, with a total of 262 parents attending. We use a variety of communication methods to reach parents, such as flyers, personal contact, social media and phone calls. In efforts to increase parent involvement, we have added additional special events as well as new literacy events at several of our sites. In addition, as a previous grantee our evaluation reports indicate the effectiveness of our approach. One of our Cohort 12 grant goals was to "Increase student, parent, and school staff communication to improve student success" and our external evaluation report clearly states that we "met the standard."

### **3.4 Goals and Objectives**

All goals will improve student outcomes as described above (3.1) through activities conducted afterschool, on teacher workdays, and during the summer.

**Goal 1: Increase academic achievement**

**Objective 1a:** Daytime teachers will report that at least 50% of regularly attending 21<sup>st</sup> CCLC participants improve academically as evidenced by annual surveys.

**Objective 1b:** 21<sup>st</sup> CCLC participants' literacy/math scores will increase by at least 10% over the year as evidenced by student report cards and annual standardized tests.

**Objective 1c:** For 21<sup>st</sup> CCLC participants with two years of Iowa Assessment scores, at least 25% will increase their proficiency category by the second year.

**Goal 2: Enhance parental involvement in education to improve student success**

**Objective 2a:** At least 20 families/site will attend one or more Family Literacy events (evidenced by attendance sheets) during each program year.

**Objective 2b:** 80% of 21<sup>st</sup> CCLC parents will report increased communication with their school as evidenced by annual surveys.

**Objective 2c:** Each year, 8-10-people (parents, teachers, school staff, partners, community members) will participate in quarterly Advisory Committee meetings as evidenced by attendance and meeting minutes.

**Goal 3: Increase student attachment to education, their peers, adults, and the community.**

**Objective 3a:** At least 20 21<sup>st</sup> CCLC participants will complete service learning projects alongside project partners; 80% will report increased leadership skills, as evidenced by 21<sup>st</sup> CCLC attendance records and student surveys.

**Objective 3b:** In annual surveys, school-day teachers will report that 21<sup>st</sup> CCLC participants improved their behavior, motivation, and increased their ability to get along with others as compared to non-participants.

### **3.5 Alignment with school day**

Hosting the 21<sup>st</sup> CCLC on-site and using certified teachers makes programming alignment seamless. In addition, the FT Site/Unit Coordinator will have an office on-site at Lincoln and will have daily input from administrators and communication with school staff. 21<sup>st</sup> CCLC teachers *are* school staff and can assess individual student goals regularly with school day teachers. The 21<sup>st</sup> CCLC is also directly aligned with each school's improvement plan. Each curricular element is directly aligned with one or more of the Iowa State Standards. For example, Healthy Habits, a Triple Play Program teaches about healthy living and active learning, which falls within the Iowa 21st century framework area 4, health literacy.

### **3.6 Organizational experience**

BGCCV has served the community for over 50 years at 9 locations. In 2018, we had 689 registered members and served a total of 1,114 youth. BGCCV has administered two 21<sup>st</sup> CCLC's, both in cooperation with Waterloo Schools. Program evaluations from our current grants demonstrate that despite the Club serving a student population who are exposed to higher risks, they are performing at higher levels in the measured outcomes than the district average. This aligns with findings from our internal evaluations, which found that nearly all participants (95%) had stable or increasing reading comprehension and fluency scores compared with the previous year. Our 21<sup>st</sup> CCLC students also had higher school attendance than the school average. Our evaluator works with many local non-profits and reports that our Club has the greatest impact on local youth. This coincides with our overall Club evaluations. For example one indicator for Academic Success measures the % Perceived Importance of School (Important + very), 83% of our youth perceived school as important compared to 80% of youth at Clubs nationwide. In addition our youth score higher on Good Character and Citizenship measures, 82% vs 71% nationally – and higher abstinence rates on risky behaviors - % Abstained Drinking (past 30 days), 78% vs 70% nationally.

In addition to the typical Mission and Vision statements published by most non-profits, our Club also promotes a special Inclusion Statement: We believe every kid has what it takes to define their success. The mission and core beliefs of Boys & Girls Clubs of the Cedar Valley is to fuel our commitment to promoting safe, positive and inclusive environments for all youth and staff. Boys & Girls Clubs of the Cedar Valley supports all youth, teens, and employees - of every race, ethnicity, gender, gender expression, sexual orientation, ability, socio-economic status, and religion - in reaching their full potential. Our commitment to the community achieves results. Last year, our supportive donors totaled 204. We also had 853 total adult volunteers during the year, which speaks to how well our community supports us as we in turn support them.

**4. Research Base** - The following evidence-based programs will be used:

**Project Learn:** There is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities (Clark, Reginald. (2002) *Building Student Achievement: In-School and Out-of-School Factors*.) An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies. (Schinke, Steven, et al. (2000) *Enhancing the Educational Achievement of At-Risk Youth*. Prevention Science, Volume 1). Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide.

**Summer Brain Gain:** A multiple-year evaluation of Summer Brain Gain used a study design that included rigorously matched control groups and documented the following improvements in participants: improved math skills for 4th, 5th and 6th graders; and improvements in reading skills for 5th and 8th graders. Final results found a notable increase in math performance and no significant summer learning loss in early literacy, math, or reading. (Scuello, M. and Wilkens, D. (2015). *Evaluating Summer Brain Gain: 2015 Study Report* (New York, N.Y).

**Triple Play:** An evaluation using a randomized experimental approach with treatment and control groups documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than non-participating youth (Gambone, Michelle, et al. (2009) *Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes*. Youth Development Strategies, Inc).

**The Leader in Me (TLIM):** Teachers and principals say TLIM improved school climate and student behavior; students say TLIM increased order and security and decreased bullying; and teachers, principals, and parents reported “fewer arguments, fights, disciplinary actions, and suspensions” (Johns Hopkins University 2012:5-6).

**Positive Action:** The U.S. Department of Education website *What Works Clearinghouse* found that Positive Action affected significant improvement on school suspension rates, use of drugs and alcohol, and tobacco use through family classes and community coalition components.

**SMART Moves:** A three-year longitudinal study showed that Smart Moves youth improved over time in their self-reported ability to refuse alcohol and marijuana (BGCA 2004:47). Another study showed that SM promoted “involvement in healthy and constructive educational, social and recreational activities” (BGCA 2004:56).

**Torch Club:** Middle school students will be encouraged to join Torch Club, small-group character and leadership clubs for boys and girls ages 11 to 13. Torch Club meets the special character-development needs of younger adolescents at a critical stage in their life. Torch Club members elect officers and work together to implement projects in the four focus areas: service to Club and community; education; health and fitness; and social recreation.



### **5.1 Management and Sustainability Plan**

BGCCV recruits, hires, trains, and works to retain effective and highly qualified staff who treat participants with respect, advocate for them, and act as mentors for them. BGCCV will hire 21<sup>st</sup> CCLC positions using existing job descriptions and standard hiring procedures. All staff are provided with a handbook detailing policies and procedures for operating youth-centered programs. BGCCV commits all the organization's resources to ensure program success.

BGCCV Director of Operations, Bryan Burton will serve as the **21<sup>st</sup> CCLC Program Director**. He will oversee a staffing plan to maintain appropriate staff-student ratios. He will oversee all staff, payroll, hiring, policies and procedures oversight, talking with parents with serious issues, setting the general schedule and concept of the program, planning, and program implementation. He will also facilitate collaborations, convene monthly staff meetings, assesses site staff, and schedule staff development. He has been with BGCCV since January 2016. Bryan has a degree in business administration and experience in human resources, marketing, payroll processing, presentation skills, and project management. He will devote 25% of his time to the project.

A **Site/Program Coordinator** will be hired and will be housed on-site at Lincoln and will be the FT Unit Director at this new extension site. The Site Coordinator (SC) will plan, schedule, and facilitate all site activities, supervise staff and record daily attendance. SC will ensure staff-to-student ratios are met, supervise staff, oversee site budgets, purchase supplies, plan activities and monitor progress toward goals. They serve as a resource for and a communications link with school personnel, meet with daytime teachers about student academic progress, concerns, and referrals, and communicate regularly with families about students' academic progress. SC will lead planning and facilitation of Family Literacy events; analyze adult and parenting education needs through a family assessment; connect families with existing community resources; coordinates other opportunities for families, such as field trips.

*Qualifications:* Bachelor's degree in a discipline related to 21<sup>st</sup> CCLC programming; ability to work independently and within established budgets, meet deadlines, and communicate effectively; experience working with youth; pass a background check; bilingual skills preferred.

*Recruitment:* Through the Area Education Agency, the LEA, and local media advertising; seek recommendations from current school and BGCCV staff.

**Iowa-certified teachers** will work with children for four hours per week at no more than a 1:10 teacher/student ratio and confer regularly with school staff about students' academic progress. We will hire 10 teachers at Lincoln and 4 each from Bunker and Carver.

*Qualifications:* Iowa teaching certification and teaching experience; prefer bilingual skills and experience at the school where 21<sup>st</sup> CCLC participants attend.

*Recruitment:* Certified teachers seek afterschool positions regularly. BGCCV advertises unfilled teaching positions through the AEA and will recruit teachers from each school.

**Youth Development Coaches (YDCs)** supervise students whenever the students are not working with teachers. YDCs will lead activities at no more than a 1:15 staff to student ratio. YDCs assist the SC with planning activities and lead enrichment and recreation activities and communicate regularly and effectively with students and their families.

*Qualifications:* Pass a criminal background check; possess successful college experience, demonstrating personal value for education to share with students; first-hand experience with

youth (as workers, siblings or volunteers); willingness to advocate for students, demonstrate maturity and caring; ability to problem solve, clearly communicate and use patience and persistence in their work; determination to identify and build on student strengths; and, most importantly, possess and call on a sense of humor.

*Recruitment:* BGCCV recruits YDCs among teachers and para-educators at the schools participants attend and at local colleges, using recommendations from professors, counselors, administrators, and student organizations. BGCCV also relies on partnerships with the University of Northern Iowa for staff and volunteers and AARP for senior adults.

BGCCV'S existing **Mission Engagement Specialist**, Mikaela Heikens, serves as our Volunteer Coordinator. She will recruit, train, and support program volunteers (particularly seniors) at no cost to the project. **Volunteers** tutor and mentor students individually, including reading to them and listening to them read, and lead enrichment activities their requirements are as follows:

*Qualifications:* Pass a criminal background check, be interested in and have experience working with school-age children. Bilingual skills and some college preferred.

*Recruitment:* BGCCV actively recruits, trains, places, and evaluates volunteers for all site programs, recruiting volunteers through AARP, the Volunteer Center of the Cedar Valley, local colleges and universities, the business community, faith-based organizations, and the community at large.

**Training/retention** - BGCCV will ensure a minimum of 20 hours of professional development each year. We conduct orientations for all new staff and volunteers. Staff complete mandatory training such as CPR/First Aid, child development, and other training pertinent to their jobs. As quality control, BGCCV administrators assess staff and volunteers' work regularly, based on input from school and other BGCCV staff, volunteers, parents, students, and evaluation results, to determine areas for future staff development. BGCCV staff attend state and national afterschool conferences and workshops so that they can share information with other staff and volunteers. BGCCV retains effective staff and volunteers by attending to their needs and concerns, seeking their input in planning, and generally promoting their investment in and ownership of the programs. All staff undergo an annual review process each June regardless of when they began.

All 21<sup>st</sup> CCLC staff will be provided with monthly **professional development** to help them learn how to structure and implement inquiry-based learning, align to Standards, and use evidenced-based strategies across program activities. At school, teachers meet twice a week in a Professional Learning Community to discuss data, equity, instructional strategies, differentiation, and formative assessment. Instructional coaches and the administration team also follow up with coaching cycles and observation feedback to continue to develop teachers professionally. Our 21<sup>st</sup> CCLC teachers will be drawn from each school's existing staff and will apply their professional development learning to ensure that afterschool activities are highly informed by and well-aligned with school day instruction.

BGCCV will send the Project Director and the 2 site leads to at least one national or regional conference; this may include the Foundations Inc. Beyond School Hours National Conference, National AfterSchool Association Annual Convention or the annual conference held by The After School Institute. Staff will be expected to turn-key information to all other program staff through

an on-site training to be held within two weeks of any conference. The Program Director will also attend any State directors' meetings, trainings, and/or technical assistance workshops.

BGCCV provides both online and in-person quarterly professional development using outside speakers, such as local law enforcement, the school district, local behavioral services agencies, and counselors. BGCCV also provides professional development to our program partners as detailed in Memoranda of Agreement with each partner. All partners will be required to attend at least two training events and may host them depending on their expertise. For example, CPR/First Aid trainings will be conducted by Allen Hospital, Big Brothers Big Sisters will provide mentoring training, the Food Bank will conduct food-safety demonstrations, existing literacy coaches will provide literacy training and professional development, and the police department will provide violence prevention information. These types of collaborative trainings ensure that all partners use the same principles and language. Findings from the program's evaluation will determine future professional development training topics.

### **5.2 Transportation and Accessibility**

BGCCV will serve all three schools on site for academics and then transport to a Clubhouse environment, thereby eliminating transportation as a potential barrier. Lincoln students will stay there at our extension site and students will be transported from Bunker and Carver to our Lime Street location. Children will be picked up by a parent, or have a signed permission slip to walk home from the afterschool program if they are over 13. Staff will follow established BGCCV safety procedures including an approved guardian pick-up list, supervised sign out, and designated pick-up location. All three schools and our Lime Clubhouse meets all state safety requirements including ADA compliance. Teachers and staff will be recruited from among each school's staff with an eye toward meeting the needs of students who are bilingual; 17% of the students at Carver are Hispanic, 9.7% at Bunker, and 13.2% at Lincoln. We will also strive to hire a FT Site Coordinator who is bilingual (details in section 5).

Although the program targets students with academic deficiencies, BGCCV does not deny program access to any student. All BGCCV programming is free from discrimination and provides equal opportunity for all. The 21<sup>st</sup> CCLC will be stocked with all appropriate first aid supplies and a copy of safety instructions will be posted on the wall of all program areas. All staff will be trained in Emergency Procedures, First Aid and CPR. Fire drills will occur monthly.

### **5.3 Stakeholder Advisory**

Approximately 10 representatives from our partners, stakeholders (school administrators, teachers, parents, middle school students), and community-based organizations and businesses, will participate in an Advisory Committee that will provide guidance and input on 21<sup>st</sup> CCLC programming. It will provide vision, goal setting, and oversight. The Advisory Committee will meet monthly to review program policies, identify and resolve challenges, and monitor success. Committee members will advocate for the 21<sup>st</sup> CCLC, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability. Mr. Burton will convene the Advisory Committee with each Site Lead responsible for recruiting and maintaining communications with stakeholders from their 21<sup>st</sup> CCLC site. Mr. Burton will lead the Committee in monitoring program milestones including partner planning, mid-year evaluation results, end of year evaluation results and sustainability progress. Each site

lead will hold less formal subgroup meetings, comprised of parents, students, teachers and partners to focus on continuous improvement of the program. The subgroups will review formative evaluations measures, such as attendance data, review recruitment and retention progress and discuss whether program activities are meeting the needs of students and their families. Meeting summaries and recommendations will be distributed to the Committee, which will assist the 21<sup>st</sup> CCLC partners in making programmatic improvements and serve as a peer learning community to share successes and challenges.

#### **5.4 Sustainability**

The Advisory Committee's focus on continuous program improvement (see 5.3 and 8.2) will help build a high quality program with proven results that can be used to sustain the 21<sup>st</sup> CCLC via new funding sources and coordinated local, state, and national public and private sources.

BGCCV has created an endowment fund with the Community Foundation of Northeast Iowa. Endowment growth was one of the focuses of our "Together We Can Capital Campaign". This capital campaign to build a new teen center raised \$6.1 million, allowing us to open in the late Fall 2019. Please note that the focus of the endowment fund will be to sustain BGCCV programs, not the organization. We anticipate that it will take 4 years to grow our endowment to a size sufficient enough to sustain the 21<sup>st</sup> CCLC and other Club programming; it should be on firm financial footing by the time this grant expires.

In addition to the endowment fund, BGCCV commits to sustaining the 21<sup>st</sup> CCLC program via the types of advocacy and fundraising that have enabled us to sustain our previously funded 21<sup>st</sup> CCLCs. To sustain this one past the grant period without solely relying on the endowment, BGCCV will collaborate with the following partners to help address funding gaps: Community Bank and Trust, St. Timothy's United Methodist Church, City of Waterloo, Hellman, and KBBG. In addition, the Otto Schoitz Foundation, McElroy Trust, Guernsey Foundation, Community Foundation of Northeast Iowa, and the Waterloo Community Foundation all provide unrestricted funds that can be used to offset 21<sup>st</sup> CCLC costs in future years. Finally, the United Way allows donors to designate BGCCV as the recipient of their donations.

Through an integrated system, BGCCV uses city facilities, such as the four museums owned by the City (Grout Museum of History and Science, Bluedorn Science Imaginarium, Phelps Youth Pavilion, Waterloo Center for the Arts). This enables equitable services, while maintaining the ability to meet individual student needs. The BGCCV Board reviews the organization's sustainability plan continuously to ensure that the Club does not become too dependent on any one source. More than 850 volunteers contributed to BGCCV programs last year, increasing sustainability. BGCCV also recently developed a partnership with the 4-H program at Iowa State University to encourage scientific education and awareness. These partnerships allow us to leverage and coordinate local resources.

We have a strong history of sustaining our programs and expect the same for this new 21<sup>st</sup> CCLC. There was a 21<sup>st</sup> Century grant at Waterloo's Holmes Junior High; when that grant expired, we worked closely with the school to sustain it. Today, the school contributes teachers and space, while the BGCCV provides program staff and volunteers. The program is robust and was even honored as *Partnership of the Year* by the State of Iowa a few years ago.

## **6 Communications Plan**

The 21<sup>st</sup> CCLC will follow BGCCV's successful communications plan, which disseminates information systemically. BGCCV staff communicate personally with students, school staff, and families. BGCCV distributes flyers and letters to parents as handouts in school for children to take home to their families and at school events, including PTA meetings and twice-yearly parent-teacher conferences. BGCCV's long-standing partnership with the school district and record of effectiveness means that teachers, administrators, and counselors refer academically needy students to the program regularly. Program staff confer at least weekly with school staff about students' academic progress. Since the program operates every school day, staff can make daily contact with teachers, children, and families. BGCCV staff contact families directly when the school refers children to the program at any time during the school year. BGCCV sends program calendars to families monthly; 21<sup>st</sup> CCLC calendars, newsletters, flyers, letters, and meeting minutes will be available in the families' home languages (English and Spanish).

Parents, children, and school staff have regular input into 21<sup>st</sup> CCLC programming. The Project Director will survey each of these key stakeholders annually in addition to conducting considerable informal communications daily. Previous BGCCV surveys indicate parents identify direct communication from their child's teacher, principal, or BGCCV staff as most important. Word-of-mouth is another important source many parents mention, saying they heard about the program from friends, neighbors, or coworkers.

The community will learn about the program on our website, partner websites, and on social media. BGCCV's service learning presentations highlight quality afterschool programming and attract community attention, since participants and their families invite other relatives, friends, and neighbors to attend. BGCCV staff make quarterly presentations to local service clubs, including Kiwanis, Rotary, and the Exchange Club. Finally, BGCCV sends press releases to media outlets at least monthly and receives considerable favorable media coverage. All these activities will increase community awareness of the 21<sup>st</sup> CCLC.

BGCCV will keep site staff aware of program activities and techniques and up-to-date on professional development through monthly multi-site staff meetings. Staff for the proposed programs will meet together weekly to share concerns and strategies for addressing them. Staff who attend afterschool conferences will present the new information they gained to staff who did not attend, making conference attendance a valuable asset for all.

The 21<sup>st</sup> CCLC Advisory Committee will meet monthly to monitor the program. The independent evaluator will provide the Committee with annual reports on the school year and summer programs. The Committee will use the reports to monitor trends and progress toward goals, identify and resolve challenges, and maintain/increase program quality. When the evaluator finalizes reports in response to Committee feedback, if any, BGCCV will post the report on our website for public perusal and communicate the results to increase community-wide awareness of the 21<sup>st</sup> CCLC and pursue sustainability. In addition, BGCCV shares key evaluation findings on its website and in social media and issues an Annual Report to all funders, families, and partners. Our current 21<sup>st</sup> CCLC evaluation report is here - <https://www.cedarvalleyclubs.com/programs>

### **7.1 Partnerships**

Active partnerships with a variety of agencies are currently in place and new ones are continuously under development. As fiscal agent, BGCCV will develop the contracting agreements, administer funds, monitor the accuracy of financial reporting, and complete program evaluations for its programs. Our partners will provide some key programmatic elements. According to the Iowa 21st CCLC *Best Practices Site Visit Report* completed by the Iowa Afterschool Alliance for the Iowa Department of Education (2011), BGCCV demonstrates the best practice of “creative involvement of community partners.” The report further named BGCCV as a strong partner in its advocacy for high-quality afterschool programming within the community.

The **Waterloo Community School District** has long worked closely with BGCCV in multiple ways, including cooperative planning, data-sharing, provision of summer lunches, professional development, and technical assistance. The District transports students from their schools to the BGCCV facility; we are the only nonprofit that receives this benefit. The District will provide curriculum consultation from the Educational Services Team to ensure that 21<sup>st</sup> CCLC educational and enrichment activities align with the District CSIP, state standards, and all benchmarks. The District will allocate time for principals, literacy coaches and teachers to consult with BGCCV staff about student needs. Most importantly, administrators, teachers, and counselors will refer the most in-need/at-risk students to the program. The required MOU is attached from the school district.

**Volunteer Center of the Cedar Valley** staff will meet weekly with students to increase their awareness of and attachment to the community and identify projects that interest them; center staff will then guide them through a service learning project where the students visit the organization they select to learn how to help. This partnership will enable students to assist such nonprofits as the Salvation Army, the Food Bank, and the Humane Society.

The **Food Bank of Northeast Iowa** provides a healthy snack and a hot nutritious evening meal for the program participants at no cost to students, families, or BGCCV. The Food Bank will deliver the meal, which meets the requirements of the USDA National School Lunch Program, and paper products to each site each day. Twice each month, Food Bank staff will teach a nutrition class to the participants that frequently features less common fruits and vegetables and allows for the youth to become familiar with new foods and try them. The Food Bank also hosts field trips where students learn about operations and assist with the work and will partner with the 21<sup>st</sup> CCLC on service learning opportunities.

The **University of Northern Iowa (UNI)** provides clinics that expose youth to football, track/field, volleyball, and dance. UNI is a major source of volunteers for BGCCV programs and identifies appropriate students to teach music and art to BGCCV participants. UNI provides BGCCV participants with free admission to athletic, arts, theater, and music events. In addition, they are home to **UNI Center for Urban Education (UNI-CUE)**, which will provide literacy and math programming to our families.





**Hawkeye Community College** is essential for family literacy. Hawkeye will accept referrals of family members from the Program Director. They will work with the family members to determine which of their adult literacy programs will best serve their needs, assist with enrollment and in

qualifying for financial assistance and/or scholarships, and provide essential literacy services. As evidenced by earlier needs section, this is a critical element for our families.

**Operation Threshold** Currently holds 21<sup>st</sup> Century funding for Cohort 13. We are working in partnership with them to align all 21<sup>st</sup> Century programs within the Cedar Valley to ensure a full spectrum of comprehensive services that collaborates, not competes.

**Waterloo Police Department** officers will speak to the 21<sup>st</sup> CCLC monthly about public safety, substance use and gangs. Police officers will also read to children afterschool and in the summer. These presentations enable officers to serve as role models and increase participants' community attachment. In addition, the Department will host field trips and provide staff with information on city crime trends and keeping kids safe.

BGCCV also collaborates with other community-based organizations for field trips to public swimming pools, bowling alleys, golf courses, libraries, and the art center. Volunteers enhance BGCCV programming through one-on-one tutoring, field trip accompaniment for safety, and presenting programs. Additional partnership examples for this 21<sup>st</sup> CCLC include:

-  The Cedar Bend Humane Society's "Barking Book Buddies" program that enables students to read to dogs that are trained to listen carefully to them;
-  AARP Foundation will provide senior volunteers to help with administrative tasks;
-  Boys Scouts and Girls Scouts will provide weekly programming to any youth interested;
-  Wheaton Franciscan Healthcare will provide free quarterly health services to youth and their families, including flu shots, blood pressure screenings, and health fairs, along with a weekly girls group that addresses issues such as bullying and maintaining healthy relationships; and

All partners are expected to contribute toward the program's sustainability post-grant by continuing to provide services and by enlisting other community partners.

## 7.2 Schedule of Meetings

BGCCV has invited 21<sup>st</sup> CCLC partners described above to participate in the Advisory Committee. The Advisory Committee intends to engage partners meaningfully over the lifetime of the grant and of the program, maintaining current partnerships and recruiting new partners from such sectors as city government, faith-based and community service organizations, and music and drama groups. The Committee sets goals for the number of new partners to recruit in a year, makes a list of contacts, and arranges to meet with potential new partners to recruit their support. Meetings will be scheduled monthly, in the evenings to encourage parents to attend. The Site Coordinator will assist by holding less formal meetings to encourage stakeholder feedback and involvement.

Based on the success of our previous two grants, BGCCV is confident that we can engage at least 25 or more partners over the 5-year grant period, including multiple representatives from each school the District, and the entire community. Our extensive plan for meaningful engagement was partially described in the earlier Sustainability and Family Engagement sections. Please see attached MOUs for evidence of stakeholder involvement.

Removed graphic  
to be able to read  
narrative. CM  
12/16/19

### **8.1 External evaluator**

Brad McCalla, MSE, Ed.S, Executive Director of SuccessLink, will serve as the external evaluator. He has provided independent evaluation services to BGCCV since 2005, and has the capacity and experience to conduct comprehensive, rigorous evaluations of program effectiveness, at the local level and in cooperation with the Iowa Dept. of Education. Since 2001, he has captured data at the individual level to better track and measure outcomes. He also gathers data from school districts and many youth serving agencies besides BGCCV (YMCA, YWCA, Big Brothers Big Sisters). Mr. McCalla works with agencies to measure data-driven outcomes that serves as the backbone for many program evaluations throughout this community. Mr. McCalla has extensive experience in evaluating 21<sup>st</sup> CCLC programs in the State of Iowa, has evaluated both of BGCCV's previous 21<sup>st</sup> CCLC grants, and will comply with all requirements and procedures including on-site monitoring visits and forms and assistance with the Annual Report. As mentioned throughout the narrative, our previous 21<sup>st</sup> CCLC are achieving at much higher rates than non-participants.

### **8.2 Evaluation will result in program improvement**

BGCCV will use our existing system to capture all data necessary for 21<sup>st</sup> CCLC reporting requirements, including individual attendance, program activities, program goals and objectives, and assessment results. Each school has agreed to provide student-level data annually, including measures in the table below. This data will enable accurate assessment of the effects of the 21<sup>st</sup> CCLC. BGCCV will provide all requested data and program information to the state.

<b>School Data Measures</b>	<b>21<sup>st</sup> CCLC Data Measures</b>
Academic measures: Iowa Assessments scores and quarterly district-assessed achievement scores related to standards (report card equivalent).	literacy and math achievement access by teachers at the beginning and end of the summer sessions.
Student level demographics, including school, school transfers, grade, gender, race/ethnicity, IEP, lunch status, and ELL status.	21 <sup>st</sup> CCLC staff records student demographics, including school, grade, gender, race, and ELL and lunch status
Student attendance by quarter, including excused and unexcused absences, tardies, suspensions.	21 <sup>st</sup> CCLC staff record daily program and family literacy attendance.

**Detailed plan to make the evaluation results public** - BGCCV will survey parents, students, teachers, and staff annually and collect qualitative data on program implementation, including operational changes and staffing, through observations and interviews with staff, teachers, parents, and students. Evaluation results will be use to refine, improve, and strengthen the program and build community support as illustrated in the adjacent continuous improvement diagram. When the school provides official data annually, the evaluator will report on school, site, and summer data to the Advisory Committee within six weeks. The Committee will begin using results immediately to identify and resolve challenges. BGCCV will provide a summary of evaluative results to school staff and parents and, with our partners, post the reports, in brief and in full, on their websites and begin using the results to build community support. Surveys will be conducted, and outcome information will be shared, in both English and Spanish.



**Evaluation procedures** - The evaluator will use t-tests to compare academic outcomes for children who did and did not participate in a 21<sup>st</sup> CCLC program, service learning, and whose parents did and did not participate in Family Literacy events. The evaluation will use correlations and multiple regression to determine whether number of days of afterschool/summer attendance affects academic outcomes, school attendance, and discipline referrals. Multiple regression controls will be implemented for factors known to produce the achievement gaps among subgroups as described in the student needs section above, such as economic status, IEPs, EFF, and gender. A matched samples design creates a control group and provides a second test of programming effectiveness. The evaluator will match each participant with another student who did not participate as closely as possible on the following dimensions: school, grade level, age, gender, race/ethnicity, poverty (lunch status), disability (IEP), and language spoken at home.

Goals and Objectives	Data Analysis
<b>Goal 1: Increase academic achievement</b>	
<i>1a:</i> Daytime teachers will report that at least 50% of 21 <sup>st</sup> CCLC participants improve academically	Annual teacher survey; calculate the percentage teachers said did improve.
<i>1b:</i> 21 <sup>st</sup> CCLC participants' literacy and math scores will increase by at least 10% over the year and summer as evidenced by student report cards and annual standardized tests	Calculate average literacy/math scores at the beginning/end of the year. Compare pre and post scores for summer. Compare participants/non-participants by quarter for all and low-achieving groups.
<i>1c:</i> For 21 <sup>st</sup> CCLC participants with two years of Iowa Assessment scores, at least 25% will increase their proficiency category by the second year.	Calculate the % who increase their proficiency category; compare with non-participants if data available.
<b>Goal 2: Enhance parental involvement in education to improve student success</b>	
<i>2a:</i> At least 20 families from each site attend one or more Family Activity Nights.	Report the # of families attending and the #s of events they attend.
<i>2b:</i> 80% of 21 <sup>st</sup> CCLC students and parents will report increased communication with their school as evidenced by annual surveys.	Report the # and % of parents who say their communication increased.
<i>2c:</i> At least 8-10 21 <sup>st</sup> CCLC parents/school staff will participate in the Advisory Committee as evidence by attendance and meeting minutes.	Report the # of parents and staff on the Committee and their #s of meetings.
<b>Goal 3: Increase student attachment to education, their peers, adults, and the community.</b>	
<i>3b:</i> At least 20 students will complete service learning projects alongside project partners; 80% will report increased leadership skills.	Attendance records; Report the #s and %s of children who participate in service learning. Student Surveys.
<i>3c:</i> In annual surveys, school-day teachers report improved behavior, are more motivated, and increase their ability to get along with others.	Annual teacher survey reports of the # who improve for behavior, motivation, and ability to get along with others.

### **8.3 Measure of Effectiveness for previous grantees (ESSA)**

As a previous grantee (Cohorts 10, 12, 13), Boys & Girls Clubs of the Cedar Valley met all local evaluation objectives. All monies have been spent on time and in accordance with all federal and state regulations and all reports have been filed with the state and shared with Waterloo Schools.

### **9.1 Costs are Reasonable**

All of the following line-items are necessary for program implementation, are reasonable in their cost estimates, and are based on the Iowa Department of Education's funding formula.

**Personnel:** High-quality staff will serve 200 students on 180 instruction days of afterschool, 8 weeks of summer camp (40 days), plus 10 PD days and 5 inclement weather days.

- The Project Director will be the Director of Operations, Bryan Burton. He will act as liaison to the Advisory Committee and the school, oversee program implementation, liaise with our State program officer. The Program/Site Coordinator will report to him and he will ensure that the Coordinator has the appropriate credentials to meet DHS licensing to supervise and lead the daily program and personnel. He will be paid from institutional funds and his time is provided as an in-kind contribution to the project.
- The FT Unit/Site Coordinator (To be Hired) will be housed on-site at Lincoln Elementary. S/he will manage day-to-day operations and serve students directly. 1 FTE = \$35,568
- 2 Site Leads (1 at Bunger and 1 at GW Carver) will oversee day-to-day operations at each of those schools and ensure school day alignment. \$14,000 X 2 sites is requested.
- Iowa-certified teachers will tutor students for 1 hour/day during the week, 4 hours/day during the summer at the standard teacher salary of \$25/hour. This enables teachers to tutor each student who needs assistance at no greater than a 1:13 ratio. This application requests total teacher support of \$202,334
- Youth Development Coaches (YDCs) - will work with students whenever they are not with teachers at \$7.50/hour for 36 weeks during the year and 8 weeks in the summer. This application requests support for YDCs to work 20 hours/week. In summer, YDCs will work for 32 hours/week. During non-school days, the YDCs will work for 8 hours/day. This request enables YDCs to supervise students and lead activities at no more than a 1:15 staff to student ratio. \$72,028

The Mission Engagement Specialist who will coordinate and train volunteers is provided as an in-kind match. All salaries are standard BGCCV salaries for these positions. Benefits for all staff include FICA (7.65% x salary) and workers comp (1.96% x salary) for total benefits of 9.61% of salaries. The total personnel request is \$349,936 annually for student programs and \$889 for Family Literacy. The personnel portion of the budget request is 80.8%.

**Materials:** BGCCV requests \$16,200 per year for materials and supplies (paper, crayons, scissors, rulers, glue, and other supplies) to support enrichment activities for 200 students. This amount is in addition to the \$1,800 requested for materials for the family activities at the four Family events, along with support for the books, art projects, and STEM games families use at the events and take home with them.

**Professional development** is important for training and retaining high-quality staff, and BGCCV requests \$23,000 per year for this purpose. This is 5.3% of the overall budget. BGCCV will use these funds for in-person and online training, orientation materials, travel for 21<sup>st</sup> CCLC meetings and conferences, and for sending staff to other local, regional, state, and national afterschool conferences so that they can share information with other staff. This includes the 2020 National Afterschool Association Convention and the 2020 Best Out of School Time Conference. BGCCV

will also work closely with the school to ensure that professional development is aligned with ongoing teacher professional development in much the same way that the curriculums are aligned. In all programming, we will strive for a balance of skill based explicit instruction and inquiry based and rigorous authentic tasks. Ongoing meaningful professional development will ensure our program remains focused on literacy while emphasizing STEM themes. We will ensure that 21<sup>st</sup> CCLC teachers understand that a balanced literacy approach incorporates all the major components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

**Student access** is vital to effective programming and constitutes just less than 1% of the budget. The District buses students from their schools to the BGCCV facility **at no cost**, so this request is for transporting students on three to four field trips per month @\$4,000. Field trips are an important component of our planned enrichment activities

**Evaluation** enables program improvement and sustainability. The program has identified an experienced independent evaluator (described in the earlier Evaluation section) who will conduct an evaluation of all three sites and the entire program for \$7,200. This is far below the allowed 4% because this evaluator is already working with BGCCV and is already evaluating our current 21<sup>st</sup> CCLC grant.

**Sustainability** – As described throughout the narrative and specifically in section 5.4 (sustainability) and 7.1 (partnerships), BGCCV is fortunate to have the support of the Waterloo Community School District, multiple City departments, and numerous community stakeholders. For the new 21<sup>st</sup> CCLC, our partners are contributing space (Lincoln is now an extension site), Volunteers (AARP), parent/adult education (UNI-CUE), and access to funders (Community Foundation of Northeast Iowa). The oversight of the Advisory Committee will be essential in maintaining and growing these sustainable partnerships.

### **9.2 Supplement, not Supplant**

This program that fills a service gap and supplements school day learning; there is no current program at Bunker Middle School and this project represents a substantial increase in services to what had previously been provided at GW Carver and Lincoln. This new 21<sup>st</sup> CCLC will thus provide high quality programming for 200 students after school and in the summer, creating an all new program opportunity for these underserved students and families. Regarding **administrative costs**, BGCCV is requesting \$31,000, which is 7.1%, below the 8% allowed. BGCCV and other partners provide sufficient in-kind administrative services to ensure program success, including community relations, advocacy, and regular additional consultation about program planning, implementation, monitoring, and sustainability. As described earlier, Bryan Burton, Director of Operations will work on this project at no additional cost to the project. In addition, as volunteer and partner coordination is key to the project's success, BGCCV will also contribute part of the existing Mission Engagement Specialist's time to the 21<sup>st</sup> CCLC at no cost. Mikaela Heikens will dedicate approximately 10 hours per week year-round to recruiting, training, and supporting volunteers. She will ensure that partners send representatives to appropriate programs, arrange for field trips to appropriate partner sites, and remind partners of advisory meetings. Her time is provided as an in-kind contribution to the project. Finally, Chelsea Szczyrback our Chief Mission Engagement Officer will oversee all fundraising and sustainability efforts to ensure that the project and its outcomes are sustained throughout and past the 5-year project period.

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***Waterloo Community Schools***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and Waterloo Community Schools, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: WCS

Partner representative: Regina Weekley

Position: At Risk Student Support Coordinator

Address: 1516 Washington, Waterloo, IA

Telephone: (319) 433-1800

Partner name: Boys & Girls Clubs of the Cedar Valley

Partner representative: James Lee III

Position: Chief Executive Officer

Address: 515 Lime Street, Waterloo, IA 50703

Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities

### **21<sup>st</sup> CCLC Vision**

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

## **Duties of Parties**

### Boys & Girls Clubs of the Cedar Valley will:

Provide safe, fun, and life changing after school programming for all students who attend Lincoln, Carver, and Bunger

Serve as fiscal agent for the grant

### Waterloo School District will:

- Provide collaboration on summer school efforts
- Provide curriculum for teachers morning educational programming
- Provide curriculum for afternoon physical activity

## **Advisory Team Roles and Responsibilities**

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

## **Funding and Support**

All of the support given to the Club by Waterloo Community Schools, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

**Signatures**

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Jane Lindaman  
(Partner signature)

Jane Lindaman  
Printed Name

Superintendent  
Position

Waterloo Schools  
Organization

12-11-2019  
Date

[Signature]  
(Partner signature)

James E. Lee III  
Printed Name

CEO  
Position

Boys + Girls Clubs of the Cedar Valley  
Organization

12/11/19  
Date

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***Lincoln Elementary Waterloo***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and Lincoln Elementary, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: Waterloo Community Schools  
Partner representative: Jen Hartman  
Position: Director of Elementary Education  
Address: 1516 Washington, Waterloo, IA  
Telephone: (319) 433-1800

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities

### **21<sup>st</sup> CCLC Vision**

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

## **Duties of Parties**

### Boys & Girls Clubs of the Cedar Valley will:

Provide safe, fun, and life changing after school programming for all students who attend Lincoln, Carver, and Bunger

Serve as fiscal agent for the grant

### Lincoln Elementary will:

- Provide space for afterschool and summer school program
- Assist with bussing for students who attend the Club
- Help to identify teachers and para educators, who may be interested in working with the Club
- Promote the program by talking with students and parents until all spaces are full.
- Provide guidance in school cultures and ensure that Boys & Girls Clubs staff feel part of the school family.

## **Advisory Team Roles and Responsibilities**

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

## **Funding and Support**

All of the support given to the Club by Lincoln Elementary, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.



**Signatures**

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

[Signature]

(Partner signature)

Jennifer Hartman

Printed Name

Director of Elem. Ed

Position

Waterloo Schools

Organization

12/11/19

Date

[Signature]

(Partner signature)

James E. Lunt

Printed Name

CEO

Position

Boys + Girls Clubs of the Cedar Valley

Organization

11/2/19

Date

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***Bunger Middle School***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and Bunger Middle School, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: Bunger Middle School  
Partner representative: Larry Martin  
Position: Principal  
Address: 157 S. Roosevelt Rd., Evansdale, IA 50707  
Telephone: (319) 433-2500

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities

### **21<sup>st</sup> CCLC Vision**

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

## **Duties of Parties**

### Boys & Girls Clubs of the Cedar Valley will:

- Provide safe, fun, and life changing after school programming for all students who attend Lincoln, Carver, and Bunger
- Serve as fiscal agent for the grant
- Provide Staff as site-lead and program coordination
- Be responsible for payment of staff and teachers
- Provide professional development for staff and teachers

### Bunger Middle School will:

- Provide space for afterschool and summer school program
- Assist with bussing for students who attend the Club
- Help to identify teachers and para educators, who may be interested in working with the Club
- Promote the program by talking with students and parents until all spaces are full.
- Provide guidance in school cultures and ensure that Boys & Girls Clubs staff feel part of the school family.

## **Advisory Team Roles and Responsibilities**

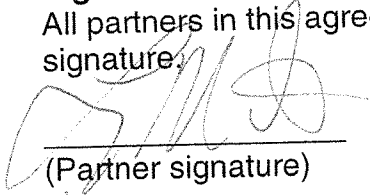
Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

## **Funding and Support**

All of the support given to the Club by Bunger Middle School, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

**Signatures**

All partners in this agreement sign to confirm their acceptance of its terms by their signature:

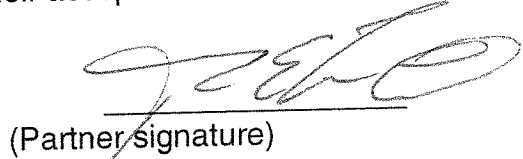
  
\_\_\_\_\_  
(Partner signature)

Larry Martin  
Printed Name

Administrator  
Position

Bunger Middle School  
Organization

12-12-19  
Date

  
\_\_\_\_\_  
(Partner signature)

James E. Lee IV  
Printed Name

CEO  
Position

Boys + Girls Clubs of the Cedar Valley  
Organization

12/11/19  
Date

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***George Washington Carver Academy***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and George Washington Carver Academy, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: George Washington Carver Academy  
Partner representative: Sheena Canady  
Position: Principal  
Address: 15050 Logan Ave, Waterloo, IA 50703  
Telephone: (319) 433-2500

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities

### **21<sup>st</sup> CCLC Vision**

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

## **Duties of Parties**

### Boys & Girls Clubs of the Cedar Valley will:

- Provide safe, fun, and life changing after school programming for all students who attend Lincoln, Carver, and Bunger
- Serve as fiscal agent for the grant
- Provide Staff as site-lead and program coordination
- Be responsible for payment of staff and teachers
- Provide professional development for staff and teachers

### George Washington Carver Academy will:

- Provide space for afterschool and summer school program
- Assist with bussing for students who attend the Club
- Help to identify teachers and para educators, who may be interested in working with the Club
- Promote the program by talking with students and parents until all spaces are full.
- Provide guidance in school cultures and ensure that Boys & Girls Clubs staff feel part of the school family.

## **Advisory Team Roles and Responsibilities**

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

## **Funding and Support**

All of the support given to the Club by George Washington Carver, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

**Signatures**

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Sheena Canady  
(Partner signature)

Sheena Canady  
Printed Name

Principal  
Position

GWCA  
Organization

12/12/19  
Date

[Signature]  
(Partner signature)

James E. Leath  
Printed Name

CEO  
Position

Boys & Girls Club of the Cedar Valley  
Organization

12/11/19  
Date

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***UNI-Cue***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and UNI-Cue, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: UNI-Cue  
Partner representative: Dr.Mickye Johnson  
Position: Director  
Address: 800 Sycamore St, Waterloo, IA  
Telephone: (319) 273-4772

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Leadership Skills
- College & Career Readiness

### **21<sup>st</sup> CCLC Vision**



The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

### Advisory Team Roles and Responsibilities

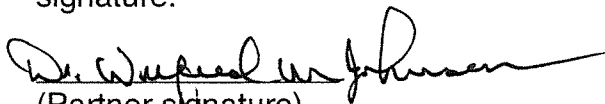
Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

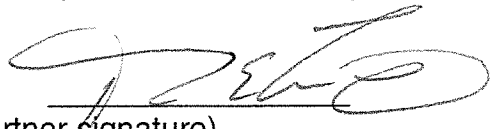
### Funding and Support

All of the support given to the Club by UNI-Cue, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

### Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

  
(Partner signature)

  
(Partner signature)

Dr. Wilfred M. Johnson  
Printed Name

James E. Leath  
Printed Name

Director  
Position

CEO  
Position

UNI Classic Upward Bound Program  
Organization

Boys & Girls Clubs of the Cedar Valley  
Organization

12/11/19  
Date

12/11/19  
Date

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***Waterloo Police Department***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and Waterloo Police Department, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: Waterloo Police Department  
Partner representative: Dan Trelka  
Position: Chief of Police  
Address: 715 Mulberry, Waterloo, IA  
Telephone: (319) 291-4340

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Health and Safety
- Literacy Education

### **21<sup>st</sup> CCLC Vision**

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

### **Duties of Parties**

#### Boys & Girls Clubs of the Cedar Valley will:

Provide safe, fun, and life changing after school programming for all students who attend Lincoln, Carver, and Bunger

Serve as fiscal agent for the grant

#### Waterloo Police Department will:

- Provide literacy resources by officers bringing books and/or reading to kids, when available
- Provide career education opportunities for kids, by showing up at career fairs
- Provide safety education to kids throughout the year
- When possible, provide leadership on our board of directors


### **Advisory Team Roles and Responsibilities**

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

### **Funding and Support**

All of the support given to the Club by Waterloo Police Department, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

All partners in this agreement sign to confirm their acceptance of its terms by their signature.


  
(Partner signature)

Joseph J. Leibold  
Printed Name

Major/Ass. Chief  
Position

Watson Police  
Organization

12/12/19  
Date

  
(Partner/signature)

James E. Lee IV  
Printed Name

CEO  
Position

Boys & Girls Clubs of the Cedar  
Valley  
Organization

12/11/19  
Date

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***Boy Scouts of America, Winnebago Council***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and Boy Scouts of America, Winnebago Council, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: Boy Scouts of America, Winnebago Council  
Partner representative: Whitney Jensen  
Position: District Executive  
Address: 2929 Airport Blvd.  
Telephone: (319) 234-2867

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Character Building Activities
- Hands on program activities

### **21<sup>st</sup> CCLC Vision**

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

### Advisory Team Roles and Responsibilities


Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

### Funding and Support

All of the support given to the Club by Boys Scouts of America, Winnebago Council, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

### Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

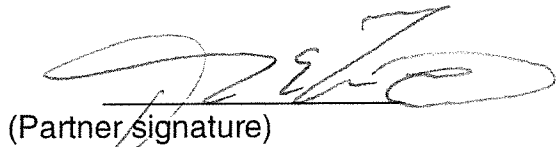
  
(Partner signature)

Whitney Jensen  
Printed Name

Development Director  
Position

Boy Scouts of America,  
Organization Winnebago Council

12/11/19  
Date

  
(Partner signature)

James E. Lane III  
Printed Name

CEO  
Position

Boys + Girls Clubs of the  
Organization Cedar Valley

12/11/19  
Date

## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***Friends of the Family***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and Friends of the Family, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: Friends of the Family  
Partner representative: Ben Brustkern  
Position: Executive Director  
Address: 3835 W. 9<sup>th</sup> St. Waterloo, IA 50702  
Telephone: (319) 234-0232

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Healthy Lifestyle Clinics
- Family Nights

### **21<sup>st</sup> CCLC Vision**

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

### Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

### Funding and Support

All of the support given to the Club by Friends of the Family, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

### Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Ben Brustkeon

(Partner signature)

Ben Brustkeon

Printed Name

Executive Director

Position

Friends of the Family

Organization

12-11-19

Date

James E. Luntz

(Partner signature)

James E. Luntz

Printed Name

CEO

Position

Boys + Girls Clubs of the Cedar Valley

Organization

12/11/19

Date



## **Memorandum of Understanding**

Between

***Boys & Girls Clubs of the Cedar Valley***

And

***House of Hope***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Boys & Girls Clubs of the Cedar Valley and House of Hope, who will collaborate to provide 21<sup>st</sup> CCLC services to students.

Partner name: House of Hope  
Partner representative: Dusky Steele  
Position: Development Director  
Address: 306 Walnut St, Waterloo, IA 50703  
Telephone: (319) 232-3823

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: James Lee III  
Position: Chief Executive Officer  
Address: 515 Lime Street, Waterloo, IA 50703  
Telephone: (319) 234-2839

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities

The purpose of this partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

### Advisory Team Roles and Responsibilities

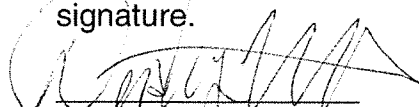
Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

### Funding and Support

All of the support given to the Club by House of Hope, is considered in-kind. This agreement will last the length of the 21<sup>st</sup> Century Grant (if awarded) but will be reviewed at the end of each year by both parties.

### Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.



(Partner signature)

Nancy Steele

Printed Name

Development Coordinator

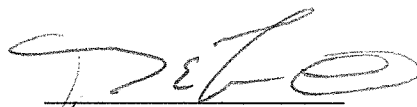
Position

House of Hope

Organization

12/11/19

Date



(Partner signature)

James E. Lee III

Printed Name

CEO

Position

Boys & Girls clubs of the Cedar Valley

Organization

12/11/19

Date

# Lincoln Elementary School

WATERLOO CSD  
CENTRAL RIVERS AEA

 302 Cedar Bend St, Waterloo, Iowa 50703  
 (319) 433-1990

- SCHOOL SUMMARY
- LEARNING MEASURES ▾
- ADDITIONAL METRICS ▾
- ACHIEVEMENT GAPS
- HELP ▾
- 

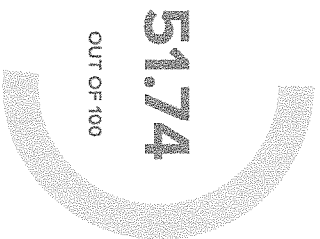
## ABOUT

Principal	Edwin Hood	Enrollment	523	Grade Levels	KG, 01, 02, 03, 04, 05	School Type	Elementary	County	Black Hawk County
-----------	------------	------------	-----	--------------	------------------------	-------------	------------	--------	-------------------

## OVERALL PERFORMANCE

ACCEPTABLE

ESSA Performance Category  
Comprehensive Status: **Met**  
Targeted Status: **Targeted**  
Students with Disabilities (IEP)



State Average: 54.91

### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

# Bunger Middle School

WATERLOO CSD  
CENTRAL RIVERS AEA

 157 S Roosevelt Rd., Evansdale, Iowa 50707  
 (319) 433-2550

- SCHOOL SUMMARY
- LEARNING MEASURES 
- ADDITIONAL METRICS 
- ACHIEVEMENT GAPS
- HELP 
- 

## ABOUT

Principal  
Rachel Savage

Enrollment  
411

Grade Levels  
06, 07, 08

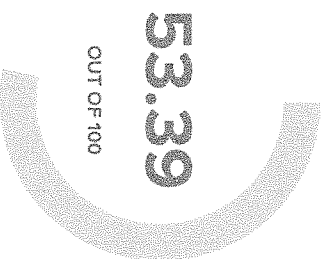
School Type  
Middle

County  
Black Hawk County

## OVERALL PERFORMANCE

ACCEPTABLE

ESSA Performance Category  
Comprehensive Status: Met  
Targeted Status: Targeted  
Students with Disabilities (IEP)



State Average: 54.91

### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

# George Washington Carver Academy

WATERLOO CSD

CENTRAL RIVERS AEA

1505 Logan Ave., Waterloo, Iowa 50703

(319) 433-2500

- SCHOOL SUMMARY
- LEARNING MEASURES
- ADDITIONAL METRICS
- ACHIEVEMENT GAPS
- HELP



## ABOUT

Principal	Enrollment	Grade Levels	School Type	County
Sheena Canady	488	06, 07, 08	Middle	Black Hawk County

## OVERALL PERFORMANCE

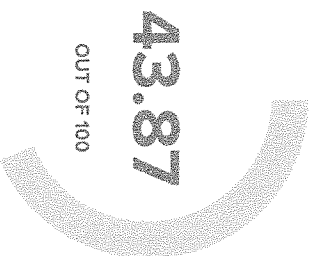
**PRIORITY**

### ESSA Performance Category

Comprehensive Status:

Comprehensive

Targeted Status: Not-Met



State Average: 54.91

### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Lincoln</b>		
<b>Site Address: 302 Cedar Bend St.</b>		
<b>City, State, Zip: Waterloo, IA 50703</b>		
<b>Phone: (319) 433-1990</b>		
<b>Site Contact Person: Jen Hartman</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
Lincoln Elementary	302 Cedar Bend St., Waterloo	83
<b>21CCLC Site Name: George Washington Carver Academy</b>		
<b>Site Address: 15050 Logan Ave.</b>		
<b>City, State, Zip: Waterloo, IA 50703</b>		
<b>Phone: (319) 433-2500</b>		
<b>Site Contact Person: Sheena Canady</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
Cunningham	1224 Mobile St., Waterloo	71
Lincoln Elementary	302 Cedar Bend St., Waterloo	83
<b>21CCLC Site Name: Bunger Middle School</b>		
<b>Site Address: 157 S. Roosevelt Rd.</b>		
<b>City, State, Zip: Evansdale, IA 50707</b>		
<b>Phone: (319) 433-2550</b>		
<b>Site Contact Person: Larry Martin</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
Poyner Elementary	1138 Central Ave., Evansdale	123

*(Limit three sites per application.)*

<b>FORM B: ASSURANCES &amp; AGREEMENTS REQUIRED OF ALL APPLICANTS</b>
---

**Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

**Part C: Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21<sup>st</sup> 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 21<sup>st</sup> 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 from the date of submission of the final expenditure report.

**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 21<sup>st</sup> Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21<sup>st</sup> Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education.

**Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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, quarterly meetings with the principal, 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 21<sup>st</sup> 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)**

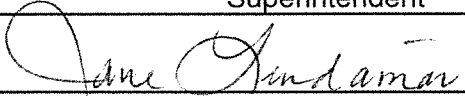
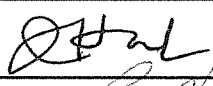

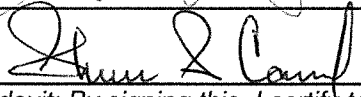
Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s) or if federal funding is no longer available.



**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 the Cedar Valley
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	

**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.

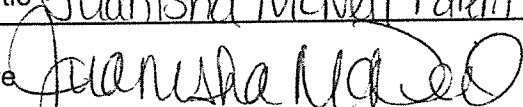


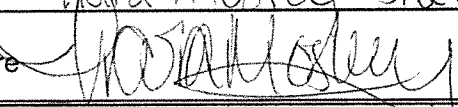
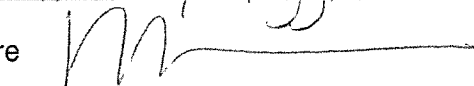
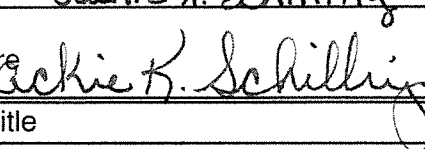
Signature of Local Education Agency Superintendent	Local Education Agency Name
	Waterloo Schools
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Lincoln Elem. School
	Bunger Middle School
	Carver Academy
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

### 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. The signatures provided here are partners you do not have an MOU with.

**Applications only allowed up to one (1) additional page for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Juanisha McNeil Parent	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Cory Folkers Parent	Agency Bunker Middle School - Parent	
Signature		Address	
		City/Zip	Phone
Name/Title	Isaiah Folkers	Agency Bunker Middle School - Student	
Signature		Address	
		City/Zip	Phone
Name/Title	Tara Mosley - Site Lead	Agency Lincoln Elementary <del>Site Lead</del>	
Signature		Address	
		City/Zip	Phone
Name/Title	Jammy Huggins - Teacher	Agency Lincoln Elementary Teacher	
Signature		Address	
		City/Zip	Phone
Name/Title	Jackie K. Schilling	Agency Carver Academy	
Signature		Address 1505 Logan Ave	
		City/Zip 50702	Phone 733-2500
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

**FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
<u>3</u>	<u>200</u>	<u>\$ 434,025.65</u>	<u>\$ 1,302,076.95</u>

**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(s) (Overseas Year)	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
Lincoln Elementary	\$152,321.55	\$152,321.55	\$152,321.55	\$456,964.65	100
Carver Academy	\$ 54,046.92	\$ 54,046.92	\$ 54,046.92	\$162,140.76	50
Bunger Middle School	\$ 54,046.92	\$ 54,046.92	\$ 54,046.92	\$162,140.76	50
<b>Name of Program Site(s) (Summer Session)</b>					
Lincoln Elementary	\$101,547.70	\$101,547.70	\$101,547.70	\$304,643.10	100
Carver Elementary	\$ 36,031.28	\$ 36,031.28	\$ 36,031.28	\$108,093.84	50
Bunger Middle School	\$ 36,031.28	\$ 36,031.28	\$ 36,031.28	\$108,093.84	50

AGENCY AND SITE NAME: Boys & Girls Clubs of the Cedar Valley  
 SITE ADDRESS: 515 Lime St  
 Waterloo, IA 50703

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION  
 BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CLCC (Title IV-Part B, CFDA 84.287C)

Total YR1 21st CLCC Award: \$ 434,025.65

\*\*\*COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED\*\*\*

# Students Served (unduplicated headcount): 200

Qtr 1 due by November 30th  
 Qtr 2 due by January 31st

Qtr 3 due by April 30th  
 Qtr 4 due by July 15th

A	B	C		F		G		H		RESERVED FOR IDOE FINANCE	THIS COLUMN
		Total YR1 2020-21 Budget	Family Literacy	Quarter 1 July 1 - September 30	Family Literacy	Quarter 2 October 1 - December 31	Family Literacy	Quarter 3 January 1 - March 31	Family Literacy		
1	Program:										
	Personnel	\$ 349,936.65	\$ 889.00	\$ 132,975.94	\$ 337.82	\$ 59,489.22	\$ 151.13	\$ 59,489.22	\$ 151.13	\$ 97,982.27	\$ 248.92
	Contracted Services	-	-	-	-	-	-	-	-	-	-
	Materials & Supplies	16,200.00	1,800.00	6,156.00	684.00	2,754.00	306.00	2,754.00	306.00	4,536.00	504.00
	After School Snacks & Meals	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-
	Reserved for IDOE finance	-	-	-	-	-	-	-	-	-	-
2	Professional Development (must be equal or greater than 5% of budget):										
	Personnel	\$ 19,500.00	\$ -	\$ 7,410.00	\$ -	\$ 3,315.00	\$ -	\$ 3,315.00	\$ -	\$ 5,460.00	\$ -
	Contracted Services	-	-	-	-	-	-	-	-	-	-
	Materials & Supplies	3,500.00	-	1,330.00	-	595.00	-	595.00	-	980.00	-
	Other	-	-	-	-	-	-	-	-	-	-
	Reserved for IDOE finance	-	-	-	-	-	-	-	-	-	-
3	Student Access (up to 8% of budget):										
	Transportation	\$ 4,000.00	\$ -	\$ 1,520.00	\$ -	\$ 680.00	\$ -	\$ 680.00	\$ -	\$ 1,120.00	\$ -
	Facility safety and accessibility	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-
4	Evaluation (up to 4%):										
	Contracted Services	\$ 7,200.00	\$ -	\$ 2,736.00	\$ -	\$ 1,224.00	\$ -	\$ 1,224.00	\$ -	\$ 2,016.00	\$ -
	Materials & Supplies	-	-	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-	-	-
5	Other Admin Costs (Up to 8%):										
	Other Admin Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Reserved for IDOE finance	-	-	-	-	-	-	-	-	-	-
	Indirect Costs; Restricted*	31,000.00	-	1,360.00	-	5,240.00	-	5,240.00	-	8,680.00	-
6	Total Expenditures	\$ 434,025.65	\$ -	\$ 164,929.76	\$ -	\$ 73,784.35	\$ -	\$ 73,784.35	\$ -	\$ 121,527.19	\$ -

\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY AND SITE NAME: Boys & Girls Clubs of the Cedar Valley  
 SITE ADDRESS: Lincoln Elementary  
 302 Cedar Bend St, Waterloo, IA 50703

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION  
 BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CPDA 84.287C)

Total YR1 21CCLC Award: \$ 253,869.25

\*\*\*COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED\*\*\*

# Students served (unduplicated headcount): 100

Qtr 1 due by November 30th  
 Qtr 2 due by January 31st

Qtr 3 due by April 30th  
 Qtr 4 due by July 15th

A	B	C		F		G		H		RESERVED FOR IDOE FINANCE		
		Total YR1 2020-21 Budget	Family Literacy	Quarter 1 July 1 - September 30	Family Literacy	Quarter 2 October 1 - December 31	Family Literacy	Quarter 3 January 1 - March 31	Family Literacy			
1	Program: Personnel Contracted Services Materials & Supplies After School Snacks & Meals Other Reserved for IDOE finance	205,442.97	426.28	78,068.34	161.98	34,925.30	72.47	34,925.30	72.47	57,524.03	119.36	
		-	-	-	-	-	-	-	-	-	-	-
		9,000.00	1,000.00	3,420.00	380.00	1,530.00	170.00	1,530.00	170.00	2,520.00	280.00	
		-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-
2	Professional Development (must be equal or greater than 5% of budget): Personnel Contracted Services Materials & Supplies Other Reserved for IDOE finance	11,500.00	-	4,370.00	-	1,955.00	-	1,955.00	-	3,220.00	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	570.00	-	255.00	-	255.00	-	420.00	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
3	Student Access (up to 8% of budget): Transportation Facility safety and accessibility Other	2,000.00	-	760.00	-	340.00	-	340.00	-	560.00	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
4	Evaluation (up to 4%): Contracted Services Materials & Supplies Other	4,000.00	-	1,520.00	-	680.00	-	680.00	-	1,120.00	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
5	Other Admin Costs (Up to 8%): Other Admin Costs Reserved for IDOE finance Indirect Costs, Restricted*	-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
		19,000.00	-	7,290.00	-	3,280.00	-	3,280.00	-	5,320.00	-	
		-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	
6	Total Expenditures	\$ 253,869.25		\$ 96,470.32		\$ 43,157.77		\$ 43,157.77		\$ 71,083.39		

\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY AND SITE NAME: Boys & Girls Clubs of the Cedar Valley  
 SITE ADDRESS: 1505 Logan Ave, Waterloo, IA 50703  
 FORM D2- 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION  
 BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCIC (Title IV-Part B, CFDA 84.287C)

Total YR1 21CCIC Award: \$ 90,078.20

\*\*\*COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED\*\*\*  
 # Students Served (unduplicated headcount): 50

A	B	C		E		G		H		I			
		Total YR1 2020-21 Budget	Family Literacy	Quarter 1 July 1 - September 30	Family Literacy	Quarter 2 October 1 - December 31	Family Literacy	Quarter 3 January 1 - March 31	Family Literacy		Quarter 4 April 1 - June 30	Family Literacy	
1	Program:												
	Personnel	\$ 72,246.84	\$ 231.36	\$ 27,453.80	\$ 87.92	\$ 12,281.96	\$ 39.33	\$ 12,281.96	\$ 39.33	\$ 20,229.12	\$ 64.78		
	Contracted Services	-	-	-	-	-	-	-	-	-	-		
	Materials & Supplies	3,600.00	400.00	1,368.00	152.00	612.00	68.00	612.00	68.00	1,008.00	112.00		
	After School Snacks & Meals	-	-	-	-	-	-	-	-	-	-		
	Other	-	-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance	-	-	-	-	-	-	-	-	-	-		
2	Professional Development (must be equal or greater than 5% of budget):												
	Personnel	\$ 4,000.00	\$ -	\$ 1,520.00	\$ -	\$ 680.00	\$ -	\$ 680.00	\$ -	\$ 1,120.00	\$ -		
	Contracted Services	-	-	-	-	-	-	-	-	-	-		
	Materials & Supplies	1,000.00	-	380.00	-	170.00	-	170.00	-	280.00	-		
	Other	-	-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance	-	-	-	-	-	-	-	-	-	-		
3	Student Access (up to 8% of budget):												
	Transportation	\$ 1,000.00	\$ -	\$ 380.00	\$ -	\$ 170.00	\$ -	\$ 170.00	\$ -	\$ 280.00	\$ -		
	Facility safety and accessibility	-	-	-	-	-	-	-	-	-	-		
	Other	-	-	-	-	-	-	-	-	-	-		
4	Evaluation (up to 4%):												
	Contracted Services	\$ 1,600.00	\$ -	\$ 608.00	\$ -	\$ 272.00	\$ -	\$ 272.00	\$ -	\$ 448.00	\$ -		
	Materials & Supplies	-	-	-	-	-	-	-	-	-	-		
	Other	-	-	-	-	-	-	-	-	-	-		
5	Other Admin Costs (Up to 8%):												
	Other Admin Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	Reserved for IDOE finance	-	-	-	-	-	-	-	-	-	-		
	Indirect Costs, Restricted*	6,000.00	-	2,280.00	-	1,070.00	-	1,070.00	-	1,680.00	-		
6	Total Expenditures	\$ 90,078.20	\$ -	\$ 34,229.72	\$ -	\$ 15,313.29	\$ -	\$ 15,313.29	\$ -	\$ 25,221.90	\$ -		

\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

THIS COLUMN  
RESERVED FOR IDOE FINANCE

Qtr 1 due by November 30th  
Qtr 2 due by January 31st  
Qtr 3 due by April 30th  
Qtr 4 due by July 15th

AGENCY AND SITE NAME: Boys & Girls Clubs of the Cedar Valley  
 Banger Middle School  
 157 S Roosevelt Rd, Evansdale, IA 50707

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION  
 BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)

Total YR1 21CCLC Award: \$ 90,078.20

\*\*\*COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED\*\*\*

# Students Served (unduplicated headcount): 50

Qtr 1 due by November 30th  
 Qtr 2 due by January 31st

Qtr 3 due by April 30th  
 Qtr 4 due by July 15th

A	B	C				F				G				H				RESERVED FOR IDOE FINANCE		
		Total YR1 2020-21 Budget		Quarter 1 July 1 - September 30		Quarter 2 October 1 - December 31		Quarter 3 January 1 - March 31		Quarter 4 April 1 - June 30		Quarter 1 July 1 - September 30		Quarter 2 October 1 - December 31		Quarter 3 January 1 - March 31			Quarter 4 April 1 - June 30	
	Authorized Activity Category	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
1	Program: Personnel Contracted Services Materials & Supplies After School Snacks & Meals Other Reserved for IDOE finance	72,246.84	231.36	27,453.80	87.92	12,281.96	39.33	12,281.96	39.33	20,229.12	64.78									
2	Professional Development (must be equal or greater than 5% of budget): Personnel Contracted Services Materials & Supplies Other Reserved for IDOE finance	4,000.00		1,520.00		680.00		680.00		1,120.00										
3	Student Access (up to 8% of budget): Transportation Facility safety and accessibility Other	1,000.00		380.00		170.00		170.00		280.00										
4	Evaluation (up to 4%): Contracted Services Materials & Supplies Other	1,600.00		608.00		272.00		272.00		448.00										
5	Other Admin Costs (Up to 8%): Other Admin Costs Reserved for IDOE finance Indirect costs, Restricted*																			
6	Total Expenditures	90,078.20		34,229.72		15,313.29		15,313.29		25,221.90										

\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY: Boys & Girls Clubs of the Cedar Valley  
 AGENCY ADDRESS: 515 Lime St, Waterloo IA 50703

Bunger Middle School  
 157 S Roosevelt Rd, Evansdale, IA 50707

FORM D3: CUMULATIVE PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION

NUMBER OF SITES:

Total 21CCLC Request YR 1:

1  
 \$ 90,078.20

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*\*

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*  
 \*\*\*This form should be completed once with all sites included.\*\*\*

Program:	Budget Category	Year 1				Total YR1	Total YR1	Totals YR1	Totals YR1	Totals YR1	Total YR1
		21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy						
Professional Development (min. 5% per year):	Personnel	\$ 72,246.84		\$ 231.36		\$ 72,478.20	\$ -	\$ 72,246.84	\$ 231.36	\$ 72,478.20	\$ -
	Contracted Services				400.00	\$ 4,000.00	\$ -	\$ 3,600.00	\$ 400.00	\$ 4,000.00	\$ -
	Materials & Supplies				6,125.00	\$ -	\$ -	\$ 6,125.00	\$ -	\$ 6,125.00	\$ -
	After School Snacks & Meals					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Subtotal - Program</b>		<b>75,846.84</b>		<b>631.36</b>		<b>76,478.20</b>	<b>\$ -</b>	<b>75,846.84</b>	<b>\$ 631.36</b>	<b>76,478.20</b>	<b>\$ -</b>
Subtotal - Professional Development	Personnel	\$ 4,000.00				\$ 4,000.00	\$ -	\$ 4,000.00	\$ -	\$ 4,000.00	\$ -
	Contracted Services					\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -
	Materials & Supplies					\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -
	Other					\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -
<b>Subtotal - Student Access</b>		<b>1,000.00</b>				<b>1,000.00</b>	<b>\$ -</b>	<b>1,000.00</b>	<b>\$ -</b>	<b>1,000.00</b>	<b>\$ -</b>
Evaluation (max. 4% per year):	Contracted Services	\$ 1,600.00				\$ 1,600.00	\$ -	\$ 1,600.00	\$ -	\$ 1,600.00	\$ -
	Materials & Supplies					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other					\$ 1,600.00	\$ -	\$ 1,600.00	\$ -	\$ 1,600.00	\$ -
	Other Admin Costs (max 8% per year):					\$ 6,000.00	\$ -	\$ 6,000.00	\$ -	\$ 6,000.00	\$ -
Indirect Costs, Restricted**					\$ 6,000.00	\$ -	\$ 6,000.00	\$ -	\$ 6,000.00	\$ -	
<b>Subtotal - Other Admin Costs</b>		<b>6,000.00</b>				<b>6,000.00</b>	<b>\$ -</b>	<b>6,000.00</b>	<b>\$ -</b>	<b>6,000.00</b>	<b>\$ -</b>
<b>Totals</b>		<b>\$ 89,446.84</b>		<b>\$ 631.36</b>		<b>\$ 90,078.20</b>	<b>\$ -</b>	<b>\$ 89,446.84</b>	<b>\$ 631.36</b>	<b>\$ 90,078.20</b>	<b>\$ -</b>

\*\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts  
 \*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving



AGENCY: Boys & Girls Clubs of the Cedar Valley  
 AGENCY ADDRESS: 515 Lime St, Waterloo IA 50703

Carver Academy  
 1505 Logan Ave, Waterloo, IA 50703

NUMBER OF SITES: 1

FORM D3: CUMULATIVE PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION

Total 21CCLC Request YR 1: \$ 90,078.20

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*  
 \*\*\*This form should be completed once with all sites included.\*\*\*

Budget Category	Year 1 2020-2021				Total YR1	Total YR1	Totals YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy						
<b>Program:</b>										
Personnel	\$ 72,246.84		\$ 231.36		\$ 72,478.20	\$ -	\$ -	\$ 72,246.84	\$ 231.36	\$ 72,478.20
Contracted Services					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies	3,600.00		400.00		\$ 4,000.00	\$ -	\$ -	\$ 3,600.00	\$ 400.00	\$ 4,000.00
After School Snacks & Meals		6,125.00			\$ -	\$ 6,125.00	\$ -	\$ 6,125.00	\$ -	\$ 6,125.00
Other					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Program</b>					\$ 76,478.20	\$ -	\$ -	\$ 75,846.84	\$ 631.36	\$ 76,478.20
<b>Professional Development (max. 5% per year):</b>										
Personnel					\$ 4,000.00	\$ -	\$ -	\$ 4,000.00	\$ -	\$ 4,000.00
Contracted Services					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies	1,000.00				\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00
Other					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Professional Development</b>					\$ 5,000.00	\$ -	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00
<b>Student Access (max. 8% per year):</b>										
Transportation					\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00
Facility safety and accessibility					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>					\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00
<b>Evaluation (max. 4% per year):</b>										
Contracted Services					\$ 1,600.00	\$ -	\$ -	\$ 1,600.00	\$ -	\$ 1,600.00
Materials & Supplies					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Evaluation</b>					\$ 1,600.00	\$ -	\$ -	\$ 1,600.00	\$ -	\$ 1,600.00
<b>Other Admin Costs (max. 8% per year):</b>										
Other Admin Costs					\$ 6,000.00	\$ -	\$ -	\$ 6,000.00	\$ -	\$ 6,000.00
Indirect Costs, Restricted**					\$ 6,000.00	\$ -	\$ -	\$ 6,000.00	\$ -	\$ 6,000.00
<b>Subtotal - Other Admin Costs</b>					\$ 12,000.00	\$ -	\$ -	\$ 12,000.00	\$ -	\$ 12,000.00
<b>Totals</b>					\$ 89,446.84	\$ -	\$ -	\$ 89,446.84	\$ 631.36	\$ 90,078.20

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts  
 \*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY: Boys & Girls Clubs of the Cedar Valley  
 AGENCY ADDRESS: 515 Lime St, Waterloo IA 50703

Lincoln Elementary  
 302 Cedar Bend St, Waterloo, IA 50703

FORM D3: CUMULATIVE PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION

NUMBER OF SITES: 1

Total 21CCLC Request YR 1: \$ 253,869.25

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*

Total 21CCLC Request YR 1: \$ 253,869.25

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*

\*\*\*This form should be completed once with all sites included.\*\*\*

Program:	Budget Category	Year 1 2020-2021				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
		21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy					
Professional Development (max. 5% per year):	Personnel	\$ 205,442.97		\$ 426.28		\$ 205,869.25	\$ -	\$ 205,442.97	\$ 426.28	\$ 205,869.25
	Contracted Services	9,000.00		1,000.00		\$ 10,000.00	\$ -	\$ 9,000.00	\$ 1,000.00	\$ 10,000.00
	Materials & Supplies		12,250.00			\$ 12,250.00	\$ -	\$ 12,250.00	\$ -	\$ 12,250.00
	After School Snacks & Meals					\$ -	\$ -	\$ -	\$ -	\$ -
	Other			1,426.28		\$ 1,426.28	\$ -	\$ 1,426.28	\$ -	\$ 1,426.28
<b>Subtotal - Professional Development</b>		<b>214,442.97</b>		<b>1,426.28</b>		<b>\$ 215,869.25</b>	<b>\$ -</b>	<b>\$ 214,442.97</b>	<b>\$ 1,426.28</b>	<b>\$ 215,869.25</b>
Student Access (max. 8% per year):	Personnel	\$ 11,500.00				\$ 11,500.00	\$ -	\$ 11,500.00	\$ -	\$ 11,500.00
	Contracted Services	1,500.00				\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
	Materials & Supplies					\$ -	\$ -	\$ -	\$ -	\$ -
	Other					\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal - Student Access</b>		<b>13,000.00</b>				<b>\$ 13,000.00</b>	<b>\$ -</b>	<b>\$ 13,000.00</b>	<b>\$ -</b>
Evaluation (max. 4% per year):	Contracted Services	\$ 4,000.00				\$ 4,000.00	\$ -	\$ 4,000.00	\$ -	\$ 4,000.00
	Materials & Supplies					\$ -	\$ -	\$ -	\$ -	\$ -
	Other					\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal - Evaluation</b>		<b>4,000.00</b>			<b>\$ 4,000.00</b>	<b>\$ -</b>	<b>\$ 4,000.00</b>	<b>\$ -</b>	<b>\$ 4,000.00</b>
	<b>Other Admin Costs (max 8% per year):</b>									
Other Admin Costs	\$ 19,000.00				\$ 19,000.00	\$ -	\$ 19,000.00	\$ -	\$ 19,000.00	
Indirect Costs, Restricted**	\$ 19,000.00				\$ 19,000.00	\$ -	\$ 19,000.00	\$ -	\$ 19,000.00	
<b>Subtotal - Other Admin Costs</b>		<b>19,000.00</b>				<b>\$ 19,000.00</b>	<b>\$ -</b>	<b>\$ 19,000.00</b>	<b>\$ -</b>	<b>\$ 19,000.00</b>
<b>Totals</b>		<b>\$ 252,442.97</b>		<b>\$ 1,426.28</b>		<b>\$ 253,869.25</b>	<b>\$ -</b>	<b>\$ 252,442.97</b>	<b>\$ 1,426.28</b>	<b>\$ 253,869.25</b>

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts  
 \*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY: Boys & Girls Clubs of the Cedar Valley  
 515 Lime St, Waterloo, IA 50703

FORM D3: CUMULATIVE PROGRAM BUDGET  
 IOWA DEPARTMENT OF EDUCATION

NUMBER OF SITES: 3  
 Total 21CCLC Request YR 1: \$ 434,025.65

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*  
 \*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*  
 \*\*\*This form should be completed once with all sites included.\*\*\*

Program:	Budget Category	Year 1 2020-2021				Total YR1	Total YR1	Totals YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
		21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy						
Personnel		\$ 349,936.65		\$ 889.00		\$ 350,825.65	\$ -	\$ -	\$ 349,936.65	\$ 889.00	\$ 350,825.65
Contracted Services				\$ 1,800.00		\$ 18,000.00	\$ -	\$ -	\$ 16,200.00	\$ 1,800.00	\$ 18,000.00
Materials & Supplies		\$ 16,200.00				\$ 16,200.00	\$ -	\$ -	\$ 24,500.00	\$ -	\$ 24,500.00
After School Snacks & Meals						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Program</b>		<b>366,136.65</b>		<b>2,689.00</b>		<b>368,825.65</b>	<b>\$ -</b>	<b>\$ -</b>	<b>366,136.65</b>	<b>2,689.00</b>	<b>368,825.65</b>
Professional Development (max. 5% per year):						\$ 19,500.00	\$ -	\$ -	\$ 19,500.00	\$ -	\$ 19,500.00
Personnel		\$ 19,500.00				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies		\$ 3,500.00				\$ 3,500.00	\$ -	\$ -	\$ 3,500.00	\$ -	\$ 3,500.00
Other						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Professional Development</b>		<b>23,000.00</b>				<b>23,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>23,000.00</b>	<b>\$ -</b>	<b>23,000.00</b>
Student Access (max. 8% per year):						\$ 4,000.00	\$ -	\$ -	\$ 4,000.00	\$ -	\$ 4,000.00
Transportation		\$ 4,000.00				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility safety and accessibility						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>		<b>4,000.00</b>				<b>4,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>4,000.00</b>	<b>\$ -</b>	<b>4,000.00</b>
Evaluation (max. 4% per year):						\$ 7,200.00	\$ -	\$ -	\$ 7,200.00	\$ -	\$ 7,200.00
Contracted Services		\$ 7,200.00				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Evaluation</b>		<b>7,200.00</b>				<b>7,200.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>7,200.00</b>	<b>\$ -</b>	<b>7,200.00</b>
Other Admin Costs (max. 8% per year):						\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Admin Costs		\$ 31,000.00				\$ 31,000.00	\$ -	\$ -	\$ 31,000.00	\$ -	\$ 31,000.00
Indirect Costs, Restricted**		\$ 31,000.00				\$ 31,000.00	\$ -	\$ -	\$ 31,000.00	\$ -	\$ 31,000.00
<b>Subtotal - Other Admin Costs</b>		<b>\$ 62,000.00</b>				<b>\$ 62,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 62,000.00</b>	<b>\$ -</b>	<b>\$ 62,000.00</b>
<b>Totals</b>		<b>\$ 431,336.65</b>		<b>\$ 2,689.00</b>		<b>\$ 434,025.65</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 431,336.65</b>	<b>\$ 2,689.00</b>	<b>\$ 434,025.65</b>

\* Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts  
 \*\* Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

## FORM D4: 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.)\*

Boys & Girls Clubs of the Cedar Valley has been incorporated as a non-profit corporation since 1965 and responsively uses funds to meet all financial responsibilities.

Farmer's State Bank, Waterloo, IA serves as BGCCV financial institution. The bank provides for the secure holding of BGCCV funds.

Banking Information: Farmer's State Bank, 224 W. 6<sup>th</sup> Street, Waterloo, IA 50701

Checking Account Balance: \$12,234

Savings Account Balance: \$608.72

Investment Fund Balance: \$67,893

Collected Capital Campaign Investment Amount: \$760,145

Two endowments have been set up in the Boys & Girls Clubs of the Cedar Valley Name:

Waterloo Community Foundation Balance: \$600

Community Foundation of Northeast Iowa Balance: \$183,595.79

We also have an investment account set up through Financial Resource Advisors:

Sulentic Fund Balance: \$203,620

\* 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).**

X 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
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians

\_\_\_ Alaskan Native Americans  
 \_X\_ Other

Boys & Girls Clubs of the Cedar Valley (BGCCV) proposes to target students at a low performing school who have academic deficiencies and are performing below grade level. Often, these students are from racial minority categories. The table below displays the percentages by race/ethnicity, for the schools (Lincoln, Carver, Bunger) that BGCCV intends to serve, Waterloo Community School District, and the State of Iowa. Percentages were obtained from the Waterloo School District Site, Iowa.gov, and U.S. Census Bureau.

	Lincoln	Carver	Bunger	WCSD	Waterloo	Iowa
White	19.7%	16%	65.5%	46%	75.8%	90.7%
Black/African American	51.8%	55.3%	13.4%	27%	15.6%	4%
Hispanic	13.2%	17%	9.7%	3%	6.3%	6.2%
Hawaiian/Pacific Islander	1.7%	2.9%	.7%	2%	.4%	.1%
Asian	2.3%	1.6%	1.9%	2%	2.1%	2.7%
Native American	.2%	0%	0%	.2%	.4%	.5%
Multi-Racial	11.1%	7.2%	8.8%	8.6%	3.2%	1.9%

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
- \_\_\_ Persons with a Disability
- \_\_\_ Blacks
- \_\_\_ Latinos
- \_\_\_ Asians
- \_\_\_ Pacific Islanders
- \_\_\_ American Indians
- \_\_\_ 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.

---

---

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

Name:

Title:

*Clayton*  
*Chief Mission Engagement Officer*

### 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 G: Previous Sustainability Form

Existing 21<sup>st</sup> Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21<sup>st</sup> Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. A lack of evidence of sustainability will be considered supplanting and will not be funded.

**Please describe** your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

**ONLY PREVIOUSLY FUNDED 21<sup>st</sup> Century Grantees MUST fill out this form.** If you had 21<sup>st</sup> CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to **DOCUMENT** your community partners from the previous grant).

Provide a summary narrative of your previous 21<sup>st</sup> Century Community Learning Centers Grant work:

Boys & Girls Clubs of the Cedar Valley has successfully utilized 21<sup>st</sup> Century Funds since 2007. Because of these funds we have successfully started the following sites; Evansdale, Lincoln, Carver, Cunningham, Sacred Heart, and Highland. To date, Evansdale is a fully functioning sustainable site that serves 50+ ADA and has 143 registered students. It is a feeder school to Bunger Middle School. Lincoln has been able to grow in capacity to serve 83 kids on site from 3:30pm-7pm. Carver & Cunningham have successful after school programs. Carver Academy is expanding with the opening of our Teen & Educational Center. Sacred Heart and Highland are in their 3<sup>rd</sup> and 2<sup>nd</sup> years of 21<sup>st</sup> Century funding and are both on track to meet attendance goals. We utilize a multitude of partnerships at each of these sites; Northeast Iowa Food Bank, Boys Scouts of America, Girls Scouts, Iowa State Extension, & Embarc. Partners are currently engaged through providing programming at each of our sites. Moving forward, House of Hope and Friends of the Family will be utilized to facilitate our parent engagement events. Waterloo Police Department will be utilized to provide volunteers.

Partner Name	Length of Partnership	Contribution 1 Snack + 1 Dinner/day/student	Qty/Amt 50,0000+	Value \$25,000
Northeast Iowa Food Bank		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind Yes		
		Please describe the contribution being made in detail:		



		Snack and meal are prepared and provided by Northeast Iowa Food Bank. Each site receives 1 snack and 1 meal/day/student.
	Equipment and/or Supplies	Yes
	Please describe contribution in detail: BGCCV is provided food transportation supplies along with plates, napkins, and cutlery.	
	Facilities	
	Please provide description of facilities contributed:	
	Staff	
	Please describe what staff will be doing:	
	Volunteers	
	Please describe what volunteers will be doing:	
	Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:	
	Total Value of Partnership	

What percentage of your previous grant funding were you able to sustain with community partners?

Cohort 3 – Evansdale – 100% (currently fully funded through local community dollars)

Cohort 10 – 25% - Lincoln & Carver are operating at 75% of the original 21<sup>st</sup> CCLC funding and has expanded

Cohort 12 & 13 – TBD.

How many community partners did you secure in the past five years? \_\_\_~5\_\_\_

Explain any challenges you had with securing community partners.

Our challenges have not come with securing community partners, but rather with utilizing them correctly. Over the past 2 years we have had significant turnover starting with our CEO. We are coming upon the 6-month mark with our new CEO and are seeing our staff stabilizing. During the heavy turnover we have not had a chance to focus on sustainability as our focus has had to be on survival. We are aware of the requirements of the 21<sup>st</sup> Century funds and are making detailed tracking and long-term sustainability a priority as we move forward. We have a team in place that is dedicated to the long-term success of the Boys & Girls Clubs of the Cedar Valley and to serving our community youth for decades to come.