

Application Cover Page
21st Century Community Learning Centers

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

Return to: Malinda Hugh-Reynolds
 Iowa Department of Education
 Grimes State Office Building
 400 E 14th Street
 Des Moines, Iowa 50319-0146
Malinda.hugh-reynolds@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
 Bettendorf Community School District (BCSD)

County: Scott	Amount Requested: \$ 450,000 (Total Form D1)
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Theron Schutte, Superintendent	Grant Contact/Project Director: Lisa Stevenson, Principal
Agency Name: Bettendorf Community School District	Agency Name: Neil Armstrong Elementary School
Address: 3311 18 th Street	Address: 3311 Central Avenue
City: Bettendorf, IA Zip: 52722	City: Bettendorf, IA Zip: 52722
Phone: (563) 359.3681 FAX: (563) 359.3685	Phone: (563) 359.8275 FAX: (563) 359.5228
Email: tschutte@bettendorf.k12.ia.us	Email: l Stevenson@bettendorf.k12.ia.us

PPIC's Data Collection Contact: Karen Mullin	Fiscal Contact: Maxine McEnany
Address: 1548 Olde Brandy Lane	Address: 3311 18 th Street
City: Davenport, IA Zip: 52807	City: Bettendorf, IA Zip: 52722
Phone: (563) 424-1784 FAX: (563) 359-3685	Phone: (563) 359-3011 FAX: (563) 359-3685
Email: paradoxx_e@mediacombb.net	Email: mmcenany@bettendorf.k12.ia.us

Is this an application for a continuation grant? (Check yes or no): Yes No

Bettendorf Community School District (BCSD) for Neil Armstrong Elementary School

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number:
_____ **OR**
Enter School District Code
_____ 0621

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation from the SINA list provided by the Iowa Department of Education at www.educateiowa.gov:

	12-13	12-13	12-13	12-13	12-13
School Name	Part.	Part.	AMO	AMO	Other
	Math	Reading	Math	Reading	Acad.
Neil Armstrong Elementary	MET	MET	MET	SINA-1	MET

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

Documentation: A collaboration of the Bettendorf Community School District, which receives funds under Title I, the City of Bettendorf Parks and Recreation Department, and other community-based organizations, jointly submit this application. For documentation, please see the original signatures of the joint applicants on the attached Memorandum of Understanding.

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

Bettendorf Community School District (BCSD) for Neil Armstrong Elementary School

Table of Contents

Narrative Text (total possible 100)	1
1. Proposal Abstract (not scored) – maximum 2 pages	1
2. Student Needs Assessment (20) – maximum 3 pages	3
3. Project (20) – maximum 3 pages	6
4. Research Base (5) – maximum 1 page	9
5. Management Plan (20) – maximum 3 pages	10
6. Communication Plan (5) – maximum 1 page	13
7. Partnerships (10) – maximum 2 pages	14
8. Evaluation (10) – maximum 2 pages	16
9. Budget Narrative (10) – maximum 2 pages	18
Memorandum of Understanding	20
Required Forms	23
Form A: Site Information	23
Form B: Assurances and Agreements	24
Form C: Collaborative Signatories	27
Form D1: Funding Requirements	32
Form D2: Budget Forms	33
Form D3: Applicant Agency Fiscal Resource Information	34
Form E: Minority Impact Statement	35
Form F: Non-Public Consultation Documentation	37

Bettendorf Community School District (BCSD) Proposal Abstract

The BCSD consulted a wide variety of stakeholders to propose services based on student, family, and community needs. In this application, BCSD proposes new before, after, and summer school programs at Neil Armstrong Elementary (NAE), the Bettendorf school with the greatest need. As of December 2013, nearly two-thirds (65%) of the NAE children receive free or reduced cost lunches. NAE has SINA status in reading with reading proficiency lower than BCSD percentages, overall and for each subgroup of students. Major reading and math achievement gaps exist among NAE student subgroups. On average, NAE parents have less education than other Bettendorf parents and this makes them less able to help their children academically. NAE has the highest percentages of at-risk students and potential dropouts in the District. From this evidence and review of CSIP goals, NAE children have the following needs, in order of priority, and their families can not afford to pay for help with them:

1. A safe, consistent, structured, and supportive environment before and after school;
2. Academic assistance in reading and math, especially for less advantaged students;
3. Educational enrichment activities that families are unable to provide;
4. Assistance with family literacy so parents can help their children succeed; and
5. Activities to enable academic achievement, e.g., social skills, healthy snacks, and exercise.

The BCSD proposes to provide the safe and stimulating environment that responds to these needs and offers the mentoring and advocacy that engage and support the high needs children. The proposed program will address children's needs in three areas: academics, social skills, and physical well-being. To increase academic achievement, Iowa-certified teachers assess each student individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio. The program will align with school day instruction through regular input from District teachers and administrators, based on CSIP goals, and regular communication with school staff. To build social skills, the program will emphasize character development in activities that increase cultural awareness, such as music, dance, cooking, and recreation. The program will help increase social competence through the same "Second Step" and Olweus curricula that the District uses during the day. Program staff will promote a positive, professional, and respectful environment and Youth Mentors, who supervise children at a 1:15 ratio whenever they are not working with teachers, provide enrichment activities, advocate for students, and serve as role models. To improve physical well-being, the program will provide healthy snacks and meals. Children will participate daily in a wide variety of physical activities that combine learning and exercise and help develop teamwork skills. During the school year, the program will offer monthly Family Literacy events where children, families, and program and school staff share a meal and participate in activities focused on literacy and mathematics.

The BCSD proposes that the NAE programs operate for one hour immediately before school and from after school (3:20) to 5:30 pm five days a week during the entire school year. The District dismisses students two hours early on Wednesdays twice monthly to allow for staff professional development and the program will operate during that time, too. The summer program will provide academics at the school for 30 days, Monday through Friday from 8:00 am to 12:30 pm. In the afternoons, NAE will facilitate children's participation in the established program offered by the Bettendorf Parks and Recreation Department. Partners in this proposal have collaborated to plan substantial educational enrichment for the children. Program goals are:

Goal 1: Increase students' academic achievement.

Goal 2: Increase student, parent, and school staff communication to improve student success.

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

The BCSD has nearly a decade of experience in afterschool programming that evaluations show complements and enhances the children's academic performance and positive youth development. The current NAE program, supported by a generous Bettendorf alumnus, operates two afternoons per week and serves only 2nd through 5th graders. 21st CCLC assistance will enable a high quality program for K-5 children five days per week during the school year and for 30 days in the summer. Throughout its experience, the BCSD has used current afterschool research in order to design, improve, and enhance programming and operations.

The BCSD will recruit, hire, and train highly-qualified staff, provide them with appropriate professional development, and work to retain them to increase children's potential for healthy and socially competent behavior. A part-time Program Director will oversee daily NAE operations and serve the children directly, along with program teachers, Youth Mentors, and volunteers to provide enrichment activities and one-on-one tutoring. The NAE site is located in a public school building that complies with Special Education and ADA regulations. Regular school buses will transport students from the afterschool program and their homes. Although it will target children with academic deficiencies, the program will not deny access to any child. All programming is free from discrimination and provides equal opportunity for all participants.

Partners and stakeholders support the program's Advisory Committee, which will meet regularly to establish and review program policies, identify and resolve challenges, and monitor program success. The BCSD works with an experienced independent evaluator who will provide stakeholders with annual reports on the proposed programs. The Advisory Committee will use evaluations to promote and expand high-quality programming. The Committee will advocate for the NAE program, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability. The Advisory Committee plans to access 21st CCLC resources to generate a comprehensive local sustainability plan.

The BCSD will disseminate information about the program systemically, through brochures, flyers, and direct communication with NAE children, families, and school staff, who will refer academically needy children to the program regularly. Program staff will have regular personal contact with potential participants, school personnel, and parents. The community will learn about the program through the NAE website, PTA and school board meetings, the annual "Lights on Afterschool," and public presentations of service learning projects. Generally, the BCSD expects that the program's best ambassadors will be parents who are satisfied with the program's reliability and academic assistance and children who say the program is "fun" and want to attend.

Partners in this proposal are the BCSD, the Bettendorf Parks and Recreation Department, Hy-Vee, the Bettendorf Police and Fire Departments, and Eastern Iowa Community Colleges. Many community-based organizations provide in-kind donations and education enrichment programming and Bettendorf has a long history of successfully recruiting volunteers. The BCSD will design and use an electronic system to capture all data necessary for 21st CCLC reporting requirements, and has engaged an experienced independent evaluator to develop and implement detailed evaluation plans. Overall, 77% of the requested budget will support the staff necessary to provide children with a safe environment and high-quality academic and enrichment services.

This application requests competitive priority status because (1) this application proposes to serve children in a *school designated in need of assistance (SINA)* under Title I and (2) a collaboration of the Bettendorf Community School District, which receives funds under Title I, and the Bettendorf Parks and Recreation Department and other community-based organizations jointly submit this application.

Student Needs Assessment

Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools	
School	Eligibility - As % of total student population
Neil Armstrong Elementary	59.5% - 65% in December 2013 per the NAE principal.
<i>Source: Iowa Dept. of Education, Bureau of Information and Analysis Service. "2012-2013 Iowa Public School PK-12 Students Eligible for Free and Reduced-Price Lunch by School."</i>	

Neil Armstrong Elementary (NAE) primarily serves Scott County census tract 134. The table below compares data for census tract 134 with data for the city of Bettendorf. By all measures, Neil Armstrong families have great disadvantages.

Factors Related to Poverty	CT 134	Bettendorf
Married-couple family households	42.1%	57.4%
Fertility per 1,000 unmarried women	121	33
All parents in family in labor force	77.5%	74.9%
Median household income (dollars)	\$48,240	\$69,083
With cash public assistance income	7.1%	2.9%
With Food Stamp/SNAP benefits in the past 12 months	12.7%	5.2%
Per capita income (dollars)	\$28,273	\$36,601
Percentages whose income in the past 12 months is below the poverty level:		
All families	12.7%	4.2%
With related children under 18 years	16.7%	6.0%
Married couple families	4.9%	1.5%
Families with female householder, no husband present	40.4%	23.4%
With related children under 18 years	50.0%	31.9%
All people	14.6%	6.0%
<i>Source: U.S. Census Bureau, 2008-12 American Community Survey.</i>		

According to the principal, poverty impacts NAE and its community family in many ways, including single parent homes, extended family raising children, incarcerated parents, and lack of reliable transportation. In addition, some families:

- ☒ Live doubled up in trailer park homes, small rental homes, or small apartments.
- ☒ Many relocated from Davenport seeking a better life and less crime, but they find less social and human services access in Bettendorf, e.g., fewer food pantries and free medical clinics.
- ☒ Many work part-time or in temporary work that does not allow time off when a child is ill, so children come to school sick. Most do not have private health insurance, so they need to rely on the school to detect or point out health conditions.
- ☒ The PTA consists mainly of parents in low-income households, so the PTA overall has fewer resources available to the children and to the school.
- ☒ Many families have very limited internet access via a laptop, computer, or tablet. Instead, most can only use a phone with internet access, which may or may not be functioning.
- ☒ Mental health disorders among parents and caregivers affect their ability to care for children’s needs and their parenting skills. Parents often struggle to model self-discipline and self-regulatory behaviors, which then do not develop in the brain, leading to attention, focus, and self-control issues in the school. Many were teen or young parents who rely on a network of grandparents/aunts/uncles/cousins to raise the children.

Student Achievement. In “2013-2014 Iowa SINA Schools,” the Iowa Department of Education lists NAE as a “School in Need of Assistance” (SINA-1) in reading. NAE reading proficiency is

lower than BCSD percentages, overall and for each subgroup. In 2012-13, NAE had 58% more children not proficient in reading than any other BCSD elementary school and the highest percentage of children not proficient in reading and/or math. NAE fifth grade math proficiency is less than District proficiency. Major achievement gaps exist among subgroups of NAE children.

2012-2013 Proficiency %s	Neil Armstrong Elementary						BCSD					
	Reading			Math			Reading			Math		
Grade	3	4	5	3	4	5	3	4	5	3	4	5
ALL	74.5	64.2	62.3	87.2	90.6	86.0	84.1	79.1	75.8	85.6	87.7	90.6
African American	N/A	N/A	N/A	N/A	N/A	N/A	66.7	44.4	50.0	71.4	51.9	75.0
White	81.6	66.7	62.8	89.5	95.2	88.4	86.6	84.2	82.8	85.4	93.3	86.2
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	82.2	62.5	90.0	96.4	75.0	100
Female	69.6	70.8	66.7	82.6	91.7	86.7	85.4	80.1	82.3	84.8	87.2	91.1
Male	79.2	58.6	55.0	91.7	89.7	85.0	82.8	78.1	79.2	86.5	88.1	90.2
Free/reduced lunch	66.7	48.0	48.0	81.5	84.0	76.0	76.2	60.0	70.2	78.0	74.7	80.8
Not free/reduced	85.0	78.6	76.0	95.0	96.4	96.0	88.1	87.3	85.2	89.5	93.2	94.9
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	50.0	25.8	36.7	57.7	58.1	73.3
Not Special Educ.	76.8	69.4	70.5	86.1	91.8	86.4	87.0	84.9	84.9	88.0	90.9	92.3

The BCSD 2012-13 CSIP describes and prioritizes student academic needs:

- Improve reading comprehension for free or reduced lunch-eligible students and students with Individualized Education Plans in grades K-11.
- Improve mathematics performance for free or reduced lunch-eligible students and students with Individualized Education Plans in grades K-11.
- Improve reading comprehension for all students in grades 2-11.
- Improve mathematics performance for all students in grades 2-11.
- Improve science performance for all students in grades 3-11.

Family Literacy Needs. Neil Armstrong families have less education on average than other Bettendorf residents. According to the Neil Armstrong principal, family members say they seek GEDs, vocational training; and basic workshops or classes in areas like financial planning, preparing your child for college, disciplining children at home, how to help children with homework, and how to be an effective team member during parent-teacher conferences, how to support other children when one child or a family member has special needs or mental illness, how to use technology and/or social media to get a better job or help their families.

Educational attainment of the population 25 years and over:	CT 134	Bettendorf
Less than a high school graduate	5.5%	4.0%
High school graduate (includes equivalency)	34.6%	19.7%
Some college, no degree	28.6%	20.4%
Associate's degree, bachelor's degree, or more	31.2%	55.9%
Source: U.S. Census Bureau, 2008-12 American Community Survey.		

Other Student Needs. The “2009-10 Student Services Annual Evaluation Programs & Support Services for Drop-Out & Drop-Out prevention Including Students At-Risk” yielded the following for elementary students [2009-10 BCSD elementary enrollment was 1,890]:

- The percent of F/R lunch-eligible students increased from 26% in 08-09 to 32% in 09-10
- 274 students had known mental health diagnoses
- 186 children had attendance or truancy issues as compared to 119 in 08-09
- 122 students involved in fighting, theft, or property damage as compared to 100 in 08-09

e. 62 students identified as homeless compared to 44 in 08-09

f. 48 child abuse referrals to DHS compared to 39 in 08-09.

The “2013 BOARD REPORT At- Risk/Modified Allowable Growth” shows that, of the 1,990 BCSD elementary students, 37% qualify for free and reduced lunch, 22% are at-risk, and 10% are potential dropouts. “At-Risk Students” need additional support and are not meeting or not expected to meet the established educational goals (academic, personal/social, career/vocational). “Potential Dropouts” demonstrate poor school adjustment as indicated by two or more of the following: high absenteeism, truancy, or frequent tardiness; limited participation in school, feelings of not belonging (may include frequent office referrals); poor grades – failing in one or more subjects; low achievement (2 or more years below their grade level). The report states that NAE has the highest percentages in all three categories (53%). In 2012-13, NAE had twice the percentage of at-risk children (42%) and at least 56% more office referrals than any BCSD elementary school, along with 52% of the District’s K-5 suspensions, the second-highest percentage of children receiving school-based mental health services, and the District’s highest percentage of children with incarcerated parents (7.1%).

According to the principal, NAE children sometimes have difficulty with peer relationships because they don’t have a lot of adult supervision in their homes and neighborhoods. This leads to behavior that is “hands on” and physically aggressive and that plays out at school, too. Children from poor families do not get as much exposure to healthy snacks and meals and snack a lot. Diseases like diabetes and high blood pressure disproportionately affect the poor and habits are very hard to break. Given the crowded living conditions and constant poverty, the children have difficulty relaxing and attending to tasks until completion.

Forty-eight NAE parents responded to a December 2013 survey asking them about the proposed programs. Nearly six of each 10 said they are “very interested” in before school (58.3%) and summer (56.3%) programs and more than seven of each ten (70.8%) are very interested in an afterschool program. When asked their reasons for wanting these programs, more than four of each ten (42.6%) said they wanted extra reading and/or math help for their children, more than half (53.2%) said they need child care, two-thirds (66.0%) said their children would benefit from social interaction with their peers, and more than three-fourths (76.6%) said they wanted to keep their children physically active and engaged in enrichment activities.

From the evidence above and review of CSIP goals, NAE children have the following needs, in order of priority, and their families can not afford to pay for help with them:

1. A safe, consistent, structured, supportive, and stimulating environment after school;
2. Academic assistance in reading, math, and science, especially for less advantaged students;
3. Educational enrichment activities that families are unable to provide;
4. Assistance with family literacy so parents can help their children succeed; and
5. Activities to enable academic achievement, e.g., social skills, healthy snacks, and exercise.

The BCSD proposes the programming described below to address student, family, and community needs directly. Thanks to a generous local donor and community volunteers, the BCSD currently offers afterschool programming to 32 second through fifth graders at NAE, for two afternoons per week. Support from 21st CCLC will enable service to 75 K-5 children five days per week, before and after school, and summer programming for 30 days for 55 K-5 children (certified NAE enrollment for 2012-13 was 306). In identifying needs and planning the program proposed in this application, NAE consulted informally with a wide variety of stakeholders, including youth, parents, and partners. More formally, NAE consulted with the Building Leadership Team, the BCSD Administration, and the NAE PTA.

Project. The BCSD intends to provide the safe and stimulating environment that responds to student, family, and community needs at the proposed Neil Armstrong Elementary (NAE) site and the mentoring and advocacy that engage and support the high needs children. The program will address student needs in three areas: academic achievement, social skill building, and physical well-being. To increase academic achievement, Iowa-certified teachers assess each child individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio. Regular input from the NAE principal and teachers ensures that programming aligns with school day instruction and is based on CSIP goals. To build social skills, the program will emphasize character development in activities that increase cultural awareness, such as music, dance, and cooking. The program will increase social competence through the same “Second Step” and Olweus curricula that the District uses during the school day. Program staff will promote a positive and respectful environment and the front-line Youth Mentors, who supervise children at no more than a 1:15 ratio whenever they are not with teachers, advocate for students and serve as role models. To improve physical well-being, the program will provide healthy meals and snacks and a wide variety of daily recreational activities that combine learning and physical exercise and develop teamwork skills. The NAE principal and teachers will refer children with academic needs to the program, especially when children need a safe environment after school, and the program gives enrollment preference to the children the school refers.

Programming will include a wide variety of academic, enrichment, and family literacy services and will operate at NAE for one hour immediately before school and from after school (3:20) to 5:30 pm five days a week during the entire school year. The district dismisses students two hours early on Wednesdays twice monthly to allow for staff professional development and the program will operate during that time, too, operating for more than the required 60 hours per month. The summer program will provide academics at the school for 30 days, Monday through Friday from 8:00 am to 12:30 pm. In the afternoons, NAE will facilitate children’s participation in the established program offered by the Bettendorf Parks and Recreation Department.

During the school year, children have 25 minutes of recreation first each day, including skill games focusing on group interaction, respect, and cooperative effort, either in the school building or on adjacent grounds. Next, the program serves a snack provided by the District through the USDA National School Lunch Program, and then children work on academics and enrichment.

Academic Services. During the school year, the program will deliver academic assistance to children through an Individualized Afterschool Plan (IAP). At the beginning of the year, families and children collaborate to set individual IAP goals during a Family Literacy event. Individual goals may include homework completion, increased reading fluency, and improved grades. Program teachers assess each child using the IAP goals, information from the day teacher, and the child’s school records. The assessment identifies individual academic deficiencies and enables program teachers to tailor instruction toward those areas. Program staff monitor each child’s progress in collaboration with the day teacher and families. Children who need academic assistance participate for 30 minutes per day (Monday through Thursday) in instruction in the area(s) of need. The instruction consists of tutoring in the designated research-based curricula that adhere to District standards and benchmarks. In the summer, students spend three hours each morning, five days per week, receiving literacy/math assistance from certified teachers. These services address the student needs for academic assistance described above.

Enrichment Services. Program participants have access to a wide variety of enrichment and youth development activities that they help to choose, such as games, field trips, journaling, and craft, music, and speech activities. NAE children specify the enrichment activities that interest

them, informally and in an annual survey, and the program plans accordingly. The program uses a thematic-based approach connected with the research-based Wonders literacy curriculum to plan a wide variety of activities around writing narrative text (autobiography, personal narrative), informative text (explanatory essay, invitation), opinion (book review, opinion essay), narrative text/poetry, and informative text (informational article, research report).

First quarter: Nutrition, cooking, and fitness. The Hy-Vee dietitian will provide nutrition information, along with activities that enable the children to prepare healthy snacks themselves, such as “ants on a log” (celery sticks stuffed with cheese or peanut butter and dotted with raisins or carob chips). Hy-Vee will host a field trip and help the children plan and prepare a healthy meal for a Family Literacy event.



Second quarter: Safety, community attachment. Representatives of the Bettendorf Police will speak to the children afterschool and speak to families during a Family Literacy event about such topics as “stranger danger,” home safety, and what to do in an emergency. It is likely that few NAE children and their families have had positive personal contact with public safety officers and these activities will provide opportunities for officers to serve as role models and increase participants’ attachment to the community. The BPD regularly coordinates holiday baskets for needy families and the program children will assist the BPD with the baskets by helping sort, wrap, and/or pack the baskets. Also, the BPD will host a field trip for the children.

Third quarter: Over nine weeks, children will plan and implement service learning projects, partnering with community groups. Children will assess community need, plan as a group, develop a project budget and time line, and reflect in service learning journals. At the end of their projects, teams of students will present their activities at a Family Literacy event, at a PTA meeting, and as a spotlight at a School Board meeting. Throughout the service learning, program staff will work with the children to ensure that their projects contain the four essential elements of quality service learning and cross-curricular connections: student involvement, meaningful service, school/classroom connection, and reflection (Iowa Department of Education 2011).

Fourth quarter: Safety, community attachment, arts. The Bettendorf Fire Department will provide a fire prevention puppet show and fire safety information. After the puppet show, program staff will help children make their own puppets and stage their own public safety puppet shows. The BFD will also present fire safety at a Family Literacy event and host a field trip.

Fifth quarter (Summer): Recreation, teamwork, and fitness. Bettendorf Parks and Recreation (BPR) will help plan and conduct recreation, teamwork, and fitness activities for the afternoons of the 30 days of the summer program. The program will encourage summer participants to attend the regular BPR summer program, which includes weekly field trips and allows for interaction with children from other programs. After a healthy lunch at NAE, summer participants will either attend the BPR program daily on site at NAE or the District will bus the children to and from an already established site within BCSD boundaries. The BPR program includes many hands-on activities that incorporate the arts and physical activity.

In addition, program participants will use the current 30-station computer laboratory at NAE. Families will learn of United Way’s “Imagination Library” that provides age-appropriate books each month and the program will assist families in enrolling their children. The American Red Cross “Scrubby Bear” will teach children how germs are spread, how to prevent the spread of disease, and how to wash their hands properly. Children will have field trips, for example, to the Bettendorf Family Museum, where interactive exhibits “Engage families, caregivers, and teachers with children... in active play and learning experiences and environments that spark

their curiosity, explore their interests, foster their potential and nourish a sense of belonging” (<http://www.familymuseum.org/about.php>). Enrichment services enhance the program’s academics and broaden children’s horizons, especially for those from low-income families.

Family Literacy Services. During the school year, the program will offer monthly Family Literacy events where families, program staff, and school staff share a meal and participate in reading and math literacy activities. Families receive books and/or games to take home and continue to use. During the events, speakers will increase families’ awareness of local resources and benefits to which they may be entitled, including nutrition information from Hy-Vee. The program will provide services to families through extensive collaboration with community agencies, including general skill development sessions such as basic computers and parenting skills. Low average educational attainment and high poverty of NAE families provide evidence of need for these services and the proposed services respond to their needs. Eastern Iowa Community College offers English classes emphasizing listening, speaking, reading, and writing, along with a GED program, and both are available to parents. At partner sites, parents can work toward economic self-sufficiency and gain the literacy that helps them teach their children.

Goals and objectives for all activities are to provide a safe environment that will:

Goal 1: Increase students’ academic achievement.

Objective 1a: Children actively participate in literacy and math activities as recorded by staff.

Objective 1b: In annual surveys, school staff report that participants improve academically.

Objective 1c: Participants’ literacy and math achievements increase as measured by Iowa Assessments scores, grades, and other BCSD assessments.

Goal 2: Increase student, parent, and school staff communication to improve student success.

Objective 2a: At least 20 families at NAE attend Family Literacy events regularly.

Objective 2b: Program parents collaborate with teachers in cooperative IAP goal setting.

Objective 2c: Program parents attend twice-yearly conferences with school and program staff.

Objective 2d: Parents, students, school staff, partners, and other community members contribute to the program’s advisory committee.

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

Objective 3a: At least 30 children at NAE participate in a service learning project.

Objective 3b: At least 80% of NAE participants attend field trips to community partner sites.

Objective 3c: Program staff report increased social skills in start and end-of-year assessments.

Objective 3d: NAE participants report that the program is “fun” and they like to attend.

Objective 3e: In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along well with others.

BCSD has operated an afterschool program for nearly a decade that provides children with academics and social connections with other students, school staff, and the community.

Currently, the NAE program serves 32 academically needy second through fifth graders two days per week for just over one hour per day. Even though the program meets only twice each week, evaluations demonstrate that it improves children’s grades. Because the current program demonstrates success, the District seeks 21st CCLC support for an expanded afterschool program five days each week and new before school and summer programs that will meet the needs of NAE’s K-5 children and their families. The current program relies on volunteer staff, including parents and other community members. The proposed program will maintain the current volunteer base and 21st CCLC support will enable the program to hire experienced staff with appropriate credentials.

Research Base. BCSD is dedicated to keeping up with current afterschool research in order to design, modify, improve, and enhance programming and use this research to plan, implement, and guide operations. One important guide is the standards and indicators of quality afterschool developed by the Iowa Afterschool Alliance (2008). Indicator categories with examples of supporting research that the BCSD has used are:

- 📖 *Positive Human Relationships:* Youth benefit from partnerships with adults who see them as competent and contributing individuals; positive relationships with adults tend to decrease risk behaviors and improve communication skills (Russell, Polen, and Tepper 2009).
- 📖 *Appropriate Indoor and Outdoor Environments:* Creating “a safe and orderly environment is a necessary condition for students to learn” (Institute of Education Sciences 2009:9).
- 📖 *Effective Programming:* Balancing “academic support with a variety of engaging, fun, and structured... activities that promote youth development... appears to support and improve academic performance” (Harvard Family Research Project 2009:26).
- 📖 *Strong Partnerships:* Partnerships “enable youth to have full-day and/or year-round, rather than piecemeal, learning opportunities” (Harvard Family Research Project 2010:4).
- 📖 *Effective Administration:* Effective supervision “develops the leadership skills of both staff and participants. It promotes individual and group development, both necessary for organizational health and growth” (Youth Development Institute 2009:7).
- 📖 *Effective Staffing and Professional Development:* “When afterschool professionals are equipped with specialized education and training, and continue to learn and develop as professionals, they are better able to provide experiences and environments that support every aspect of children’s growth and learning” and research “indicates that the growth and development of a child or youth is optimized when afterschool and youth development professionals know and apply the fundamental principles of human development” (National Afterschool Association 2011:68; 21).
- 📖 *Youth Development Principles and Practices:* “Successfully empowering youth requires navigating a set of hidden pitfalls, unpacking assumptions, making numerous mid-course corrections, and articulating a logic model that takes these numerous complexities into account” (Larson, Perry, Kang, and Walker 2011:2). “With its blend of enhanced social awareness and supplemental academic enrichment, service-learning can offer students a multitude of varied benefits. Not only does it present an enhanced and more practical understanding of school-day lessons, but it also provides opportunities for students to grow socially and emotionally” (Afterschool Alliance 2011b:2).
- 📖 *Outcome Measurement:* “Information gathered during an evaluation helps demonstrate your program’s effectiveness and provides valuable insight into how the program can better serve its population” (Harvard Family Research Project 2011:1).
- 📖 *Fiscal Management:* “In the language of nonprofit accounting, the best practice is for organizations to develop a ‘program-based budget’ that includes not only direct activity costs, but also the indirect administrative expenses that should be appropriately allocated to each program” (Summers and Price 2008:28).
- 📖 *Advocacy:* “In order to promote program quality, program characteristics associated with proven outcomes must be identified so that the field has tangible standards for which to strive. With a better sense of what makes a quality program, afterschool advocates are able to craft specific policy recommendations that support the movement toward quality afterschool for all” (Afterschool Alliance 2011a:2).

Finally, the BCSD coordinates the afterschool curricula with its own research-based curricula.

Management Plan. BCSD plans to recruit, hire, and train effective and highly-qualified staff who treat participants with respect and advocate for them, thereby increasing their potential for healthy and socially competent behavior. The proposed part-time Program Director will prepare a staffing plan for NAE that identifies the numbers of staff the program will need to maintain appropriate staff-student ratios. The program will develop job descriptions and use standard BCSD hiring procedures to recruit and hire highly qualified applicants for positions.

The *Program Director* (PD) is responsible for overseeing the NAE site. The PD:

- ☒ Ensures adequate staffing to meet staff-to-student ratios, supervises site staff, oversees the site budget and staff development, purchases supplies, and works with school and site staff to plan and schedule activities and monitor students' progress toward goals.
- ☒ Coordinates planning and facilitation of Family Literacy events; analyzes parents' adult and parenting education needs through a family assessment; connects families with existing community resources and those developed for this program; coordinates other opportunities for families, such as field trips; and communicates with families to explain available services.
- ☒ Provides support for all program activities at NAE and participates in conferences.
- ☒ Reports to the NAE principal and the program Advisory Committee (please see below).
- ☒ Qualifications: Has appropriate credentials for the position, including successful experience working with elementary-school-age children, managing staff, and public relations, and the desire and ability to advocate for disadvantaged children and families. Bachelor's degree in a discipline related to afterschool programming; ability to work independently and within established budgets, meet deadlines, and communicate effectively. Pass a background check.
- ☒ Recruitment: Through the Area Education Agency, the District, and local media advertising; seek recommendations from current school and afterschool staff.

Iowa-certified teachers tutor for 4 hours per week during the school year and for 15 hours per week in the summer at no more than a 1:10 teacher/student ratio and confer regularly with school staff about students' academic progress.

- ☒ Qualifications: Iowa teaching certification and teaching experience, preferably at NAE.
- ☒ Recruitment: Certified teachers seek afterschool positions regularly. The program advertises unfilled teaching positions through the AEA and recruits teachers from District schools.

Youth Mentors (YMs):

- ☒ Supervise students at a no more than a 1:15 ratio whenever students are not with teachers.
- ☒ Assist the PD with planning site activities; implement site enrichment activities.
- ☒ Communicate effectively with children and their families.
- ☒ The program will recruit YMs at local colleges, using recommendations from professors, counselors, administrators, and student organizations. If needed, advertise in local media.
- ☒ Qualifications: YMs must have at least some college and pass a criminal background check. YMs must have successfully participated in the educational system so that they can convey respect for education to the children. Having successful college experience shows that they value education and have successfully negotiated high school completion and college matriculation. YMs need first-hand experience with children, as workers, siblings, or volunteers. YMs must be willing to advocate for students, have the ability to learn to do so, demonstrate maturity and caring, and have good problem-solving and communication skills. YMs need patience and persistence, along with the ability to find and build on the students' strengths. Perhaps most importantly, YMs need a sense of humor.
- ☒ The Program Director will act as a Youth Mentor at all times when the NAE programs are operating, during the school year and in the summer.

Volunteers:

- ▢ Recruit at local colleges for students with practicum requirements. Ask community members and senior volunteers to assist with enrichment activities and tutor children one-on-one. Invite students' families (e.g., grandparents), retired teachers, and others from faith-based, community service, and senior organizations. The BCSD has a long and successful history of recruiting volunteers online (<http://www.volunteermatch.org/search/org37648.jsp>), and the program will use this website to recruit volunteers for the new program as well.
- ▢ Requirements: Pass a criminal background check, be interested in and have successful experience working with school-age students.

Training/retention. The program will conduct orientations for new staff and volunteers at least three times per year or as needed. All staff complete training, including child development, CPR/First Aid, disaster drills, BCSD technology use, cybersafety, the AEA's Non-Violent Crisis Intervention Program, and other training pertinent to their jobs. The program will require all staff and encourage all volunteers to complete training on Character Education, Positive Behavioral Interventions and Supports (PBIS), "Check In Check Out" Tier II behavioral supports, and the Olweus Bullying Prevention Program that the LEA uses district-wide. As quality control, the Program Director will assess staff and volunteers' work regularly, based on input from other school and program staff, volunteers, parents, children, and evaluation results, to determine areas for future staff development. Program staff will attend state and national conferences and workshops so that they can share information with other program staff and volunteers. The District provides in-service training that supplements program professional development. The program will work to retain effective staff and volunteers by attending to their concerns, seeking their input in planning, and generally promoting their investment in and ownership of the NAE program.

Leadership. The Program Director will work regularly with district teachers and administrators to maintain alignment with school instruction, conferring regularly with the NAE principal, Literacy Coach, and the District's Assistant Superintendent, at least annually on curriculum.

Transportation and access. The proposed program site is located in a public school building that meets code for school programming and is within Special Education and ADA Compliance. This assures that the program takes place in a safe facility that is easily accessible to students and their families, including those with disabilities. To assure safe travel, NAE children will attend the program at their daytime school. Regular school buses will transport children home from the afterschool program at families' request. In the summer, regular school buses will transport children both to and from their homes and the program. Bus aides or Youth Mentors staff the buses to ensure proper supervision when needed. Families take responsibility for arranging and supervising transportation when they elect for their children to attend the program before school. The program assists families in making these arrangements if they want assistance and ensures that only persons families designate may pick up children after the program. Although the program targets students with academic deficiencies, BCSD will not deny program access to any student. All programming is free from discrimination and provides equal opportunity for all.

Stakeholder advisory group. Partners, stakeholders (including district administrators, teachers, parents, children, and volunteers), and supporters (including businesses) provide members for the Advisory Committee, which provides program vision, goal setting, and strong management. This committee will meet regularly to establish and review program policies, identify and resolve challenges, and monitor program success. Members will work to promote and expand high-quality before school, after school, and summer programming by meeting regularly with the

Program Director and the program evaluator. Representing diverse segments of the community, committee members advocate for the program, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability.

Sustainability. The Advisory Committee will access 21st CCLC resources to develop a local sustainability plan. They and program supporters will seek commitment and support from partner organizations, businesses, community organizations, and grants. As described above, a generous benefactor enables some afterschool programming in Bettendorf. In addition to 21st CCLC grants, supporters will explore such sustainability sources as the City of Bettendorf, the Scott County Riverboat Authority, and United Way. Several community-based organizations already contribute materials and services to NAE, including the Lions Club, Hy-Vee, and the Bettendorf Rotary Club. Bettendorf Community Schools Foundation grants have funded innovative learning opportunities such as Stand and Learn desks for children and Yoga calming classes. Supporters will seek to maintain and expand these and other contributions.

BCSD uses existing programs to offer the most effective use of public resources. BCSD schools use facilities, such as the Bettendorf Public Library and Family Museum, by making one contact and sharing information at regular meetings. This enables equitable services at each school, while meeting individual student needs. Public entities contribute time and resources to BCSD schools, including the Bettendorf Police and Fire Departments, the Genesis Health System, and Bethany for Children and Families. NAE will use these established relationships to build on systems that are already in place and generate sustainability for the new before-, afterschool, and summer programs. District buses will transport children between the program and their homes.

BCSD uses state and federal resources effectively. Last year, the BCSD applied for and received an Innovation Grant at NAE from the Iowa Department of Education for K-3 for “Focused Learning Increases Proficiency,” which provides a full-time behavior/literacy coach and paraprofessionals for K-3 for 60 minutes per day in each classroom to assist with self-regulation, positive behavior, and increased engagement in literacy. The district will support the proposed programs by providing meals and snacks through the U.S. Department of Agriculture Food and Nutrition Service. NAE will refer families to such community resources as:

- ▢ the Mississippi Bend AEA for PBIS training;
- ▢ the BCSD Outreach Program housed at the Edison Academy, an alternative high school with two social workers who help families plan for living, food, clothing, transportation, and medical arrangements;
- ▢ therapists from the Vera French Community Mental Health Center who provide on-site counseling to children and families at NAE;
- ▢ Eastern Iowa Tech Community Colleges for Adult Basic Education, ESL, and GED; and
- ▢ The Community Action Agency of Eastern Iowa for Early Head Start, Head Start, money management, and financial assistance.

To promote sustainability, stakeholders will ensure that the program continues to target children with academic needs, coordinates regularly with the LEA, hires and retains certified teachers and other highly-qualified staff, and works closely with schools, parents, and children. BCSD is committed to sustaining the program in many ways, including provision of physical facilities, curriculum consultation, fiscal support, and advocacy. Finally, an active Advisory Committee and other stakeholders continue to seek new funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources. As evaluations demonstrate that the program produces good outcomes for academically disadvantaged children, community support for sustainability will increase.

Communication Plan. BCSD will disseminate information about its programs systemically. The program will develop brochures and flyers and distribute them at least twice each year as handouts in school for children to take home to their families and at school events, including PTA meetings, annual kindergarten roundups, and the fall and spring parent-teacher conferences. The District will ensure that teachers, administrators, and counselors know about the programs and refer academically needy children regularly. Program staff will make personal contact with potential NAE participants, their families, and school personnel. Since the program will operate every school day at NAE, program staff can make this contact daily, in response to referrals and to increase awareness of the program. Program staff will contact families directly when the District refers children to the program, as a result of assessments at kindergarten roundup or at any time during the school year. When NAE asks parents how they heard about the current program, they identify direct communication from the child’s teacher, principal, or staff as important. Word-of-mouth is another important source many parents mention, saying they heard about the program from friends, neighbors, or coworkers. Generally, children learn about before-, after-, and summer school programs from their families, teachers, and principals, but perhaps most importantly, from their peers. As NAE succeeds in providing engaging and stimulating programming that children describe as “fun,” the children themselves will become the program’s best ambassadors. Combined, these activities will effectively increase awareness of the new programs for children, families, and school staff.

The community will learn about the new programs in multiple ways, including information available on the NAE website (<http://na.bettendorf.k12.ia.us/>). Initially, NAE will feature information about the new program on this website. Subsequently, NAE will post information about program activities and projects. In addition, the program will post evaluation results on the NAE website and share key evaluation findings in parent newsletters, monthly during the school year and weekly in the summer. To date, NAE families and community members have responded well to surveys posted on the website, and the program will continue to use this mechanism to solicit feedback about the programs. The program will keep the School Board informed about program implementation and progress. The annual “Lights On Afterschool” celebration and service learning project presentations will attract community attention and increase awareness of the programs, since participants and their families invite other relatives, friends, and neighbors to attend. Finally, the BCSD receives considerable favorable media coverage about its other student activities, and the District will issue press releases related to the new before-, after-, and summer school programs. Combined, these activities will give school staff and families more information and increase broader community awareness of the program.

The program’s independent evaluator will provide the Advisory Committee with annual reports on the school year and summer programs. The Advisory 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 Advisory Committee feedback, if any, Committee members will post the reports on their websites for public perusal and communicate the results to increase awareness of NAE programs and pursue sustainability. Each program partner provides a member for the Advisory Committee, so these activities will ensure that partners become and remain aware of the programs.

Throughout the program’s operation, NAE stakeholders will seek opportunities to collaborate with other afterschool professionals at the local, state, and national levels. This will serve to increase awareness of the NAE program beyond the local level, along with enabling local stakeholders to benefit from other sites’ experiences.

Partnerships. The BCSD has long-term and meaningful organizational and programmatic partnerships that importantly impact programming and sustainability. In 2007, a generous alumnus of Bettendorf High School gave a substantial gift to the Bettendorf schools in recognition of the District's centennial celebration. Initially, the BCSD used the gift to fund an afterschool program at Thomas Jefferson Elementary School. Since then, Bettendorf Community Schools Foundation management has enabled the District to expand afterschool programming to all six of its elementary schools.

The BCSD will support the proposed program in multiple ways, including cooperative planning, funding for transportation, and provision of healthy snacks, professional development, and technical assistance. The District will provide classroom space and facilities for the proposed programs, along with curriculum consultation to ensure that program activities align with BCSD standards and benchmarks. The BCSD will allocate time for the NAE principal and teachers to consult with program staff about children from their classes who participate in the program. Equally importantly, NAE staff will refer children to the program for academic assistance.

The Bettendorf Parks and Recreation (BPR) Department is partnering with the BCSD to offer NAE children regular participation in its established summer day camp program from 12:30 to 4:00 each afternoon that the NAE summer program operates. In keeping with its mission "to provide recreational opportunities that enrich the quality of life for all," the BPR summer program includes many hands-on activities that incorporate the arts and physical activity which will greatly benefit NAE children as they will pursue math and reading in the mornings. The BPR will help plan and conduct recreation, teamwork, and fitness activities for the NAE program, and the NAE program will encourage families to enroll and participate in the BPR program, which includes weekly field trips in the greater Quad City Area community. The BCSD will transport children from NAE to the BPR program and to their homes afterward.

Bettendorf Hy-Vee has agreed to partner by providing nutrition information to the children, along with teaching them to prepare healthy snacks for themselves, such as fruit smoothies. Hy-Vee will assist with the Family Literacy events by enabling the children to plan and prepare a healthy meal for their families. A Hy-Vee dietitian will deliver nutrition information to the families as well, keeping in mind that many NA families have low incomes. Hy-Vee will host a field trip to the store for a guided tour, with more nutrition guidance for the children.

The Bettendorf Police Department (BPD) will partner by speaking to NAE children and their families about public safety. As the holidays approach, the BPD regularly coordinates baskets for needy families and NAE program participants will assist the BPD by helping help sort, wrap, and/or pack the baskets. The BPD will host a field trip for the NAE program as well.

The Bettendorf Fire Department (BFD) will partner to increase community attachment and fire safety awareness. The BFD regularly provides annual fire prevention puppet shows and will present their show for the children. The BFD also will host a field trip for the NAE program, along with speaking about fire safety at a Family Literacy event.

Eastern Iowa Community Colleges (EICC) will partner to provide family literacy services. EICC will accept referrals of family members from the NAE program and work with the family members to determine which of EICC's adult literacy programs will best serve the family members' needs. EICC will assist the family members with enrollment and in qualifying for all financial assistance and/or scholarships for which they are eligible and will provide the literacy services that they desire that will most benefit the family members.

All partners described above will provide representatives who participate actively in the program's Advisory Committee, along with parents and representatives of other community-based organizations and businesses. Partners will establish and meet timelines for program design, implementation, evaluation, fiscal management, and sustainability. The Advisory Committee will engage partners meaningfully over the lifetime of the grant and of the program, maintaining current partnerships and recruiting new partners from such sectors as faith-based and community service organizations and music and drama groups. The Committee will set goals for the number of new partners to recruit in a year, make a list of contacts, and arrange to meet with potential new partners to recruit their support. The Advisory Committee will actively build upon existing collaborative relationships, connect existing program strategies, and provide a unified system of service. Please see the attached Memorandum of Understanding for clear statements of the role and capacity of each organization partnering in this application.

NAE program participants will work on service learning projects of their choice, planning and implementing a wide range of projects and partnering with community groups that they select. At the end of their projects, teams of students will present their activities at a Family Literacy event, at a PTA meeting, and as a spotlight at a School Board meeting. All the program's partners are invited to send people to an event where children present their projects.

NAE currently partners with many community-based organizations in order to provide services, incentives, and education-enhancement programming, including:

- ☒ Kona Ice provides in-kind treats to celebrate children's reading achievements.
- ☒ Hy-Vee donates food to celebrate reading achievement and cloth bags for children to use as snow boot bags when children's families can not afford the bags.
- ☒ The BPD social worker meets monthly with the NAE mental health team;
- ☒ The BFD provides NAE with fire safety assembly programs.
- ☒ The Mississippi Bend AEA supports a Coats for Kids drive that benefits NAE children.
- ☒ Monthly, St. John Vianny Catholic Church provides backpacks filled with healthy snacks to almost 80 NAE families.
- ☒ Volunteers from St. Peter's Episcopal Church teach yoga at NAE and donated yoga items;
- ☒ The Hovey Foundation funds special projects for teachers and helps provide basic items for NAE children from low-income families.
- ☒ Girl Scouts support NAE children and their families in learning opportunities outside school;
- ☒ The Bettendorf Community Schools Foundation helps with grants and volunteers and holds an annual science exposition that is free for all BCSD children.
- ☒ The NAE PTA has been active for many years. They fund and facilitate many enhancement experiences, such as roller skating, movie nights, talent shows, and ice cream socials, along with helping NAE purchase iPads and sporting equipment.
- ☒ The Bettendorf Rotary Club provides weekly reading volunteers for first and second grade children and dictionaries for fourth graders.
- ☒ The Lions Club and the Eye Care Pavilion provide free vision screening.
- ☒ BCSD partners with St. Ambrose University to host field experiences and student teachers.

As shown in the list above, volunteers enhance NAE programming in many ways, including one-on-one tutoring, programs for children, and items that low-income families need. The BCSD has a long rich history of recruiting volunteers successfully, and the program proposed in this application will build on that history. Similarly, the proposed NAE program will leverage current partnerships in order to enhance and expand experiential learning for the K-5 children the program will serve.

Evaluation

Data collection. BCSD will establish an electronic database designed to capture all data necessary for 21st CCLC reporting requirements, including individual program attendance, program activities, program goals and objectives, and assessment results. The BCSD agrees to provide individual-level data for NAE program participants as summarized below.

Data Measures	Responsible Agency - Timeline
Student achievement data from the Iowa Assessments and other district-wide assessments.	BCSD agrees to provide these data annually in July.
Student achievement data measured at the beginning and end of the NAE summer session.	Program teachers assess literacy and math at the start and end of the summer session.
Student level data regarding the attendance and enrollment in the regular school day program.	BCSD agrees to provide these data annually in July.
Student level enrollment and attendance in the NAE before/after school and summer programs.	The program will collect data regularly using the newly developed database.
Student level data on discipline referrals, suspensions, and school safety.	BCSD agrees to provide these data annually in July.
School and program level data from parent, teacher, student, and staff surveys.	The program will survey parents, students, teachers, and staff annually.
Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.	The evaluator collects these data through observations and interviews with staff, teachers, parents, and students. The evaluator reports on these annually.
Assessments of students' social skills at the start and end of school year and summer programs.	Program staff complete these assessments by the end of October, May, and July.

The NAE program intends to provide all requested data and program information to the state.

Evaluator. The NAE program has identified an independent evaluator with the capacity and experience to conduct comprehensive, rigorous evaluations of program effectiveness, at the local level and in cooperation with the Iowa Department of Education. This evaluator has 35 graduate hours of doctoral level education, training, and practice in statistics and research methods, considerable program evaluations experience, including a project funded by the Children and Family Administration and another 21st CCLC afterschool program in Iowa.

Data analysis measures the accomplishment of program goals and objectives and the effectiveness of activities and partnerships.

Objectives and Goals	Data Analysis
<i>Objective 1a:</i> Children actively participate in literacy and math activities as recorded by staff.	Average percentages of students participating in these activities daily.
<i>Objective 1b:</i> In annual surveys, school staff report that participants improve academically.	Annual teacher survey reports of the # who improve / the # who needed to improve.
<i>Objective 1c:</i> Participants' literacy and math achievements increase as measured by Iowa Assessment scores and other BCSD assessments.	# and %s of students who increase their scores from year to year and from start to end of the program.
Goal 1: Increase students' academic achievement. The program achieves this goal if evaluations report positive outcomes for the three objectives listed above.	
<i>Objective 2a:</i> At least 20 families at NAE attend Family Literacy events regularly.	Report the # of families attending and the #s of events they attend.

Objectives and Goals	Data Analysis
<i>Objective 2b:</i> Program parents collaborate with teachers in cooperative IAP goal setting.	Report the # of parents and the % of IAP children whose parents collaborate.
<i>Objective 2c:</i> Program parents attend twice-yearly conferences with school and program staff.	Report the # of families attending and the #s of conferences they attend.
<i>Objective 2d:</i> Parents, students, school staff, partners, and other community members contribute to the program’s advisory committee.	Report the # of each category on the advisory committee and the #s of meetings they attend.
Goal 2: Increase student, parent, and school staff communication to improve student success. The program achieves this goal with positive outcomes for the four objectives listed above.	
<i>Objective 3a:</i> At least 30 children at NAE participate in a service learning project.	Report the #s and %s of children who participate in service learning.
<i>Objective 3b:</i> At least 80% of NAE participants attend field trips to community partner sites.	Report the #s and %s of children who participate in field trips.
<i>Objective 3c:</i> Program staff report increased social skills in start and end-of-year assessments.	Report average scores for the start and end-of-year assessments.
<i>Objective 3d:</i> NAE participants report that the program is “fun” and they like to attend.	Report the #s and %s of children who say the program is “fun” and they like it.
<i>Objective 3e:</i> In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along well with others.	Annual teacher survey reports of the # who improve / the # who needed to improve for behavior, motivation, and ability to get along with others.
Goal 3: Increase student attachment to education, their peers, adults, and the community. The program achieves this goal with positive outcomes for the five objectives listed above.	

To test for activity effectiveness, the evaluation will use t-tests to compare academic outcomes for students who did and did not participate in the program, service learning, and field trips and whose parents did and did not participate in setting IAP goals and Family Literacy events. The evaluation will use correlations and multiple regression to determine whether number of days of program attendance is related to academic outcomes, including comparisons of children who did and did not participate in the program. The multiple regression analyses will control for factors that currently produce the achievement gaps as described in the student needs section above. A matched samples design will provide a second test of programming effectiveness. The evaluator will match each program participant with another student who did not participate in the program 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. Results of t-tests and multiple regression analyses will demonstrate further whether program attendance influences academic achievement.

Evaluation results will be used to refine, improve, and strengthen the program and build community support. The evaluator will report to the Advisory Committee within six weeks of receiving the school data and summer program data. The Committee will begin using results immediately to identify possible program improvements. Within six weeks of receiving the evaluations, the Advisory Committee will review the reports and confirm that the reports contain all required information in a form and language that is easily understood. When the Advisory Committee provides these confirmations, the program will provide a summary of the results to program and school staff and parents. Then, the program and partners post the reports, in brief and in full, on their websites and begin using the results to build community support.

Budget Narrative

Personnel. BCSD requests support for high-quality dedicated staff to provide the proposed programming. The request will support service to 75 children during the school year.

- The Program Director will work 20 hours per week when the program operates, 36 weeks during the school year and six weeks during the summer. This position reports to the program Advisory Committee and the school principal, administers all program operations, and acts as a liaison between the children, the school, the District, and program families. Salary for this position will be \$24.33 per hour, the standard District professional salary.
- Iowa-certified teachers will tutor for 4 hours/week for 32 weeks during the school year at the standard District teacher salary of \$24.33/hour. This enables teachers to tutor each child who needs assistance for 30 minutes/day, four days/week at no greater than a 1:10 ratio. This application requests support for six teachers during the school year.
- At the program site, Youth Mentors (YMs) will work with children whenever they are not with teachers for 17 hours per week (one hour each day before school, just over two hours each day after school, and two hours twice each month after school during early outs) for 36 weeks at \$14.85/hour, the standard District paraprofessional wage, at no more than a 1:15 staff to student ratio. This application requests support for four before and afterschool YM positions during the school year. The Program Director acts as an additional YM whenever the program is in session to ensure the proper staffing ratio.
- One YM, one teacher, and the Program Director will staff the monthly Family Literacy events for two hours at each event at the hourly salaries listed above.

During the summer, BCSD proposes service to 55 K-5 children for six weeks (30 days).

- Five Iowa-certified teachers will work 17.5 hours/week for six weeks (3.5 hours per day, Monday through Friday) at the salary listed above.
- Four YMs will work for 22.5 hours/week in the mornings at the salary listed above. One YM will assist Bettendorf Parks and Recreation staff for 17.5 hours/week in serving NAE children in the afternoons at the salary listed above. The Program Director will act as a YM during the summer program.

Benefits for program staff are FICA (7.65% x salary) and IPERS (Iowa Public Employee Retirement System at 8.93% x salary). Total benefits are 16.58% of the salaries listed. The personnel portion of the budget request is 76.6%.

Staff travel. In addition to traveling to and from work, for which the program does not pay mileage, program staff visit parents at home (when needed) and transport materials and food to support site operations. When emergency situations arise, staff transport children. BCSD requests support for 2,500 miles/year at the standard Iowa mileage rate of \$.39, for a total of \$975 per year. Funds requested for staff travel constitute 0.7% of the total budget request.

Materials. BCSD requests \$6,000/year for materials and supplies. The amount will support new curricula to remain aligned with the District, along with the paper, crayons, scissors, rulers, glue, and other supplies to support enrichment activities for 75 children during the school year and 55 children in the summer. Within the requested amount, the program plans to provide software for the children to use in the school computer lab. BCSD requests \$1,481 per year for Family Literacy, which will provide the materials for the family activities at the monthly events, along with support for the books and games families use at the events and take home with them. Support for materials constitutes 5.0% of the budget request.

Professional development is important for training and retaining high-quality staff, and BCSD requests \$6,000/year for this purpose (\$5,800 for student programs and \$200 for Family Literacy programs). This is 4.0% of the overall budget. The program will use these funds for in-person and online training from professionals, materials for the Program Director to use in training, two trips per year to Des Moines for 21st CCLC meetings, and for sending staff to regional, state, and national afterschool conferences so that they can share information with other staff.

Student access is vital to effective programming and constitutes 8.0% of the budget request. The actual cost for busing within the BCSD is \$2.00 per mile for each bus and \$19.38 per hour for the bus driver. The table below shows the number of days the program will operate, the estimated total number of miles, and the estimated bus driver time required. The program will operate each day school is in session (178 days). During the school year, buses will take children home from the program after school but will not bring them to the program in the morning. About twice each month during the school year, the program will take children on a local field trip. In the summer, buses will transport children from their homes to the program and from the program home, along with one field trip each week. As is apparent, the total cost for busing exceeds the maximum permitted by 21st CCLC. BCSD will assume responsibility for the amount over the 8% (\$12,000) the budget permits.

\$2 per mile + \$19.38 per hour	Days	Miles	Hours	Cost
Home during school year	160	10	1.5	7,851.20
School year field trips	18	20	2	1,417.68
Summer home to program	30	10	1.5	1,472.10
Summer program to park	30	2	1	701.40
Summer program to home	24	10	1.5	1,177.68
Summer field trips	6	20	3.5	646.98
Total Cost				\$13,267.04

Evaluation enables program improvement and sustainability. The program has identified an experienced independent evaluator who has worked with 21st CCLC programs since 2003. This enables the evaluator to conduct and report on program operations for much less than the recommended 4% of the budget. From long experience, the evaluator can provide school year and summer reports for the proposed program for \$3,500/year (2.3% of the requested budget).

Administration. BCSD acts as employer of record for program staff, providing all human resources and payroll administration functions. In addition, BCSD provides grant and fiscal management, maintaining the budgets and providing all required fiscal reporting. All are vital to a successful program and BCSD provides these functions for 3.45% of the requested budget in accordance with the District’s approved 3.45% restricted indirect cost rate. The District and other partners provide in-kind administrative services with no compensation, including community relations, advocacy, and regular additional consultation.

With this request for 21st CCLC support, BCSD seeks to supplement, rather than supplant, current funding. Program services are equally accessible to all students targeted for services, regardless of their ability to pay, and the program will not charge any families for program participation. The BCSD thanks 21st CCLC for considering this application.

Memorandum of Understanding

The Bettendorf Community School District (BCSD), the Bettendorf Parks and Recreation (BPR) Department, Bettendorf Hy-Vee, the Bettendorf Police Department (BPD), the Bettendorf Fire Department (BFD), and Eastern Iowa Community Colleges (EICC) have agreed to enter into a collaborative agreement. BCSD will be the named applicant and fiscal agent and will provide before-, after-, and summer school programs at Neil Armstrong Elementary School. BCSD will directly support extended learning time programming at the named site. All partners support quality extended learning time programming and provide representatives on the program's Advisory Committee. The partners desire to enter into a Memorandum of Understanding (MOU) setting forth the services provided by the collaborative agreement.

The application for funds to initiate, continue, expand, and monitor before- and after-school and summer programs and implement the Family Literacy Program at the Neil Armstrong Elementary site in Bettendorf is to be submitted to the Iowa 21st Century Community Learning Centers Program, Iowa Department of Education, on or before January 31, 2014.

These organizations have had informal collaborative relationships for many years. Over the past decade, BCSD has conducted programming, and, through the Bettendorf Community Schools Foundation, developed the contracting agreements, administered the approval and distribution of funds, monitored accuracy of financial reporting, and completed the program evaluations for previous projects, including those funded by private donors, a Safe Schools/Healthy Students Grant, the HAVLife Foundation, and the Hovey Foundation. The BCSD will continue to make facilities available to conduct the extended learning time programming, allowing students to use classroom space, playground equipment, and common areas to conduct educational, enrichment, and recreational activities and consume snacks. The BPD and BFD are long-time partners who have presented informational programs and hosted field trips for BCSD students. The BPD coordinates holiday baskets for BCSD families and Hy-Vee provides in-kind donations and information. BPR is a new partner this year that will enhance summer programming. Since 1966, EICC has provided community residents with adult learning opportunities.

The partners agree to collaborate to incorporate and expand extended learning time and Family Literacy programming at Neil Armstrong Elementary School (NAE).

AGREEMENT

The Bettendorf Community School District (BCSD) will:

1. Develop the contracting agreements;
2. Serve as fiscal agent;
3. Maintain documentation and records;
4. Conduct program evaluations;
5. Serve as employer of record for program staff;
6. Provide classroom space, facilities, and equipment for the proposed programming;
7. Provide technical support to program staff through its Technology Department;
8. Provide some bus transportation for program participants, as allowed by the District budget;
9. Provide curriculum consultation from the NAE Principal, the Assistant Superintendent, and the NAE Literacy Coach to ensure that program activities are aligned with BCSD standards and benchmarks;
10. Provide food service for program participants during the school year and in the summer;

11. Allocate time for the NAE Principal and teachers to consult with program staff about NAE children who participate in the program;
12. Provide official District student level data to the proposed program's independent evaluator for the purpose of evaluating programming at NAE. Provide school year data by July 1 of each year. 21st CCLC requires that the data include:
 - a. Student achievement data from the Iowa Assessments, and, if appropriate, other district-wide assessments.
 - b. Student level data on the attendance and enrollment in the regular school day program.
 - c. Student level data on discipline referrals, suspensions, and school safety.
 In addition to standardized test scores, provide other measures of academic progress for all students, e.g., grades.
13. Coordinate with teaching staff and program staff to provide appropriate professional development; and
14. Support administrative offices for program staff.

NAE program staff members will:

1. Serve as Program Director, leading the implementation of programming at NAE;
2. Oversee the recruitment, screening, hiring, training, and retention of certified teachers and Youth Mentors for the programming at NAE;
3. Provide appropriate professional development training to program staff at NAE;
4. Coordinate planning for program activities with NAE and BCSD staff; and
5. Conduct and monitor all proposed activities to ensure student safety and quality programs.

The Bettendorf Parks and Recreation (BPR) Department will:

1. Facilitate enrollment of summer NAE participants in the BPR summer day camp program at no charge to participants' families but with enrollment payment from NAE grant funds;
2. Confer with the NAE program to plan and conduct recreation, teamwork, and fitness activities within the BPR summer day camp;
3. Within the regular BPR program, provide hands-on activities that incorporate the arts and physical activity; and
4. Report regularly to the NAE program on their children's attendance, progress, and accomplishments in the BPR program.

At no cost to the proposed program, Bettendorf Hy-Vee will:

1. Provide a dietitian to supply nutritional information and work with NAE children on preparing healthy snacks and meals; and
2. Host a field trip to the Hy-Vee store for the NAE children.

At no cost to the proposed program, the Bettendorf Police Department (BPD) will:

1. Speak to NAE children afterschool about public safety topics;
2. Host a field trip for the NAE children to the BPD;
3. Allow NAE children to help in any way the program and the BPD deem appropriate with the holiday baskets the BPD regularly provides; and
4. Speak to NAE families about public safety issues at a Family Literacy evening event.

At no cost to the proposed program, the Bettendorf Fire Department (BFD) will:

1. Provide a fire prevention puppet shows to the NAE children after school; and
2. Host a field trip for the NAE children to the BFD; and
3. Speak to NAE families about fire safety issues at a Family Literacy evening event.

At no cost to the proposed program, Eastern Iowa Community Colleges (EICC) will:

1. Accept referrals of family members from the NAE extended learning time program;
2. Work with the family members to determine which of EICC's adult literacy programs will best serve the family members' needs;
3. Assist the family members with enrollment and in qualifying for all financial assistance and/or scholarships for which they are eligible; and
4. Provide the literacy services that they desire that will most benefit the family members.

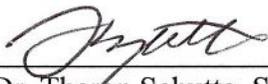
Together, all partners will:

1. Participate actively in the program's Advisory Committee to communicate regularly about emerging issues, challenges, successes, and ongoing NAE project needs;
2. Work within the limits of the proposed budget;
3. Consult with NAE in planning and implementing extended learning time programming;
4. Advocate for quality extended learning time programming in the community; and
5. Support extended learning time and Family Literacy programming to the extent of their ability and resources.

All partners in this collaborative endeavor agree to the following basic rules:

1. All references to "extended learning time programming" in this agreement include Family Literacy programming.
2. Student well-being, with academic and social development, is the ultimate goal.
3. Confidentiality of information will be enforced; program staff will not divulge any individual student information to other entities.

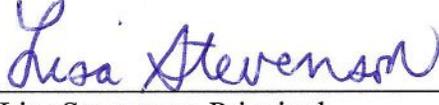
By signing this MOU, each partner makes a commitment to work together to achieve the goals of the proposed BCSD extended learning time programs. The term of this understanding is three years from the award date.



Dr. Theron Schutte, Superintendent Date
Bettendorf Community School District 1/27/14



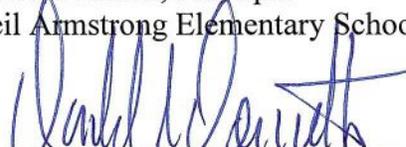
Steve Grimes, Parks & Recreation Dir. Date
City of Bettendorf 1-27-14



Lisa Stevenson, Principal Date
Neil Armstrong Elementary School 1/24/14



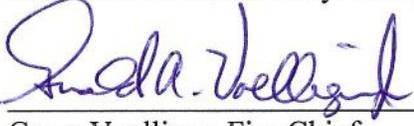
Steve Mokosak, Store Manager Date
Bettendorf Hy-Vee 1-27-14



Dr. Don Doucette, Chancellor Date
Eastern Iowa Community Colleges 1/24/14



Phil Redington, Police Chief Date
Bettendorf Police Department 1-27-14



Gerry Voelliger, Fire Chief Date
Bettendorf Fire Department 1/27/14

FORM A: SITE INFORMATION

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

21CCLC Site Name: Neil Armstrong Elementary School		
Site Address: 3311 Central Avenue		
City, State, Zip: Bettendorf, Iowa 52722		
Phone: 563.359.8275		
Site Contact Person: Lisa Stevenson, Principal		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21 st CCLC program

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

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

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either

an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

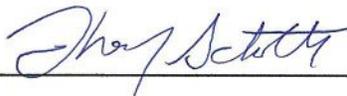
Part M: Private and Public School Consultation

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

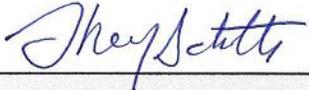
Part N: Grant Termination (Additional conditions in appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Bettendorf Community School District Dr. Theron Schutte, Superintendent

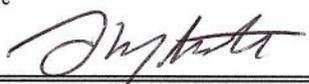
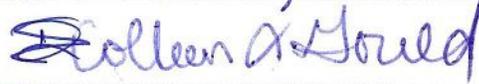
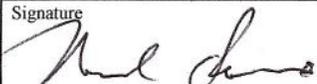
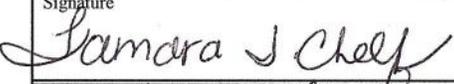
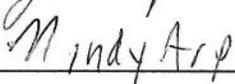
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Bettendorf Community School District Dr. Theron Schutte, Superintendent
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Lisa Stevenson, Principal Neil Armstrong Elementary School

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Theron Schutte, Superintendent	Agency	Bettendorf Community School District
Signature		Address	3311 18th Street
		City/Zip	Bettendorf, Iowa 52722
		Phone	563.359.3681
Name/Title	Lisa Stevenson, Principal	Agency	Neil Armstrong Elementary School
Signature		Address	3311 Central Avenue
		City/Zip	Bettendorf, Iowa 52722
		Phone	563.359.8275
Name/Title	Colleen Gould, Teacher Librarian	Agency	Neil Armstrong Elementary
Signature		Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	DAVID HOBIN	Agency	LOURDES CATHOLIC SCHOOL
Signature		Address	1453 Mississippi
		City/Zip	Bettendorf IA
		Phone	563-359-3466
Name/Title	Nikki N. Hildebrand	Agency	Rivermont Collegiate
Signature		Address	1821 Sunset Drive
		City/Zip	Bettendorf
		Phone	563-359-1366
Name/Title	Liz Sels-willis	Agency	City of Bettendorf Parks + Recreation
Signature		Address	2302 Middle Rd.
		City/Zip	Bettendorf, 52722
		Phone	563-529-3482
Name/Title	Steve Gaines Director of PRS + Rec	Agency	City of Bettendorf Parks + Rec
Signature		Address	1609 State Street
		City/Zip	Bettendorf IA 52722
		Phone	563-344-7115
Name/Title	Michael Raso, Asst. Supt	Agency	Bettendorf CSO
Signature		Address	3311 18th St.
		City/Zip	Bettendorf, 52722
		Phone	563-359-3681
Name/Title	Tamara J Chelf, Admin	Agency	
Signature		Address	438 16th St.
		City/Zip	Bett IA 52722
		Phone	563-359-9395
Name/Title	Mindy Arp	Agency	Bettendorf Community School
Signature		Address	3311 18th
		City/Zip	Bettendorf IA
		Phone	563-359-8275

Name/Signature		Agency Affiliation	
Name/Title	Ray Cassidy <i>BCSD Bd</i>	Agency	
Signature	<i>Ray Cassidy</i>	Address	5670 Barcelona St
		City/Zip	Bett IA 52722
		Phone	563 343-7429
Name/Title	Paul Castro	Agency	1612 Hillcrest Bett Sch. Bd
Signature	<i>Paul Castro</i>	Address	Bettendorf, IA
		City/Zip	
		Phone	
Name/Title	Barry Anderson	Agency	
Signature	<i>Barry Anderson</i>	Address	1224 Terrace Park Dr.
		City/Zip	Bettendorf IA
		Phone	563-359-5981
Name/Title	Jeannine Crockett	Agency	
Signature	<i>Jeannine Crockett</i>	Address	5910 Jaybird Circle
		City/Zip	Dav. IA 52807
		Phone	563-349-2276
Name/Title	Pepper Trahan (Sara)	Agency	
Signature	<i>Pepper Trahan</i>	Address	6328 Patrick Pointe Rd
		City/Zip	Dav. IA 52807
		Phone	563-332-1329
Name/Title	Betsy Justice, director	Agency	
Signature	<i>Betsy Justice</i>	Address	3980 Aspen Hill Drive
		City/Zip	Bett. IA 52722
		Phone	563-359-5151
Name/Title	Scott Tinsman	Agency	
Signature	<i>Scott Tinsman</i>	Address	660 Riverview Ter
		City/Zip	Bettendorf IA
		Phone	563-355-0090
Name/Title	Janelle Breier - Bettendorf coach	Agency	Neil Armstrong
Signature	<i>Janelle Breier</i>	Address	3311 Central
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	Shelley Klaas	Agency	Neil Armstrong
Signature	<i>Shelley Klaas</i>	Address	3311 Central
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	Bonnie Thomas	Agency	Neil Armstrong
Signature	<i>Bonnie Thomas</i>	Address	3311 Central Ave
		City/Zip	Bett., IA 52722
		Phone	563-359-8275
Name/Title	Kyrle DePover 1st grade	Agency	Neil Armstrong
Signature	<i>Kyrle DePover</i>	Address	3311 Central Ave.
		City/Zip	Bett IA, 52722
		Phone	563-359-8275
Name/Title	DeAnn Sisam	Agency	Neil Armstrong
Signature	<i>DeAnn Sisam</i>	Address	3311 Central Ave
		City/Zip	Bettendorf IA
		Phone	563-359-8775

Name/Signature		Agency Affiliation	
Name/Title	Tisha Clark 4th grade	Agency	BCSD
Signature	Tisha Clark	Address	3311 Central Ave.
		City/Zip	Bettendorf 52722
		Phone	563 359-8275
Name/Title	Scott Berg 5th	Agency	BCSD - Armstrong
Signature	S Berg	Address	3311 Central Ave
		City/Zip	Bettendorf, 52722
		Phone	563-359-8275
Name/Title	Debbie Stigel 4th	Agency	BCSD
Signature	Deb Stigel	Address	3311 Central Ave
		City/Zip	Bettendorf, 52722
		Phone	563-359-8275
Name/Title	Becca DeGeorge 5th	Agency	BCSD
Signature	Becca DeGeorge	Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title		Agency	BCSD
Signature	Jauree Frye	Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-580-0394
Name/Title	Holly Moreland Title I	Agency	BCSD
Signature	Holly Moreland	Address	BCSD 3311 Central Ave
		City/Zip	Bett 52722
		Phone	563-580-0394
Name/Title	Jodi Hanson	Agency	BCSD
Signature	Jodi H	Address	3311 Central Ave 259
		City/Zip	Bett 52722
		Phone	563-580-8275
Name/Title	Charlotte Strong	Agency	BCSD
Signature	Charlotte Strong	Address	3311 Central Ave.
		City/Zip	Bett 52722
		Phone	563-359-8275
Name/Title	Carrie Reed	Agency	BCSD
Signature	Carrie Reed	Address	3311 Central Ave.
		City/Zip	Bett 52722
		Phone	563-359-8275
Name/Title	Adrianna Love	Agency	BCSD
Signature	Adrianna Love	Address	3311 Central Ave.
		City/Zip	Bett 52722
		Phone	563-359-8275
Name/Title	HEATHER BAGBY	Agency	BCSD
Signature	Heather Bagby	Address	3311 CENTRAL AVE.
		City/Zip	BETT 52722
		Phone	563-359-8275
Name/Title	JENNIFER WATKINS Literacy Coach	Agency	BCSD
Signature	Jennifer Watkins	Address	2812 Hillcrest Ave.
		City/Zip	Bettendorf 52722
		Phone	563-359-9071

Name/Signature		Agency Affiliation	
Name/Title	Sally Haugen Library Para	Agency	BCSD
Signature	Sally A. Haugen	Address	3311 Central Ave.
		City/Zip	Bettendorf IA Phone 563-359-8275
Name/Title	Rebecca Mueller 3rd Grade	Agency	BCSD
Signature	Rebecca Mueller	Address	3311 Central Ave.
		City/Zip	Bettendorf IA Phone 563-359-8275
Name/Title	Donna Hafner paraeducator	Agency	BCSD
Signature	Donna Hafner	Address	3311 Central Avenue
		City/Zip	Phone 563 359 8275
Name/Title	Mary Broderick Principal	Agency	BCSD
Signature	Mary Broderick	Address	2610 Hunter Rd.
		City/Zip	Bettendorf, IA 52722 Phone 359-8275
Name/Title	Daphne Silverberg Food Service	Agency	BCSD
Signature	Daphne Silverberg	Address	3311 Central Ave.
		City/Zip	Bettendorf 52722 Phone 359-8275
Name/Title	Brian Hess - Custodian	Agency	BCSD
Signature	Brian Hess	Address	3311 Central Ave
		City/Zip	Bettendorf 52722 Phone 359-8275
Name/Title	Jan Eliff / Food Service	Agency	BCSD
Signature	Jan Eliff	Address	3311 Central Ave
		City/Zip	Bettendorf 52722 Phone 359-8275
Name/Title	Brooke Bartsh - ECSE Teacher	Agency	BCSD
Signature	Brooke Bartsh	Address	3311 Central Ave.
		City/Zip	Bettendorf 52722 Phone 563-359-8275
Name/Title	BEATA ITO - PARA	Agency	3311 Central Ave / BCSD
Signature	Beate Ito	Address	↓
		City/Zip	Bettendorf 52722 Phone 563-359-8275
Name/Title	Patricia Toppay - Teacher	Agency	BCSD - Neil Armstrong Bl.
Signature	Patricia L. Toppay	Address	3311 Central Ave.
		City/Zip	Bettendorf, IA 52722 Phone 359-8275
Name/Title	Kaithyn Costas - Para	Agency	BCSD - Neil Armstrong
Signature	Kaithyn Costas	Address	3311 Central Ave
		City/Zip	Bettendorf, IA 52722 Phone 563-359-8275
Name/Title	ENCA Bean - para	Agency	BCSD - Neil Armstrong
Signature	Erica Bean	Address	3311 Central Ave.
		City/Zip	Bettendorf, IA Phone 359-8275

Name/Signature		Agency Affiliation	
Name/Title	Chuck Keeler / Teacher	Agency	Neil Armstrong Elementary
Signature	<i>Chuck Keeler</i>	Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	Erica Dalburg / Receptionist	Agency	BCSD
Signature	<i>Erica Dalburg</i>	Address	3311 18th Street
		City/Zip	Bettendorf 52722
		Phone	359-3681
Name/Title	Kathleen B. Lowry / Shawney	Agency	Community member
Signature	<i>Kathleen B. Lowry</i>	Address	2865 Willow Drive
		City/Zip	Bettendorf 52722
		Phone	332-5472
Name/Title	Joyce Meyer	Agency	Community Member
Signature	<i>Joyce Meyer</i>	Address	2625 Cypress Dr
		City/Zip	Bettendorf 52722
		Phone	320-4797
Name/Title	Daniel Randall	Agency	Community Member
Signature	<i>Daniel Randall</i>	Address	4150 Aspen Hills Drive
		City/Zip	Bettendorf 52722
		Phone	332-1234
Name/Title	Danet Foutch	Agency	Community Member
Signature	<i>Danet K. Foutch</i>	Address	1338 Lincoln Rd
		City/Zip	Bettendorf IA 52722
		Phone	309-230-3262
Name/Title	Shirley Salemink	Agency	BCSD
Signature	<i>Shirley Salemink</i>	Address	13311 18th
		City/Zip	Bettendorf Ia 52722
		Phone	563-359-3681
Name/Title	Accounting Supervisor	Agency	BCSD
Signature	<i>Renee Richmond</i>	Address	3311 18th St.
		City/Zip	Bettendorf IA 52722
		Phone	563-359-3681
Name/Title	Administrative Assistant	Agency	BCSD
Signature	<i>Debra Seal</i>	Address	3311 18th St
		City/Zip	Bettendorf IA 52722
		Phone	563-359-3681
Name/Title	Director of School Nutrition	Agency	BCSD
Signature	<i>Kayla Lew</i>	Address	3311 18th St.
		City/Zip	Bettendorf 52722
		Phone	563-359-3681
Name/Title	Lisa A. Reed, Principal	Agency	Bettendorf Community Schools
Signature	<i>Lisa A. Reed</i>	Address	2030 Middle Rd
		City/Zip	Bettendorf, IA
		Phone	563-359-3686
Name/Title	Jayne Olson Associate Parent	Agency	BCSD
Signature	<i>Jayne Olson</i>	Address	3311 18th St.
		City/Zip	Bett, IA
		Phone	563-359-3681

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	75 before and after school during the school year and 55 in the summer.	\$ 150,000	\$ 450,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Neil Armstrong Elementary School	\$ 150,000	\$ 150,000	\$ 150,000	\$ 450,000	75/55
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Bettendorf Community School District **Site:** Neil Armstrong Elementary School

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 75 in the school year and 55 in the summer

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	114,046	822	114,046	822	114,046	822	344,604
Staff Travel	780	195	780	195	780	195	2,925
Materials	6,000	1,481	6,000	1,481	6,000	1,481	22,443
Professional Development <small>(minimum 4% per year)</small>	5,800	200	5,800	200	5,800	200	18,000
Student Access, Transportation etc. <small>(maximum 8% per year)</small>	12,000	-	12,000	-	12,000	-	36,000
Evaluation <small>(about 4% per year)</small>	3,000	500	3,000	500	3,000	500	10,500
Administrative/ Indirect Costs <small>(maximum 8% per year)</small>	4,658	518	4,658	518	4,658	518	15,528
Totals	146,284	3,716	146,284	3,716	146,284	3,716	450,000

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

<p><input checked="" type="checkbox"/> 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.</p>
<p><input type="checkbox"/> 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.)*</p>
<p>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.</p>
<p>* Note: Agencies must validate their resources before any award can be made.</p>

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:

The Bettendorf Community School District (BCSD) intends to target students at the Title I Neil Armstrong Elementary School (NAE) who have academic deficiencies and are performing below grade level. Often, these students are from racial minority subgroups, and many have a special education curriculum. The table below displays the percentages of people by race, for Iowa, Bettendorf, and NAE. The Iowa and Bettendorf percentages come from the U.S. Census Bureau 2008-2012 Five-Year Estimates and the NAE percentages come from the Iowa Department of Education 2012-2013 Public School Enrollment file. Evaluations of the current two-day per week afterschool program for second through fifth graders have demonstrated that current programming increases academic proficiency. The proposed programming will operate five days per week before and after school and serve K-5 students, and these are the positive impacts BCSD expects that the new program will disproportionately provide to the students it serves.

2008-2012 Race/ethnicity	Iowa	Bettendorf	NAE
White	91.7%	90.0%	77.5%
Black or African American	4.1%	4.0%	7.8%
American Indian	2.3%	0.0%	0.3%
Asian	3.2%	3.3%	1.0%
Hispanic or Latino	16.8%	3.8%	9.2%
Two or more races	1.8%	1.8%	4.3%

Indicate which group is impacted:

- | | |
|---|--|
| <input type="checkbox"/> Women
<input type="checkbox"/> Asians
<input type="checkbox"/> Persons with a Disability
<input type="checkbox"/> Pacific Islanders
<input checked="" type="checkbox"/> Blacks | <input type="checkbox"/> American Indians
<input checked="" type="checkbox"/> Latinos
<input type="checkbox"/> Alaskan Native Americans
<input checked="" type="checkbox"/> Other (two or more races) |
|---|--|
- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

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

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

Indicate which group is impacted:

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

Blacks

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

Name: Theron Schutte
Dr. Theron Schutte

Title: Superintendent, Bettendorf Community School District

Definitions

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

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

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

"Disability" does not include any of the following:

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

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



Private School Consultation Meeting Log

Date January 8, 2014

Time 2:00 pm

Location Neil Armstrong Elementary School (NAE)

Meeting called by: Lisa Stevenson, NAE Principal **Type of meeting:** Informational

Attendees: Lisa Stevenson, Principal David Hobin of Lourdes Catholic School (School Office: (563) 359-3466, Email: dhobin@mail.lourdes.pvt.k12.ia.us), and Nikki Hildebrand of Rivermont Collegiate (Early School and Lower School Director, (563) 359-1366 Extension 335, Email: hildebrand@rvmt.org). Attendees signed Form C as evidence of attending this consultation meeting and as evidence of their support for the proposed NAE program. Please see Form C on page 27 for these signatures.

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

Welcome [Lisa Stevenson] [10 minutes]

Discussion: Ms. Stevenson summarized the 21st CCLC grant program for attendees, including its purpose, eligibility, and requirements, and told attendees that the BCSD is applying for the grant and of the need for 21st CCLC support at NAE. She told them how the BCSD plans to identify children's needs and what services the BCSD plans to offer.

Conclusions: Attendees were interested in learning about the 21st CCLC program.

<u>Action Items:</u> None	Person responsible: N/A	Deadline: N/A
---------------------------	----------------------------	---------------

Resources for Non-Public Schools [Lisa Stevenson] [10 minutes]

Discussion: Ms. Stevenson told attendees that eligible private schools may apply for this grant and that private school services and benefits for students must be secular, neutral, and non-ideological. She told attendees that 21st CCLC requires that public school grantees must provide equitable access to the program for all private school students and their families who reside within their school district's boundaries. Thus, the purpose of the consultation meeting was to provide comparable opportunities for the participation of both private and public school students in the area served by the grant.

Conclusions: Attendees understood the resources 21st CCLC provides to non-public schools. Although both private school representatives were interested in learning about the 21st CCLC program and plans for the NAE program, both said their schools would not be eligible to apply for the grant. If the BCSD receives the grant, both Lourdes and Rivermont are willing to distribute flyers about the NAE program to their children and families.

<u>Action Items:</u> Send final electronic copies of the BCSD application to Lourdes and Rivermont.	Person responsible: Lisa Stevenson	Deadline: 1/31/2014
---	---------------------------------------	---------------------

Consultation Procedures [Lisa Stevenson] [10 minutes]		
<u>Discussion:</u> Ms. Stevenson contacted the private school officials listed above to request a meeting with them about the 21 st CCLC grant program.		
<u>Conclusions:</u> The officials agreed to meet at NAE on 1/8/2014.		
<u>Action Items:</u> 1/8/14 meeting scheduled.	<u>Person responsible:</u> Lisa Stevenson	<u>Deadline:</u> 1/8/114
Questions [Lisa Stevenson] [10 minutes]		
<u>Discussion:</u> Ms. Stevenson responded to attendees questions about the 21 st CCLC program and about BCSD plans for the NAE proposal. Mr. Hobin said that Lourdes already provides a “Little Lancers” before and after school program that operates on fees and asked whether the NAE program would charge families for their children’s participation. Ms. Stevenson told him that NAE would not charge fees. Ms. Hildebrand said that Rivermont already provides a summer program with a recently revamped curriculum. The three attendees discussed out-of-school-time curricula.		
<u>Conclusions:</u> Attendees appreciated the opportunity for this consultation and discussion.		
<u>Action Items:</u> No additional action items.	<u>Person responsible:</u> N/A	<u>Deadline:</u> N/A

Other Information

Resource persons: N/A	
Special notes: N/A	

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

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

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

At no cost to the proposed program, Eastern Iowa Community Colleges (EICC) will:

1. Accept referrals of family members from the NAE extended learning time program;
2. Work with the family members to determine which of EICC's adult literacy programs will best serve the family members' needs;
3. Assist the family members with enrollment and in qualifying for all financial assistance and/or scholarships for which they are eligible; and
4. Provide the literacy services that they desire that will most benefit the family members.

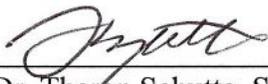
Together, all partners will:

1. Participate actively in the program's Advisory Committee to communicate regularly about emerging issues, challenges, successes, and ongoing NAE project needs;
2. Work within the limits of the proposed budget;
3. Consult with NAE in planning and implementing extended learning time programming;
4. Advocate for quality extended learning time programming in the community; and
5. Support extended learning time and Family Literacy programming to the extent of their ability and resources.

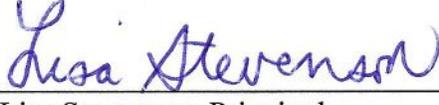
All partners in this collaborative endeavor agree to the following basic rules:

1. All references to "extended learning time programming" in this agreement include Family Literacy programming.
2. Student well-being, with academic and social development, is the ultimate goal.
3. Confidentiality of information will be enforced; program staff will not divulge any individual student information to other entities.

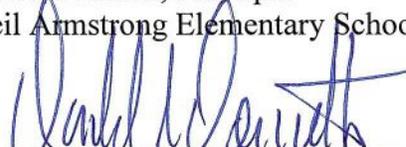
By signing this MOU, each partner makes a commitment to work together to achieve the goals of the proposed BCSD extended learning time programs. The term of this understanding is three years from the award date.

 1/27/14
Dr. Theron Schutte, Superintendent Date
Bettendorf Community School District

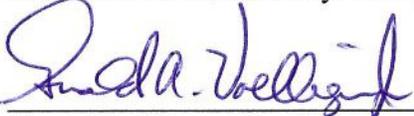
 1-27-14
Steve Grimes, Parks & Recreation Dir. Date
City of Bettendorf

 1/24/14
Lisa Stevenson, Principal Date
Neil Armstrong Elementary School

 1-27-14
Steve Mokosak, Store Manager Date
Bettendorf Hy-Vee

 1/24/14
Dr. Don Doucette, Chancellor Date
Eastern Iowa Community Colleges

 1-27-14
Phil Redington, Police Chief Date
Bettendorf Police Department

 1/27/14
Gerry Voelliger, Fire Chief Date
Bettendorf Fire Department

an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

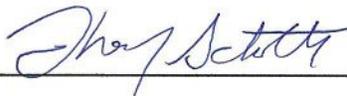
Part M: Private and Public School Consultation

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

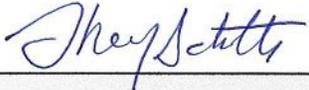
Part N: Grant Termination (Additional conditions in appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Bettendorf Community School District Dr. Theron Schutte, Superintendent

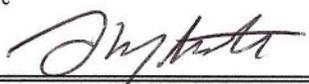
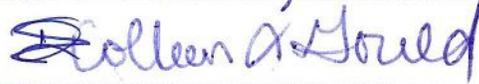
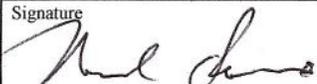
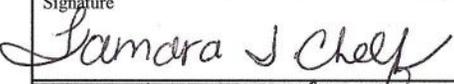
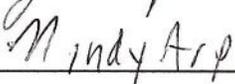
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Bettendorf Community School District Dr. Theron Schutte, Superintendent
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Lisa Stevenson, Principal Neil Armstrong Elementary School

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Theron Schutte, Superintendent	Agency	Bettendorf Community School District
Signature		Address	3311 18th Street
		City/Zip	Bettendorf, Iowa 52722
		Phone	563.359.3681
Name/Title	Lisa Stevenson, Principal	Agency	Neil Armstrong Elementary School
Signature		Address	3311 Central Avenue
		City/Zip	Bettendorf, Iowa 52722
		Phone	563.359.8275
Name/Title	Colleen Gould, Teacher Librarian	Agency	Neil Armstrong Elementary
Signature		Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	DAVID HOBIN	Agency	LOURDES CATHOLIC SCHOOL
Signature		Address	1453 Mississippi
		City/Zip	Bettendorf IA
		Phone	563-359-3466
Name/Title	Nikki N. Hildebrand	Agency	Rivermont Collegiate
Signature		Address	1821 Sunset Drive
		City/Zip	Bettendorf
		Phone	563-359-1366
Name/Title	Liz Sels-willis	Agency	City of Bettendorf Parks + Recreation
Signature		Address	2302 Middle Rd.
		City/Zip	Bettendorf, 52722
		Phone	563-529-3482
Name/Title	Steve Gaines Director of PRS + Rec	Agency	City of Bettendorf Parks + Rec
Signature		Address	1609 State Street
		City/Zip	Bettendorf IA 52722
		Phone	563-344-7115
Name/Title	Michael Raso, Asst. Supt	Agency	Bettendorf CSO
Signature		Address	3311 18th St.
		City/Zip	Bettendorf, 52722
		Phone	563-359-3681
Name/Title	Tamara J Chelf, Admin	Agency	
Signature		Address	438 16th St.
		City/Zip	Bett IA 52722
		Phone	563-359-9395
Name/Title	Mindy Arp	Agency	Bettendorf Community School
Signature		Address	3311 18th
		City/Zip	Bettendorf IA
		Phone	563-359-8275

Name/Signature		Agency Affiliation	
Name/Title	Ray Cassidy <i>BCSD Bd</i>	Agency	
Signature	<i>Ray Cassidy</i>	Address	5670 Barcelona St
		City/Zip	Bett IA 52722
		Phone	563 343-7429
Name/Title	Paul Castro	Agency	1612 Hillcrest Bett Sch. Bd
Signature	<i>Paul Castro</i>	Address	Bettendorf, IA
		City/Zip	
		Phone	
Name/Title	Barry Anderson	Agency	
Signature	<i>Barry Anderson</i>	Address	1224 Terrace Park Dr.
		City/Zip	Bettendorf IA
		Phone	563-359-5981
Name/Title	Jeannine Crockett	Agency	
Signature	<i>Jeannine Crockett</i>	Address	5910 Jaybird Circle
		City/Zip	Dav. IA 52807
		Phone	563-349-2276
Name/Title	Pepper Trahan (Sara)	Agency	
Signature	<i>Pepper Trahan</i>	Address	6328 Patrick Pointe Rd
		City/Zip	Dav. IA 52807
		Phone	563-332-1329
Name/Title	Betsy Justice, director	Agency	
Signature	<i>Betsy Justice</i>	Address	3980 Aspen Hill Drive
		City/Zip	Bett. IA 52722
		Phone	563-359-5151
Name/Title	Scott Tinsman	Agency	
Signature	<i>Scott Tinsman</i>	Address	660 Riverview Ter
		City/Zip	Bettendorf IA
		Phone	563-355-0090
Name/Title	Janelle Breier - Bettendorf coach	Agency	Neil Armstrong
Signature	<i>Janelle Breier</i>	Address	3311 Central
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	Shelley Klaas	Agency	Neil Armstrong
Signature	<i>Shelley Klaas</i>	Address	3311 Central
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	Bonnie Thomas	Agency	Neil Armstrong
Signature	<i>Bonnie Thomas</i>	Address	3311 Central Ave
		City/Zip	Bett., IA 52722
		Phone	563-359-8275
Name/Title	Kyrle DePover 1st grade	Agency	Neil Armstrong
Signature	<i>Kyrle DePover</i>	Address	3311 Central Ave.
		City/Zip	Bett IA, 52722
		Phone	563-359-8275
Name/Title	DeAnn Sisam	Agency	Neil Armstrong
Signature	<i>DeAnn Sisam</i>	Address	3311 Central Ave
		City/Zip	Bettendorf IA
		Phone	563-359-8775

Name/Signature		Agency Affiliation	
Name/Title	Tisha Clark 4th grade	Agency	BCSD
Signature	Tisha Clark	Address	3311 Central Ave.
		City/Zip	Bettendorf 52722
		Phone	563 359-8275
Name/Title	Scott Berg 5th	Agency	BCSD - Armstrong
Signature	S Berg	Address	3311 Central Ave
		City/Zip	Bettendorf, 52722
		Phone	563-359-8275
Name/Title	Debbie Stigel 4th	Agency	BCSD
Signature	Deb Stigel	Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	Becca DeGeorge 5th	Agency	BCSD
Signature	Becca DeGeorge	Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title		Agency	BCSD
Signature	Jauree Frye	Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-580-0394
Name/Title	Holly Moreland Title I	Agency	BCSD
Signature	Holly Moreland	Address	BCSD 3311 Central Ave
		City/Zip	Bett 52722
		Phone	563-580-0394
Name/Title	Jodi Hanson	Agency	BCSD
Signature	Jodi H	Address	3311 Central Ave 259
		City/Zip	Bett 52722
		Phone	563-580-8275
Name/Title	Charlotte Strong	Agency	BCSD
Signature	Charlotte Strong	Address	3311 Central Ave.
		City/Zip	Bett 52722
		Phone	563-359-8275
Name/Title	Carrie Reed	Agency	BCSD
Signature	Carrie Reed	Address	3311 Central Ave.
		City/Zip	Bett 52722
		Phone	563-359-8275
Name/Title	Adrianna Love	Agency	BCSD
Signature	Adrianna Love	Address	3311 Central Ave.
		City/Zip	Bett 52722
		Phone	563-359-8275
Name/Title	HEATHER BAGBY	Agency	BCSD
Signature	Heather Bagby	Address	3311 CENTRAL AVE.
		City/Zip	BETT 52722
		Phone	563-359-8275
Name/Title	JENNIFER WATKINS Literacy Coach	Agency	BCSD
Signature	Jennifer Watkins	Address	2812 Hillcrest Ave.
		City/Zip	Bettendorf 52722
		Phone	563-359-9071

Name/Signature		Agency Affiliation	
Name/Title	Sally Haugen Library Para	Agency	BCSD
Signature	Sally A. Haugen	Address	3311 Central Ave.
		City/Zip	Bettendorf IA Phone 563-359-8275
Name/Title	Rebecca Mueller 3rd Grade	Agency	BCSD
Signature	Rebecca Mueller	Address	3311 Central Ave.
		City/Zip	Bettendorf IA Phone 563-359-8275
Name/Title	Donna Hafner paraeducator	Agency	BCSD
Signature	Donna Hafner	Address	3311 Central Avenue
		City/Zip	Phone 563 359 8275
Name/Title	Mary Broderick Principal	Agency	BCSD
Signature	Mary Broderick	Address	2610 Hunter Rd.
		City/Zip	Bettendorf, IA 52722 Phone 359-8275
Name/Title	Daphne Silverberg Food Service	Agency	BCSD
Signature	Daphne Silverberg	Address	3311 Central Ave.
		City/Zip	Bettendorf 52722 Phone 359-8275
Name/Title	Brian Hess - Custodian	Agency	BCSD
Signature	Brian Hess	Address	3311 Central Ave
		City/Zip	Bettendorf 52722 Phone 359-8275
Name/Title	Jan Eliff / Food Service	Agency	BCSD
Signature	Jan Eliff	Address	3311 Central Ave
		City/Zip	Bettendorf 52722 Phone 359-8275
Name/Title	Brooke Bartsh - ECSE Teacher	Agency	BCSD
Signature	Brooke Bartsh	Address	3311 Central Ave.
		City/Zip	Bettendorf 52722 Phone 563-359-8275
Name/Title	BEATA ITO - PARA	Agency	3311 Central Ave / BCSD
Signature	Beate Ito	Address	↓
		City/Zip	Bettendorf 52722 Phone 563-359-8275
Name/Title	Patricia Toppay - Teacher	Agency	BCSD - Neil Armstrong Bl.
Signature	Patricia L. Toppay	Address	3311 Central Ave.
		City/Zip	Bettendorf, IA 52722 Phone 359-8275
Name/Title	Kaithyn Costas - Para	Agency	BCSD - Neil Armstrong
Signature	Kaithyn Costas	Address	3311 Central Ave
		City/Zip	Bettendorf, IA 52722 Phone 563-359-8275
Name/Title	ENCA Bean - para	Agency	BCSD - Neil Armstrong
Signature	Erica Bean	Address	3311 Central Ave.
		City/Zip	Bettendorf, IA Phone 359-8275

Name/Signature		Agency Affiliation	
Name/Title	Chuck Keeler / Teacher	Agency	Neil Armstrong Elementary
Signature	Chuck Keeler	Address	3311 Central Ave
		City/Zip	Bettendorf 52722
		Phone	563-359-8275
Name/Title	Erica Dalburg / Receptionist	Agency	BCSD
Signature	Erica Dalburg	Address	3311 18th Street
		City/Zip	Bettendorf 52722
		Phone	359-3681
Name/Title	Kathleen B. Lowry	Agency	Community member
Signature	Kathleen B. Lowry	Address	2865 Willow Drive
		City/Zip	Bettendorf 52722
		Phone	332-5472
Name/Title	Joyce Meyer	Agency	Community Member
Signature	Joyce Meyer	Address	2625 Cypress Dr
		City/Zip	Bettendorf 52722
		Phone	320-4797
Name/Title	Daniel Randall	Agency	Community Member
Signature	Daniel Randall	Address	4150 Aspen Hills Drive
		City/Zip	Bettendorf 52722
		Phone	332-1234
Name/Title	Danet Foutch	Agency	Community Member
Signature	Danet Foutch	Address	1338 Lincoln Rd
		City/Zip	Bettendorf IA 52722
		Phone	309-230-3262
Name/Title	Shirley Salemink	Agency	BCSD
Signature	Shirley Salemink	Address	13311 18th
		City/Zip	Bettendorf Ia 52722
		Phone	563-359-3681
Name/Title	Accounting Supervisor	Agency	BCSD
Signature	Renee Richmond	Address	3311 18th St.
		City/Zip	Bettendorf IA 52722
		Phone	563-359-3681
Name/Title	Administrative Assistant	Agency	BCSD
Signature	Debra Seal	Address	3311 18th St
		City/Zip	Bettendorf IA 52722
		Phone	563-359-3681
Name/Title	Director of School Nutrition	Agency	BCSD
Signature	Kayla Lew	Address	3311 18th St.
		City/Zip	Bettendorf 52722
		Phone	563-359-3681
Name/Title	Lisa A. Reed, Principal	Agency	Bettendorf Community Schools
Signature	Lisa A. Reed	Address	2030 Middle Rd
		City/Zip	Bettendorf, IA
		Phone	563-359-3686
Name/Title	Jayne Olson Associate Parent	Agency	BCSD
Signature	Jayne Olson	Address	3311 18th St.
		City/Zip	Bett, IA
		Phone	563-359-3681

Blacks

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

Name: Theron Schutte
Dr. Theron Schutte

Title: Superintendent, Bettendorf Community School District

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.