

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

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

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**APPLICATION INFORMATION**

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

County: Black Hawk		Amount Requested: \$219,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Chuck Rowe, CEO		Grant Contact/Project Director: Laura Kann, Director of Development	
Agency Name: Boys & Girls Clubs of the Cedar Valley		Agency Name: Boys & Girls Clubs of the Cedar Valley	
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## **BEFORE YOU APPLY**

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

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

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
  - Site/Building Name: Cunningham Elementary
    - Free and Reduced Lunch Rate Percentage: 92.8%
  - Site/Building Name: Sacred Heart
    - Free and Reduced Lunch Rate Percentage: 85%
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and Afterschool
  - Before and Afterschool and Summer School
  - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
  - 120 \_\_\_\_\_ number of children x 190 \_\_\_\_\_ days x \_\_\_\_\_ either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$171,000 \_\_\_\_\_ (total funding request for before and afterschool programs)

#### **Summer School Formula**

- 120 \_\_\_\_\_ children x 40 \_\_\_\_\_ of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$48,000
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$219,000

Funding Request total for Three Years: \$657,000

Number of Children Served in Year One: 120

Number of Children Served in Three Years: 360

## 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
- XPrivate Nonprofit Organization-  
Number of years in operation \_\_\_\_\_
- Private For-Profit Organization \_\_\_\_\_  
Number of years in operation \_\_\_\_\_

Enter Federal Employer ID Number: 42-6083723 _____ <b>OR</b> Enter School District Code _____
--

(If applicable) Enter Child Care License #: _____
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## 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.

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

Documentation: Cunningham Elementary school is designated as a "Priority" school on the Iowa School Report card.

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

- 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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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## 1. Abstract

Boys & Girls Clubs of the Cedar Valley proposes to establish a 21<sup>st</sup> CCLC to serve elementary students who attend either Dr. Walter Cunningham School for Excellence or Sacred Heart School. These schools are both located in Waterloo and have student populations with significant need; within the census tract where the Boys & Girls Clubhouse is located, the per capita income is only \$6,517, the lowest per capita income in the. As the area is high in crime and the children's home lives are poor in terms of both finances (high poverty) and educational resources (low educational attainment), the schools and larger community must work together to ensure that all children have access to programming that will provide a pathway out of poverty.

BGC has collaborated with community stakeholders who understand our mission - *To inspire and enable all young people, especially those who need us the most, to reach their full potential as responsible, caring, and productive citizens* – and who will work with us to provide a comprehensive out-of-school-time program that addresses the needs of the whole child and their family. Meetings and surveys ensure that the program was carefully designed.

Each school serves a unique population; Cunningham is home to a high minority population with significant mobility while 40% of Sacred Heart's students are recently arrived refugees from Burma. As such, a 21<sup>st</sup> CCLC will be provided for each community; Cunningham students will attend at the BGC Clubhouse while Sacred Heart students will stay in their building.

As the demands of the 21st century require an approach to education and enrichment that considers the needs of the whole child, our planning efforts have designated the following areas of focus for our 21<sup>st</sup> CCLC program: Academic support; Academic enrichment; Parent Engagement; Health/Well-being; and, Safety/Pro-social skills development. The program will run after-school (including dinner) and full-days during vacation days (i.e. President's Day) and in the summer (breakfast and lunch included).

All programming will be organized around quarterly themes. Certified teachers will oversee the academic components, all of which will continue in the summer program, as it is vital to prevent "summer slide" for this vulnerable, low-income population of students. Specific goals are:

**Goal 1:** Increase 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.

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

BGC has fifty years of experience in providing afterschool programs that increase academic performance and promote positive youth development and serves more than 600 youth annually at four locations. Program evaluations from our previous (now ended) 21<sup>st</sup> CCLC program found that nearly all participants (95%) had stable or increasing reading comprehension and fluency scores compared with the previous year. The staffing plan includes a designated Program

Director who will also be the Site Coordinator for the Cunningham students, a separate Site Coordinator at Sacred Heart, certified teachers, Youth Development Coaches, the BGC Volunteer Coordinator, and multiple volunteers.

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

BGC has multiple local champions who promote quality afterschool programming at every opportunity. BGC's annual "Lights On Afterschool" and service learning presentations highlight our programs and attract community attention, since participants and their families invite other relatives, friends, and neighbors to attend. BGC staff make quarterly presentations to local service clubs, including Kiwanis, Rotary, and the Exchange Club. Finally, BGC sends press releases to media outlets at least monthly and receives considerable favorable media coverage. All these activities will increase community awareness of the 21<sup>st</sup> CCLC program.

Partners in this proposal include the Waterloo Community School District, Sacred Heart School, the Northeast Iowa Food Bank, the University of Northern Iowa, Hawkeye Community College, the Volunteer Center of the Cedar Valley, the Waterloo Black Hawks Hockey Team, and the Waterloo Police Department. Additional partners will be recruited on an ongoing basis.

The Advisory Committee will also oversee the external evaluator. The selected independent evaluator has worked with the BGC for over ten years and has 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. He has extensive experience evaluating 21<sup>st</sup> CCLC programs and will provide invaluable insights to the Committee and the Program Director. The evaluator will use t-tests to compare academic outcomes for children who did and did not participate in a 21<sup>st</sup> CCLC program, service learning, and whose parents did and did not participate in Family Literacy and other events. The program will use a continuous improvement model to allow the evaluation results to guide program changes and modifications.

This application requests **competitive priority** status because (1) Cunningham has long-term SINA and Persistently lowest-achieving school designations and (2) a collaboration of BGC and the Waterloo Community School District, which receives funds under Title I, and other community-based organizations jointly submit this application.

The total amount requested per year is \$219,000 to serve 120 students (60 at each site) for a total cost of \$1,825/student (after-school and summer). Funds will be used for staffing, materials, professional development, transportation, field trips, evaluation, and administration, all of which are reasonable and directly linked to project goals.

## 2.1 Student Need

Waterloo, the county seat of Black Hawk County, is home to 68,460 people, 25% of whom are not white (9.9% speak a language other than English), 18.6% live in poverty, only 20.2% have a bachelor's degree or higher, and the per capita income over the past 12 months was only \$22,628 (US Census population estimate 2015; American Community Survey 2014). All of these data points indicate a population with significant need yet within the census tract where the Boys & Girls Clubhouse is located, the per capita income is only \$6,517, the lowest per capita income for the State of Iowa. According to the Robert Wood Johnson County Health rankings (2015), Black Hawk County ranks 86<sup>th</sup> for quality of life indicators and 90<sup>th</sup> of Iowa's 99 counties for social and economic factors (children in poverty, income inequality, etc.). Crime is also a concern as it is 33.58% higher than national averages (homefacts.com). As the children's home lives are poor, the schools and larger community must work together to ensure that all children have access to the types of enrichment opportunities that will provide a pathway out of poverty. BGC will provide services for two high needs elementary schools:

<b>Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools</b>			
<b>School</b>	<b>% of total</b>	<b>Enrollment</b>	<b>Proposed to serve</b>
Dr. Walter Cunningham School	92.8%	463	60
Sacred Heart School	85%	165	60
<i>Iowa Department of Education</i>			

**Dr. Walter Cunningham School for Excellence (preK – 5)** – A school-wide Title 1 building, Cunningham serves a high poverty (92.8%), high minority population (91%). Other demographics include: 5% IEPs (individual education plan); 3.0% English Language Learners (ELL); 14.0% mobility rate; and 3 native languages - English, Spanish, and Karen (a Burmese dialect). The Iowa Department of Education lists Cunningham as a *Tier I persistently lowest-achieving school*. In addition, the State identified the Waterloo Community School District as a District In Need of Improvement (DINA-9) in reading, math, and overall. Cunningham is in the midst of a school-wide transformation effort (<https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-persistently-lowest-achieving-schools/>). In order for the school transformation plan to be accepted and an associated School Improvement Grant awarded, the school needed to demonstrate a clear commitment to change and deep sense of stakeholder involvement. The school met this criteria (and was awarded a SIG grant, 2014-2015); this level of stakeholder involvement will be instrumental in achieving the goals described in this afterschool proposal.

**Sacred Heart (preK – 5)** – Sacred Heart School is located on *Church Row*, which has evolved to mostly low income housing. Over the past decade, large numbers of refugees have relocated here (1200 as of 2014) from Myanmar, formerly Burma, which has experienced a constant state of civil war since 1948 via refugee camps in Thailand. The U.S. Committee for Refugees and Immigrants was helping them learn English, understand community services, and prepare for citizenship but that advocacy ended in 2014. The Sacred Heart School population is 83.5% minority and more than 40% Burmese. Here is a typical story from a parent of six: "It was a struggle in Thailand, but very good in America. We had no food or job in Thailand. Hard for me and my family. But here I have a full time job for my family. Sacred Heart supports us with food, clothing, shelter, education. In Thailand, we had 1 time a year clothing. At Sacred Heart, we have clothing all the time, especially in winter time. In Thailand, it was very difficult life. No going out of camp, police arrest you. Here is freedom."

Table 2 illustrates the significant number of students not meeting state standards.

Academic Achievement Proficiencies	Cunningham						Sacred Heart						Iowa					
	Reading			Math			Reading			Math			Reading			Math		
Grades	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5
Overall % NOT proficient	64	73	59	64	53	50	73	44	27	25	41	32	13	14	14	20	21	23
ELL % NOT proficient	50	83	83	30	63	63	69	62	33	31	31	42	48	46	53	38	31	47
2015-16 <a href="https://www.educateiowa.gov/education-statistics#Student_Performance">https://www.educateiowa.gov/education-statistics#Student_Performance</a>																		

**Community Resources** – A limited number of after school academic programs benefit some students, but existing resources do not currently meet demands of students in need. BGC provides a one-hour program for one day per week at Sacred Heart serving 15 children there. The Waterloo District provides struggling Cunningham students with “FLASH,” limited academic assistance after school for two days per week and for less than one semester each. Of the 136 children surveyed, ten (7.4%) said they attend FLASH. The University of Northern Iowa provides a volunteer-run Reading Clinic for two days per week after school for two months. Fourteen children (10.3%) said they attend this clinic. In addition to these limited academic programs, there are a few community-based programs that strive to enhance student learning. Most relevant is the annual Cedar Valley Family STEM Festival, which is free and highlights over 70 organizations with exhibits and hands-on activities for students and families. Significantly, there is no easily available summer program to prevent summer learning loss.

**Transportation** – The BGC is the only program in the city and the only Club in the State that partners with the District and receives bussing after school. The Cunningham students will be bussed after school to the BG Clubhouse. The Sacred Heart program will be offered on-site at that school, thereby eliminating transportation as a barrier. At the end of the day at each site, children will be picked up by a parent or have a signed permission slip to walk home.

**Safety** – Student safety and juvenile crime are serious issues throughout the target area and many of the parent surveys (below) reflect concerns for their children’s safety after school. There are 46 registered sex offenders and multiple previous drug labs within close proximity of these schools (homefacts.com). In addition, Black Hawk County has the highest recidivism rate (38%) for youth offenders among Iowa’s eight highest populated counties. Black Hawk County similarly leads in just about every arrest category (type of offense), compared to other counties (Iowa Juvenile Court Services Offices, Juvenile Delinquency Annual Statistical Report, 2014). Most (63%) violent crimes committed by juveniles occur on school days in the 4 hours between 3 p.m. and 7 p.m. (National Archive of Criminal Justice Data. *National Incident-Based Reporting System, 2009 and 2010*). This program is therefore essential for keeping youth safe, out of trouble, and engaged in pro-social activities.

**Accessibility** – The vast majority (75%) of current BGC families are single parent households, which is typical of the area. As shown in our surveys (on the following page), many children are home alone after school to fend for themselves and siblings while the (often single) parent works. This after-school initiative will be free to all families, removing family finances as a barrier to participation. BGC proposes to provide the only comprehensive 5-day afterschool and summer program to which the Cunningham and Sacred Heart children will have access.



## 2.2 Stakeholder Engagement

BGC consulted with a variety of **partners** in planning this proposed program, including Hawkeye Community College and the Iowa Workforce Development. They identified academic support for youth, as well as dropout prevention, as high needs. Iowa Workforce Development specifically stated that lack of a high school diploma and lack of “soft skills” are barriers to employment. BGC will also work with the Northeast Region of the Iowa Governor’s STEM Advisory Council to enhance academic offerings during non-school times. To ensure the program was fully responsive to student and family needs, BGC surveyed students, parents, teachers, and both principals in October 2016. Results are as follows:

**Cunningham** – Twenty-one families representing 43 children in grades K-5 completed the paper survey. Almost every parent agreed that help with homework is their foremost priority. It is clear from the written responses that parental literacy levels may not be high enough to be helpful to children. Very few have attended or graduated from college, so help with homework or help for a child struggling in a certain subject area is out of their reach. A representative sample of the student surveys illustrate similar literacy concerns with most indicating that no one reads to them or helps them with their homework; 100% of 4<sup>th</sup> and 5<sup>th</sup> grade respondents said they need help with homework after school. Of those same students, 78% said that right now they just watch TV after school; only 21% attend music/dance lessons while 64% have household chores to do. When asked what they most want/need in an after school program besides homework help, top responses included: field trips – 75%, computer activities – 71%, sports - 71%, Cooking 71%, science experiments - 64%, photography- 50%, and music- 50%.

**Sacred Heart** – According to the 60% of families who completed the survey, video games, TV, and playing with friends is the most common ways children spend their afterschool time. The parents universally replied that their children “need help with their schoolwork”. Their top concerns are that children have “a safe place”, “academic support” and “healthy activities/exercise”, all of which will be provided under this initiative. The parents also admitted that they rarely help their children with schoolwork, “almost never” read to their children and “almost never” listen to their children read. The parents requested that we schedule family engagement activities in the evenings. As the majority of these families do not speak English and have not attended school themselves these survey results are likely from the most engaged parents, which means that the actual number of families reading to their children or helping with homework are even less than reported. We also surveyed the children, notable highlights include: 56% of 5<sup>th</sup> grade students are home alone after school, 50% of 4<sup>th</sup> graders reported that no one helps them with homework, and only half of all children had ever been to a children's zoo (indicating limited family resources for educational outings). The top requests for an afterschool program by surveyed students were a safe place, teachers to help with homework and field trips.”

A 21<sup>st</sup> CCLC at each school has been developed with a wide variety of stakeholder input, including youth, parents, and partners, who worked together to identify local needs and provide invaluable insight that will guide the program’s implementation. As seen above, the top priorities of the staff, children, and families at these high-poverty schools are academic support, meeting basic needs, increased social skills, and adults to mentor and support the children. Addressing these needs will enable students to focus on school attendance and on their overall academic achievement

### 3.1 Extensive evidence that activities are linked to need (Table 3)

Need	Goals	Proposed Intervention *all described below
Academic support Academic enrichment	1: Increase academic achievement	State-certified teachers provide small group and individualized instruction, Power Hour, field trips
Parent Engagement	2: Increase student, parent, and school staff communication to improve student success	Family literacy, Positive Action, family week in the summer, Advisory Committee participation, referrals to partners (GED, food, clothing, financial assistance, etc.)
Health/Well-being Safety/Pro-social skills development	3: Increase student attachment to education, their peers, adults, and the community.	Group games, sports, nutrition education, Triple Play, field trips SMART Moves, field trips, service learning, TLIM

### 3.2 Extensive variety of services

Staff at each school will each refer 60 children with the greatest needs to the 21<sup>st</sup> CCLC. During the school year 21<sup>st</sup> CCLC will operate after school from 3:00 p.m.-7:00 p.m. at Cunningham and 3:30-6:30 p.m. at Sacred Heart and full days (8:30 a.m. to 5:00 p.m.) on summer and teacher in-service or vacation days (i.e. Presidents Day). As the demands of the 21st century require an approach to education and enrichment that considers the needs of the whole child, program elements will address all facets of child development. The **after-school** program will begin with a healthy snack, followed by about 20 minutes of recreation, including skill games focused on group interaction, team building, respect, and cooperative effort. Next, students will participate in academics and enrichment followed by an evening meal for all participants. **Summer and vacation day** programs will include breakfast and lunch, recreation (including weekly field trips), and drug & violence prevention, art, music, personal wellness, conflict resolution training, financial literacy, and college campus visits. The afternoon programming in the summer will replicate that of the after-school programming.

*Academic Remediation and Enrichment:* To increase academic achievement, Iowa-certified teachers will assess each enrolled student individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio along with 30 minutes of individualized instruction four days per week. These teachers will assess students regularly, using the goals they collaboratively established and ongoing consultation with the daytime teachers. To reinforce individualized instruction and school day learning, the 21<sup>st</sup> CCLC will use a centers-based approach to offer students daily academic enrichment choices:

- ☞ Math: such activities as math games, chess, cooking (measurements), and flash cards;
- ☞ Science: such activities as science experiments, marine biology, and animal photography;
- ☞ Technology: including computers, LEGOs, Photoshop, and Netsmartz (internet safety);
- ☞ Literacy: includes book clubs, spelling bees, and Education City computer activities; and
- ☞ Power Hour (PH), an interactive, afterschool homework assistance program developed by the Boys & Girls Clubs of America. All students will complete one PH session daily.

All of the above academic programs will continue in the summer program, as it is vital to prevent “summer slide” for this vulnerable, low-income population of students.

BGC 21<sup>st</sup> CCLC will intentionally center activities on **quarterly themes**. During the first fall quarter, the theme will be nutrition/fitness and students will travel to the University of Northern Iowa (UNI) for football and volleyball clinics, to Northeast Iowa Food Bank, and participate in Triple Play, a comprehensive health and wellness program. During the second quarter, 21<sup>st</sup> CCLC will emphasize science/STEM in its academics and enrichment, including hands-on experiments and field trips to the Zoo, the Grout Museum of History and Science and the Carl A. and Peggy J. Bluedorn Science Imaginarium. In the third quarter, the life skills theme will teach such skills as money management, clothing skills, and effective communication, culminating in a final project presented to community members, school staff, and parents. Fourth quarter programming will focus on the arts, including music, dance, theater, and visual arts. Students may take lessons from UNI music education majors and field trips will include UNI theater and concert events, and a UNI art education major will lead students in diverse art projects. The students in the summer program will see these same themes reflected in the mornings of their summer programs- 2 weeks of each theme.

*Pro-Social Skills* 21<sup>st</sup> CCLC activities will increase social competence by using the same research-based The Leader in Me (TLIM) and Positive Behavioral Interventions and Supports (PBIS) that the district uses during the day in addition to Positive Action. Youth Development Coaches will supervise students, advocate for children, and act as role models. The 21<sup>st</sup> CCLC will use the SMART Moves character development/substance use prevention program to assist youth in resisting alcohol, tobacco and other drugs and to overcome obstacles to leading successful lives and achieving their goals, including bullying. BGC will also implement their successful mentoring program via one-to-one mentors for as many students as possible for at least one hour per week each. 21<sup>st</sup> CCLC will recruit, screen, and train mentors, match mentors with students, and support the matches. Summer participants will also participate in the above programming. All students will be encouraged to participate in service learning opportunities.

*Family Literacy Services.* 21<sup>st</sup> CCLC will offer four Family Literacy events annually to promote parent/student/school interaction. Families, 21<sup>st</sup> CCLC staff, and school staff will share a meal and participate in literacy activities. Families will receive books and/or games to take home and speakers will increase their awareness of local resources, such as state childcare benefits and the local community college's GED program. Collaborations with community agencies, such as Operation Threshold and the Community Action Agency, which offers assistance with food, housing, and utilities will be highlighted. Parents can participate in general skill development sessions, such as basic computers and parenting skills on-site. At partner sites, parents can work toward economic self-sufficiency and gain literacy skills. Summer program participants will participate in Family Week, centered around the Fourth of July holiday, where families will be invited to participate in the program in an Open-House format, with siblings attending morning programming and parents working on projects with their children.

*Health and Physical Well-being* The 21<sup>st</sup> CCLC will provide healthy food that meets USDA guidelines every day the program operates. Daily, children will participate in a variety of recreational activities that combine learning with exercise and develop teamwork skills. Summer program participants will have the added benefit of field trips to places like Lost Island Water Park, George Wyth Memorial State Park, Cedar Valley Arboretum & Botanic Gardens, and Cedar Valley Nature Trail. Summer programming will be held out-of-doors whenever possible.

### 3.3 Goals and Objectives

All goals will improve student outcomes; the academic curriculum will meet student academic need through daily programming as described above (Table 3, 3.1).

**Goal 1:** Increase academic achievement

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

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

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

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

*2a:* At least 40 families will attend one or more Family Literacy events (per attendance sheets).

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

*Objective 2c:* At least 10-12 21<sup>st</sup> CCLC parents/school staff will participate in the Advisory Committee as evidence by attendance and meeting minutes.

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

*Objective 3a:* 21<sup>st</sup> CCLC participants will have better attendance and fewer tardies and discipline referrals than non-participants as evidenced by school attendance records and incidence reports.

*Objective 3b:* At least 30 students will complete service learning projects alongside project partners as evidenced by 21<sup>st</sup> CCLC attendance records.

*Objective 3c:* In annual surveys, school-day teachers report that students improve their behavior, are more motivated, and increase their ability to get along with others.

**3.4 Programming will link to school day instruction, state standards, and CSIP:** 21<sup>st</sup> CCLC will align programming with school instruction via input from school administrators, CSIP goals, and daily communication with school staff. 21<sup>st</sup> CCLC teachers will confer with school staff on individual student goals and curricula. This individualized planning is directly aligned with each school's state-approved School Improvement Plan and Iowa State Standards. 21<sup>st</sup> CCLC students will be provided access to essential concepts and meaningful learning experiences in the core academic content areas as well as programming designed to address 21st century skills that will build capacity in students so they are prepared to lead productive, satisfying lives. Each curricular element described above is directly aligned with one or more of the Iowa State Standards. For example, Healthy Habits, a Triple Play Program teaches about healthy living and active learning, which falls within the Iowa 21st century framework area 4, health literacy.

**3.5 Applicant has extensive experience:** For 50 years, BGC has been at the forefront of youth development, working with young people from disadvantaged economic, social, and family circumstances. The BGC Mission is to *inspire and enable all young people, especially those who need us most, to reach their full potential as productive, responsible, and caring citizens.* BGC serves more than 600 youth annually at four locations and is dedicated to ensuring that our community's disadvantaged young people have access to quality programs and services. Program evaluations from our previous (now ended) 21<sup>st</sup> CCLC program found that nearly all participants (95%) had stable or increasing reading comprehension and fluency scores compared with the previous year, BGC students had higher school attendance than the school average, and BGC students' average GPA was 2.75 compared with the schools' average GPA of 2.59.

#### 4 Research Base

The following evidence-based programs below have been chosen for their proven successes:

**Triple Play** is designed to incorporate healthy living and active learning in every part of the program by emphasizing good nutrition and regular physical activity to improve overall well-being. An evaluation of Triple Play was conducted using a randomized experimental approach with treatment and control groups. The evaluation documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than non-participating youth (Gambone, Michelle, et al. (2009) *Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes*. Youth Development Strategies, Inc).

**The Leader in Me** (TLIM) equips students with the self-confidence and skills they need to thrive in the 21<sup>st</sup> century economy. Teachers and principals say TLIM improved school climate and student behavior; students say TLIM increased order and security and decreased bullying; and teachers, principals, and parents reported “fewer arguments, fights, disciplinary actions, and suspensions” (Johns Hopkins University 2012:5-6). We will use this model at both sites.

In 2011, SAMHSA’s National Registry of Evidence-based Programs and Practices described **Positive Behavioral Intervention and Support** (PBIS) a multicomponent, multitiered, comprehensive approach to schoolwide improvement and rated it as 4.0 on a 4-point scale in implementation materials, training/support resources, quality assurance, and overall rating, with no weaknesses identified by reviewers. The American Psychological Association (2012) says PBIS has “the potential, when implemented with fidelity, to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time.”

**Positive Action** will help build character development, academic achievement, and social/emotional skills in order to reduce problematic behavior. PA uses games, songs, and role-plays in order to improve school climate and implement drug education and climate resolution. Positive Action is used for K-12 grade students and operates on the theory that students will do good if they feel good. The U.S. Department of Education website *What Works Clearinghouse* found that Positive Action affected significant improvement on school suspension rates, use of drugs and alcohol, and tobacco use through family classes and community coalition components. We will adapt this evidence-based program to reflect the needs of our local bilingual population.

**Power Hour: Making Minutes Count** is an engaging homework help and tutoring program that encourages participants to become self-directed learners. A national Boys & Girls Clubs of America study in 2009 found that participants “completed their homework more often, had better school attendance, and better grades... that Power Hour participants who received tutoring... had more positive attitudes.”

**SMART Moves** and **Street Smarts** are character development, substance use and violence prevention programs with 25-years of notable successes. A three-year longitudinal study showed that SM youth improved over time in their self-reported ability to refuse alcohol and marijuana (BGCA 2004:47). Another study showed that SM promoted “involvement in healthy and constructive educational, social and recreational activities” (BGCA 2004:56).

### 5.1 Management and Staffing

BGC recruits, hires, trains, and works to retain effective and highly qualified staff who treat participants with respect, advocate for them, and act as mentors for them. BGC will hire 21<sup>st</sup> CCLC positions using existing job descriptions and standard hiring procedures.” All staff are provided with a handbook detailing policies and procedures for operating youth-centered programs. BGC’s senior staff includes a Unit Director, Megan Thompson, who oversees general operations, including supervising the 21<sup>st</sup> CCLC Program Director and the program and serves as the liaison to the principals at each partner school and the program’s Advisory Committee. Megan reports to the Director of Operations who coordinates all BGC programming and oversees finances and compliance. The Director of Operations reports to the CEO, who reports to the BGC Board. BGC commits all the organization’s resources to ensuring that the program is successful.

The **21<sup>st</sup> CCLC Program Director**, Elle Janc, will oversee a staffing plan for each site to maintain appropriate staff-student ratios. The FT Program Director will oversee all staff, planning, and program implementation. She will also facilitate collaborations, convene monthly staff meetings, assesses site staff, schedule staff development, and act as Site Coordinator for Cunningham.

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

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

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

**Iowa-certified teachers** will work with children for four hours per week at no more than a 1:10 teacher/student ratio and confer regularly with school staff about students’ academic progress.

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

*Recruitment:* Certified teachers seek afterschool positions regularly. BGC advertises unfilled teaching positions through the AEA and recruits teachers from schools participants attend.

**Youth Development Coaches (YDCs)** supervise students whenever the students are not working with teachers. At Sacred Heart, YDCs will lead activities at no more than a 1:15 staff to student ratio. At Cunningham, behavioral issues require a staff to student ratio of 1:10. YDCs assist the SC with planning activities and lead enrichment and recreation activities and communicate regularly and effectively with students and their families. The program will

employ college students who are music education majors as YDCs to provide instrumental music lessons to 21<sup>st</sup> CCLC students for 4 hours/week afterschool.

*Qualifications:* Pass a criminal background check; possess successful college experience, demonstrating personal value for education to share with students; first-hand experience with youth (as workers, siblings or volunteers); willingness to advocate for students, demonstrate maturity and caring; ability to problem solve, clearly communicate and use patience and persistence in their work; determination to identify and build on student strengths; and, most importantly, possess and call on a sense of humor.

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

BGC'S existing **Volunteer Coordinator**, will devote 0.375 FTE to recruit, train, and support program volunteers. **Volunteers** tutor and mentor students individually, including reading to them and listening to them read, and lead enrichment activities.

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

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

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

All 21<sup>st</sup> CCLC staff will be provided with quarterly **professional development** to help them learn how to structure and implement inquiry-based learning and use evidenced-based strategies across program activities. A minimum of two trainings per year will be written into all appropriate job descriptions.

BGC will send the Program Director and at least one SC to at least one national or regional conference; this may include the Foundations Inc. Beyond School Hours National Conference, National AfterSchool Association Annual Convention or the annual conference held by The After School Institute. Staff will be expected to turn-key information to all other program staff through an on-site training to be held within two weeks of any conference. The Program Director will also attend any State directors' meetings, trainings, and/or technical assistance workshops.

BGC provides both online and in-person quarterly professional development using outside speakers, such as local law enforcement, the school district, local behavioral services agencies,

and counselors. BGC also provides professional development to our program partners as detailed in Memoranda of Agreement with each partner. All partners will be required to attend at least two training events and may host them depending on their expertise. For example, CPR/First Aid trainings will be conducted by Allen Hospital, Big Brothers Big Sisters will provide mentoring training, the Food Bank will conduct food-safety demonstrations, and the police department provides anti-gang information. These types of collaborative trainings ensure that all partners use the same principles and language. Findings from the program's evaluation will determine future professional development training topics.

### **5.2 Transportation and Accessibility**

BGC will serve Cunningham children in the BGC facility at 515 Lime Street, Waterloo. The facility is safe and ADA compliant except that it does not have an elevator. We will accommodate those with physical disabilities by delivering programming generally offered on the upper floor to them on the fully accessible main floor, including holding group activities on the main floor. Annually, the BGC Board building committee and the BGCA regional office inspect the building for safety and BGC has annual fire and health inspections. All this assures that everyone has safe and easy access to full programming, including those with disabilities. To assure safe travel, regular District school buses transport students from their schools to the clubhouse and BGC vans transport students on field trips. At both sites, children will be picked up by a parent, or have a signed permission slip to walk or take the city bus, to go home from the afterschool program and both ways during the summer.

BGC will serve Sacred Heart children at their school, which meets state safety requirements including ADA compliance. As a significant number of students and their families speak a language other than English, at least one BGC staff member will be bilingual. Sacred Heart will assist with interpreters for the Burmese.

Although the program targets students with academic deficiencies, BGC does not deny program access to any student. All BGC programming is free from discrimination and provides equal opportunity for all. Both sites have access to first aid supplies and a copy of safety instructions will be posted on the walls of all program areas. All staff will be trained in Emergency Procedures, First Aid and CPR. Fire drills will occur monthly.

### **5.3 Stakeholder Advisory**

At least ten representatives from our partners, stakeholders (school administrators, teachers, parents), and community-based organizations and businesses, will participate in a 21<sup>st</sup> CCLC Advisory Committee that will oversee all 21<sup>st</sup> CCLC programming. It will provide vision, goal setting, and strong management. This Committee will meet quarterly to establish and review program policies, identify and resolve challenges, and monitor success. Representing diverse segments of the community, Committee members will advocate for the 21<sup>st</sup> CCLC, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability. The PD will convene the Advisory Committee with each SC responsible for recruiting and maintaining communications with stakeholders from their 21<sup>st</sup> CCLC site. The PD will lead the Committee in monitoring program milestones including partner planning, mid-year evaluation results, end of year evaluation results and sustainability progress. The SCs will hold less formal subgroup meetings, comprised of site-specific parents, students,



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

#### 5.4 Sustainability

The Boys & Girls Clubs of the Cedar Valley has an annual budget of nearly \$650,000 based on grants, donations, and special events. BGC raises more than \$150,000 annually through its “It Just Takes One” solicitation campaign and a local donor provides support for youth scholarships. BGC has recently created an endowment with the Community Foundation of Northeast Iowa to ensure that youth have the opportunity to receive programming in the future; endowment growth will be one of the focuses of our upcoming capital campaign. The BGC Board reviews the organization’s sustainability plan continuously to ensure that the Club does not become too dependent on any one source. More than 500 volunteers contributed to BGC programs last year, increasing sustainability. BGC does not use membership fees as a part of financial sustainability and maintains a low membership cost, \$25/year, to ensure that no child/family is turned away.

BGC uses existing programs to leverage public resources. Through an integrated citywide system, all BGC sites use facilities, such as the Center for the Arts and The Museum, by establishing a point of contact and sharing information at BGC staff meetings. This enables equitable services at each site, while maintaining the ability to meet individual student needs. Waterloo Community Schools provides transportation from the schools to the BGC sites and United Way allows donors to designate BGC as the recipient of their donations.

BGC has a long history of using state and federal resources effectively. The University of Northern Iowa provides work-study employees to BGC and the Club pays 25% of their wages, and a current grant from the Office of Juvenile Justice and Delinquency Prevention provides funding for one-on-one mentorships. BGC refers families to Iowa Workforce Development for employment assistance; to the Black Hawk County Community Action Agency for Early Head Start, Head Start, money management, financial assistance, and other benefits; and to Hawkeye Community College for Adult Basic Education, ESL, and high school equivalency programs.

BGC commits to sustaining the 21<sup>st</sup> CCLC program via advocacy and fundraising. To sustain this program past the grant period, BGC will collaborate with the following partners to help address funding gaps: Community Bank and Trust, St. Timothy’s United Methodist Church, City of Waterloo, Waterloo Public Library, HGS, Hellman, KBBG, and the Jesse Cosby Center. The Advisory Committee’s focus on continuous improvement (see 5.3) will help build a high quality program with proven results that the Committee can use to seek new funding sources to ensure a broad support base, including local, state, and national public and private sources. New potential funding sources already being explored include privately held family foundations administered by the Community Foundation of Northeast Iowa and the R. J. McElroy Trust.

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

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

The community will learn about the program in multiple ways, including information on BGC's website (<http://www.cedarvalleyclubs.com>) and on social media. BGC is fortunate to have effective champions who promote quality afterschool programming at every opportunity. BGC's annual "Lights On Afterschool" and service learning presentations highlight quality afterschool programming and attract community attention, since participants and their families invite other relatives, friends, and neighbors to attend. BGC staff make quarterly presentations to local service clubs, including Kiwanis, Rotary, and the Exchange Club. Finally, BGC sends press releases to media outlets at least monthly and receives considerable favorable media coverage. All these activities will increase community awareness of the 21<sup>st</sup> CCLC program.

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

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

### **7.1 Partnerships**

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

The **Waterloo Community School District** has long supported BGC in multiple ways, including cooperative planning and provision of summer lunches, professional development, and technical assistance. The District transports students from their schools to the BGC facility. BGC is the only nonprofit that receives this benefit. In 2011, the District provided BGC with furniture and fixtures for our new Clubhouse. The District will provide curriculum consultation from the Educational Services Team to ensure that 21<sup>st</sup> CCLC educational and enrichment activities align with the District CSIP, state standards, and all benchmarks. The District will allocate time for principals and teachers to consult with BGC staff about student needs. Most importantly, administrators, teachers, and counselors will refer the most in-need/at-risk students to the program. MOU is attached from the school district along with an MOU from **Sacred Heart School**, which will provide the same referral and collaboration elements as Cunningham along with designated space for the 21<sup>st</sup> CCLC to be operated on site.

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

**The University of Northern Iowa (UNI)** provides clinics that expose the youth to football, track/field, volleyball, and dance. UNI is a major source of volunteers for BGC programs and identifies appropriate students to teach music and art to BGC participants. Often, UNI provides BGC participants with free admission to athletic, arts, theater, and music events. MOU attached.

**Hawkeye Community College** is essential for family literacy. Hawkeye will accept referrals of family members from the Program Director. They will work with the family members to determine which of their adult literacy programs will best serve their needs, assist with enrollment and in qualifying for financial assistance and/or scholarships, and provide essential literacy services. As evidenced by earlier needs section, this is a critical element for our families.

**Volunteer Center of the Cedar Valley (VCCV)** staff will meet weekly with students to increase their awareness of and attachment to the community and identify projects that interest them; VCCV staff will then guide them through a service learning project where the students visit the

organization they select to learn how to help. This partnership will enable students to assist such nonprofits as the Salvation Army, the Food Bank, and the Humane Society.

Since 2011, the **Waterloo Black Hawks USHL Hockey Team** has partnered with **United Sport and Athlete (USA) Inc.** and BGC in a “Bench Buddies” program to promote youth health and fitness activities. Members of the Black Hawks team will pair up with 21<sup>st</sup> CCLC participants for a twelve-week fitness program of four, three-week sessions in Tae Kwando, boxing, Olympic weight lifting, and group fitness at USA Inc.’s Waterloo facility. Participants will also receive a free t-shirt and ticket vouchers to Black Hawks games.

**Waterloo Police Department** officers will speak to each 21<sup>st</sup> CCLC monthly about public safety, substance use and gangs. These presentations enable officers to serve as role models and increase participants’ community attachment. In addition, the Department will host field trips and provide 21<sup>st</sup> CCLC staff with training on gangs and city crime trends.

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

- ❖ The Cedar Bend Humane Society’s “Barking Book Buddies” program that enables students to read to dogs that are trained to listen carefully to them;
- ❖ AARP Foundation will provide senior volunteers to help with administrative tasks
- ❖ Boys Scouts and Girls Scouts will provide weekly programming to any youth interested;
- ❖ Wheaton Franciscan Healthcare will provide free quarterly health services to youth and their families, including flu shots, blood pressure screenings, and health fairs, along with a weekly girls group that addresses issues such as bullying and maintaining healthy relationships;
- ❖ John Deere volunteers will design, plan, and operate a LEGO Club; and
- ❖ Old Navy volunteers will read weekly with participants who need additional help.

In addition to the partners already described, BGC is exploring a partnership with the Phelps’s Youth Pavilion at the Waterloo Center for the Arts, which will promote artistic growth and discovery. The BGC is also working to develop a partnership during the grant period with the 4-H program hosted by Iowa State University to encourage scientific education and awareness. All partners are expected to contribute toward the program’s sustainability post-grant.

## 7.2 Schedule of Meetings

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

**8.1 External evaluator**

Since 2005, BGC has employed 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 an MSE and Ed.S in Higher Education Administration and has been the Executive Director of SuccessLink, a community-wide data system, for 20 years. Since 2001, this system has captured data at the individual level to better track and measure outcomes. SuccessLink gathers data from the area school districts and many youth serving agencies besides BGC (YMCA, YWCA, Big Brothers Big Sisters). This system allows all involved agencies to measure data-driven outcomes and serves as the backbone for many program evaluations throughout this community. The external evaluator has extensive experience in evaluating 21<sup>st</sup> CCLC programs in the State of Iowa, has evaluated both of BGC’s previous 21<sup>st</sup> CCLC grants, and will comply with all requirements and procedures including on-site monitoring visits and forms and assistance with the Annual Report. *Contact information:* Brad McCalla, 319.234.3728, [brad@successlink.us](mailto:brad@successlink.us).

**8.2 Evaluation will result in program improvement**

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

WCSD and Sacred Heart Data Measures	21 <sup>st</sup> CCLC Data Measures
Academic measures: Iowa Assessments scores and quarterly district-assessed achievement scores related to standards (report card equivalent).	On-site teachers assess literacy and math achievement at the beginning and end of the summer sessions.
Student level demographics, including school, school transfers, grade, gender, race/ethnicity, IEP, lunch status, and ELL status.	21 <sup>st</sup> CCLC staff records student demographics, including school, grade, gender, race, and ELL and lunch status (where known).
Student attendance by quarter, including excused and unexcused absences, tardies, suspensions.	21 <sup>st</sup> CCLC staff record daily program and family literacy attendance.
Student level data on discipline referrals.	Qualitative reports of discipline issues.

**Detailed plan to make the evaluation results public** - BGC will survey parents, students, teachers, and staff annually and collect qualitative data program implementation, including operational changes and staffing, through observations and interviews with staff, teachers, parents, and students. Site staff will record students’ success stories as anecdotal evidence of success. Evaluation results will be use to refine, improve, and strengthen the program and build community support as illustrated in the adjacent continuous improvement diagram. When the schools provide official data annually, the evaluator will report on school, site, and summer data to the Advisory Committee within six weeks. The Committee will begin using results immediately to identify and resolve challenges. BGC will provide a summary of evaluative



results to school staff and parents and, along with our partners, post the reports, in brief and in full, on their websites and begin using the results to build community support. Outcome information will be shared in the languages discussed earlier (English, Spanish, Karen).

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

Goals and Objectives	Data Analysis
<b>Goal 1: Increase academic achievement</b>	
<i>1a:</i> Daytime teachers will report that at least half the 21 <sup>st</sup> CCLC participants improve academically	Teacher survey; calculate the percentage teachers said did improve.
<i>1b:</i> 21 <sup>st</sup> CCLC participants' literacy and math scores will increase over the year and summer as evidenced by student report cards and annual standardized tests	Calculate average literacy/math scores at the beginning/end of the year. Compare pre and post scores for summer. Compare participants/non-participants by quarter for all and low-achieving groups.
<i>1c:</i> For 21 <sup>st</sup> CCLC participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency category by the second year.	Calculate the % who increase their proficiency category; compare with non-participants if data available.
<b>Goal 2: Increase student, parent, and school staff communication to improve student success.</b>	
<i>2.a:</i> At least 40 families attend one or more Family Literacy events.	Report the # of families attending and the #s of events they attend.
<i>2b:</i> 80% of 21 <sup>st</sup> CCLC students and parents will report increased communication with their schools as evidenced by annual surveys.	Report the # and % of parents who say their communication increased.
<i>2c:</i> At least 10-12 21 <sup>st</sup> CCLC parents/school staff will participate in the Advisory Committee as evidence by attendance and meeting minutes.	Report the # of parents and staff on the Committee and their #s of meetings.
<b>Goal 3: Increase student attachment to education, their peers, adults, and the community.</b>	
<i>3a:</i> 21 <sup>st</sup> CCLC participants will have better attendance and fewer tardies & discipline referrals	Compare participants and non-participants by quarter and over the school year.
<i>3b:</i> At least 30 students will complete service learning projects alongside project partners	Attendance records; Report the #s and %s of children who participate in service learning.
<i>3c:</i> In annual surveys, school-day teachers report improved behavior, are more motivated, and increase their ability to get along with others.	Annual teacher survey reports of the # who improve for behavior, motivation, and ability to get along with others.

### 9.1. Line Item budget with cost estimates

All of the following line-items are necessary for program implementation, are reasonable in their cost estimates, and are based on the Iowa Department of Education's funding formula (120 students X \$7.50/afterschool and \$10/student for summer school).

**Personnel:** High-quality staff will serve 120 students for 36 weeks (180 days) during the school year, plus an additional ten non-school days during the school year (190 total), and for 8 weeks (40 days) in the summer. As shown on the attached budget pages, staffing costs are higher at the Cunningham site as the Program Director and Volunteer Coordinator are housed there.

- ☞ The Program Director reports to the BGC Unit Director, acts as liaison to the Advisory Committee and the schools, oversees program implementation, facilitates collaborations, and is the Site Coordinator for Cunningham (20 hours/week, \$28,000/year).
- ☞ The Volunteer Coordinator will dedicate 15 hours per week year-round to recruiting, training, and supporting volunteers (@\$15/hour).
- ☞ The Sacred Heart Site Coordinator will report to the Program Director, manages day-to-day operations, and serves students directly at Sacred Heart at \$25,000 annually.
- ☞ Iowa-certified teachers will tutor students for 4 hours/week for 36 weeks during the school year and 15 hours/week for eight weeks in the summer at the standard teacher salary of \$25/hour. This enables teachers to tutor each student who needs assistance for 30 minutes/day, four days/week during the school year at no greater than a 1:10 ratio. This application requests support for six teachers during the school year and six during the summer.
- ☞ College students who are music education majors will offer instrumental music lessons to 21<sup>st</sup> CCLC students for 4 hours/week for 36 weeks during the school year @\$7.50/hour.
- ☞ Youth Development Coaches (YDCs) - will work with students whenever they are not with teachers at \$7.50/hour for 36 weeks during the year and 8 weeks in the summer. This application requests support for six YDCs to work 20 hours/week at Cunningham and three YDCs to work for 15 hours/week during the school year. In summer, YDCs will work for 32 hours/week, six at Cunningham and three at Sacred Heart. During the ten non-school days, the YDCs will work for 8 hours/day. This request enables YDCs to supervise students and lead activities at no more than a 1:15 staff to student ratio. At Cunningham, behavioral issues require the requested 1:10 YDC to student ratio.

All salaries are standard BGC salaries for these positions. Benefits for all staff include FICA (7.65% x salary) and workers comp (1.96% x salary) for total benefits of 9.61% of salaries. The total personnel request is \$166,414 annually for student programs and Family Literacy. The personnel portion of the budget request is 84.0%.

**Staff travel:** BGC requests support for 3,000 miles/year at the standard federal mileage rate of \$.575/mile (= \$2,011/year). Funds for staff travel constitute 0.9% of the total budget request.

**Materials:** BGC requests \$9,506 per year (4.3%) for materials and supplies (paper, crayons, scissors, rulers, glue, and other supplies) to support enrichment activities for 120 students. This amount also provides the materials for the family activities at the four Family Literacy events, along with support for the books and games families use at the events and take home with them.

**Professional development** is important for training and retaining high-quality staff, and BGC requests \$8,760 per year for this purpose. This is 4% of the overall budget. BGC will use these

funds for in-person and online training, orientation materials, travel for 21<sup>st</sup> CCLC meetings and conferences, and for sending staff to other local, regional, state, and national afterschool conferences so that they can share information with other staff. This includes the 2018 National Afterschool Association Convention and the 2018 Best Out of School Time Conference.

**Student access** is vital to effective programming and constitutes 2.2% of the budget request. The District buses students from their schools to the BGC facility **at no cost**, so this request is for transporting students on three to four field trips per month. Field trips are an important component of our planned enrichment activities. BGC will use its three 15-passenger vans to transport 45 students on field trips. Buses will be rented to transport the remaining 75 students. The vans will be used by the 21<sup>st</sup> CCLC program approximately 10% of the time; therefore, the requested funding will cover 10% of the cost of maintaining, insuring, and registering three 15 passenger vans, as well as compensating drivers as seen below. Additionally, funding will cover the hourly and mileage costs of bus rentals. Sacred Heart will assist with interpretation for refugee children in addition to BGC bilingual staff, eliminating translation costs.

<b>For three 15-passenger vans</b>	<b>Cost</b>	<b>Buses for monthly field trips</b>		
Fuel: 1,500 miles x \$.39	585.00	Mileage: 30 miles/month x 9 months		
Driver: 4 hrs/wk x 36 wks x 10.42/hr	1,500.48	Hourly rate: \$23.71		
Maintenance and repairs	650.00	4 hours per field trip		
Insurance: 20% x \$5,000/year	1,000.00	Miles	270	
Registration: 20% x \$1,000/year	200.00	Hours	36	
Van Cost	\$3,935.48	Bus Cost	\$853.56	Total \$4,789.04

**Evaluation** enables program improvement and sustainability. The program has identified an experienced independent evaluator who will conduct evaluations at the rate shown below. In addition to the independent evaluator, the program requests support for data entry assistance from BGC staff not already paid by the program. Evaluation is 3.5% of the budget request. Our independent evaluator will be paid \$42/hour for 140 hours totaling \$5,580. The evaluator's clerical assistant will be paid a salary of \$15/hour for 150 hours, totaling \$1,800. The combined evaluator/clerical assistant salaries will result in a combined total of \$7,680.00.

## 9.2. Supplement, not supplant

BGC's previous 21<sup>st</sup> CCLC grant has ended. This new 21<sup>st</sup> CCLC support will provide quality programming for 60 Cunningham students and 60 Sacred Heart students after school and in the summer, none of whom currently have access to this type of programming, thereby creating an all new program opportunity. Regarding **administrative costs**, BGC staff will provide grant and fiscal management, maintaining the budget and conduct all required fiscal reporting. All are vital to a successful program and BGC will provide these functions mostly in-kind, far below the 8% allowed. BGC and other partners provide sufficient in-kind administrative services to ensure program success, including community relations, advocacy, and regular additional consultation about program planning, implementation, monitoring, and sustainability.



# Memorandum of Understanding

between

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

and

***University of Northern Iowa Athletics***

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

Partner name: University of Northern Iowa

Partner representative: Steve Schofield

Position: Associate Director of Athletics

Address: UNI Dome, Cedar Falls, IA 50701

Telephone: 319.273.7465

Partner name: Boys & Girls Clubs of the Cedar Valley

Partner representative: Chuck Rowe

Position: Chief Executive Officer

Address: 515 Lime St, Waterloo, IA, 50703

Telephone: 319.234.2839

## **Purpose**

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

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

- Healthy Lifestyle Clinics
- Family Nights

## **21st Century Community Learning Centers Vision**

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

### **Duties of Parties**

#### The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school programing for all students who attend Sacred Heart Elementary School.

Serve as the fiscal agent for the grant

Provide staff and volunteers to manage the programs led by UNI Athletics

Provide transportation to UNI when applicable

Provide follow up and encouragement to youth who take part in UNI Healthy Living Clinics

#### UNI Athletics will:

Provide healthy living clinics led by athletic teams. These include, but are not limited to, volleyball, basketball, track and field, soccer, cheerleading, etc.

Providing space at UNI, for said clinics when applicable.

Provide, when possible, outings that encourage families to spend time together. This includes the donation of tickets for basketball, football, volleyball games and more.

### Advisory Team Roles and Responsibilities

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

### Funding and Support

All of the support given to the Club by UNI Athletics, is considered in-kind

### Signatures

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



(Partner signature)

STEVE SCHOFIELD

Printed Name:

DEPUTY AD

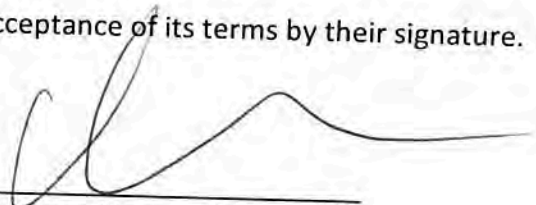
Position

UNI

Organization

11/28/16

Date



(Partner signature)

Claude Howe

Printed Name

CEO

Position

Boys + Girls clubs

Organization

12/6/16

Date

# Memorandum of Understanding

between

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

and

***Sacred Heart School***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *PARTNER* and *PARTNER*, who will collaborate to provide 21<sup>st</sup> CCLC services to students attending *SCHOOL NAME*.

Partner name: Sacred Heart School  
Partner representative: Cheryl Werner  
Position: Principal  
Address: 620 W. 5<sup>th</sup> St, Waterloo, IA 50702  
Telephone: 319.234.6593

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: Chuck Rowe  
Position: Chief Executive Officer  
Address: 515 Lime St, Waterloo, IA, 50703  
Telephone: 319.234.2839

## **Purpose**

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

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

- Academic Support
- Enrichment activities
- STEM activities, including the annual STEM Festival
- Staff Development
- Student Services support, outside of academics

## **21st Century Community Learning Centers Vision**

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

## **Duties of Parties**

### The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school programming for all students who attend Sacred Heart Elementary School.

Serve as the fiscal agent for the grant

Provide staff and volunteers to manage the program

Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget;

Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;

Participate in the evaluation of the afterschool program at the local, state, and federal levels;

Complete paperwork related to any association with the program;

Provide access to assessment and other available data for the purposes of program evaluation;

Participate on the Advisory Team.

*Sacred Heart School will:*

Provide assistance in finding certified teachers and para-educators who can work at the Club for this program

Provide needed support including office space, telephone use, and computer use for afterschool staff;

Provide classroom space and all other appropriate space to accommodate the afterschool program;

Allow school principals, district student services staff, and school family service workers to partner with the Club to provide assistance to students outside the realm of academics (behavior, social services, school counselor appointments, clothing assistance, etc).

Assistance in recruitment by informing students about the services the Club offers

Allow Club staff to attend school trainings, when applicable

Participation on the Advisory Team.

**Advisory Team Roles and Responsibilities**

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

**Funding and Support**

*All of the support given to the Club by Sacred Heart, is considered in-kind*

**Signatures**

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

  
(Partner signature)

Claude Rone  
Printed Name:

CSJ  
Position

Boys + Girls  
Organization

11-22-16  
Date

Cheryl Werner  
(Partner signature)

Cheryl Werner  
Printed Name

Principal  
Position

Sacred Heart School  
Organization

11-22-16  
Date

# Memorandum of Understanding

between

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

and

***Waterloo Community Schools***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *PARTNER* and *PARTNER*, who will collaborate to provide 21<sup>st</sup> CCLC services to students attending *SCHOOL NAME*.

Partner name: Waterloo Community Schools

Partner representative: Jane Lindaman

Position: Superintendent

Address: 1516 Washington St, Waterloo, IA 50702

Telephone: 319.433.1874

Partner name: Boys & Girls Clubs of the Cedar Valley

Partner representative: Chuck Rowe

Position: Chief Executive Officer

Address: 515 Lime St, Waterloo, IA, 50703

Telephone: 319.234.2839

## **Purpose**

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

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

- Academic Support
- Enrichment activities
- STEM activities, including the annual STEM Festival
- Staff Development
- Student Services support, outside of academics



## **21st Century Community Learning Centers Vision**

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

## **Duties of Parties**

The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school programming for all students who attend Cunningham Elementary School.

Serve as the fiscal agent for the grant;

Provide needed support including office space, telephone use, and computer use for afterschool staff;

Provide classroom space and all other appropriate space to accommodate the afterschool program;

Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool;

Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget;

Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;

Participate in the evaluation of the afterschool program at the local, state, and federal levels;

Complete paperwork related to any association with the program;

Provide access to assessment and other available data for the purposes of program evaluation;

Participate on the Advisory Team.

Waterloo Community Schools will:

Provide assistance in finding certified teachers and para-educators who can work at the Club for this program

Provide transportation of students from schools to the Club

Allow school principals, district student services staff, and school family service workers to partner with the Club to provide assistance to students outside the realm of academics (behavior, social services, school counselor appointments, clothing assistance, etc).

Assistance in recruitment by informing students about the services the Club offers

Allow Club staff to attend school trainings, when applicable

Participation on the Advisory Team.

**Advisory Team Roles and Responsibilities**

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

**Funding and Support**

*All of the support given to the Club by Waterloo Community Schools, including bus transportation, is considered in-kind.*

**Signatures**

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

(Partner signature)

Chuck Rowe

Printed Name:

CEO  
Position

Bay + Leitch  
Organization

11-25-16

Date

Jane Lindaman

(Partner signature)

Dr. Jane Lindaman

Printed Name

Superintendent  
Position

Waterloo Schools  
Organization

November 22, 2016

Date

# **Memorandum of Understanding**

between

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

and

***Northeast Iowa Food Bank***

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Northeast Iowa Food Bank *and Boys & Girls Clubs of the Cedar Valley*, who will collaborate to provide 21<sup>st</sup> CCLC services to students attending *SCHOOL NAME*.

Partner name: Northeast Iowa Food Bank  
Partner representative: Barb Prather  
Position: Executive Director  
Address: Box 2397, Waterloo, IA 50704  
Telephone: 319.235.0507

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: Chuck Rowe  
Position: Chief Executive Officer  
Address: 515 Lime St, Waterloo, IA, 50703  
Telephone: 319.234.2839

## **Purpose**

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

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

- Snack and meals for youth
- Healthy Living classes

## **21st Century Community Learning Centers Vision**

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

### **Duties of Parties**

#### The Boys & Girls Club of the Cedar Valley will:

- Provide safe, fun, and life changing after school programing for all students
- Provide staff members to help with the serving of food
- Attend food handling training provided by the Food Bank
- Provide an area for youth to eat
- Provide a kitchen area to prepare and serve food from
- Provide classroom space for healthy living classes
- Provide youth volunteers to help with the Food Bank's community garden

#### The Food Bank will:

- Provide food for snacks and meals at the Club
- Provide staffing to teach healthy lifestyle classes once a week
- Be a resource to families in need of food
- Give input to the Advisory Team

### Advisory Team Roles and Responsibilities


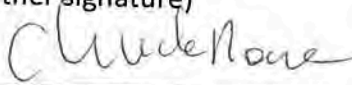
Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

### Funding and Support

*All of the support given to the Club by the Northeast Iowa Food Bank, is considered in-kind*

### Signatures

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

  
\_\_\_\_\_  
(Partner signature)  
  
\_\_\_\_\_  
Printed Name:  
CEO  
\_\_\_\_\_  
Position  
Boys + Girls club  
\_\_\_\_\_  
Organization

11-27-16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
(Partner signature)  
Barbara Prather \_\_\_\_\_  
Printed Name  
\_\_\_\_\_  
\_Executive Director\_\_\_\_\_  
Position  
Northeast Iowa Food Bank\_\_\_\_\_  
Organization

11-29-16  
\_\_\_\_\_  
Date

# Memorandum of Understanding

between

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

and

***University of Northern Iowa***

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

Partner name: University of Northern Iowa  
Partner representative: Jim Wohlpart  
Position: Interim President  
Address: 1 Seerley Hall, Cedar Falls, IA 50614  
Telephone: 319.273.2566

Partner name: Boys & Girls Clubs of the Cedar Valley  
Partner representative: Chuck Rowe  
Position: Chief Executive Officer  
Address: 515 Lime St, Waterloo, IA 50703  
Telephone: 319.234.2839

## **Purpose**

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

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

- Academic Support
- Mentoring activities
- Healthy lifestyle clinics

## **21st Century Community Learning Centers Vision**

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

### **Duties of Parties**

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

Provide safe, fun, and life changing after school programming for all students who attend the 21<sup>st</sup> Century Program;

Serve as the fiscal agent for the grant;

Provide staff to lead workshops for UNI students, to teach the importance of working at a non-profit and providing work and volunteer opportunities for UNI students;

Be an active member on the Nonprofit Leadership Alliance Advisory Board (certificate program) at UNI;

Provide homework assistance and STEM programming for youth;

Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget;

Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;

Provide transportation, when need be, to and from UNI for healthy lifestyle sports clinics;

Complete paperwork related to any association with the program;

Provide access to assessment and other available data for the purposes of program evaluation; and

Participate on the Advisory Team.



University of Northern Iowa will\*:

Provide assistance in finding volunteers and staff members from UNI, to be at Boys & Girls Clubs when possible;

When possible, arrange for transportation for UNI volunteers to the Clubs location in Waterloo (at least every Tuesday when UNI is in session, as identified between the parties);

When possible, provide healthy lifestyle clinics lead by UNI Athletic teams on the UNI campus or other locations as agreed. This includes, but is not limited to, clinics in basketball, soccer, volleyball, wrestling, cheerleading, etc.;

When possible, provide STEM workshops for youth during the summer at UNI or other locations as agreed;

When possible, provide opportunities for youth to make college visits to UNI;

When possible, allow staff members to take an active role in volunteering at the Club; and

Offer input and feedback to our Advisory Team.

*\* Since funding and resources change for college and universities on an ongoing basis, all items above will be done when possible, and subject to the availability of funding and resources.*

### **Funding and Support**

*All of the support given to the Club by UNI, is considered in-kind*

### **MOU Length and Termination**

This MOU will be effective during the length of this grant (7/2017 – 7/2020) and reviewed every July. Either party may terminate this MOU for any reason, at any given time. If the 21<sup>st</sup> CCLC subgrant is not awarded to support the activities listed above, this MOU shall be null and void; however, if such a situation occurs, either party or both parties may provide any or all of the activities listed above, at each party's discretion.

**Signatures**

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

A. James Wohlpart  
(Partner Signature)

Chuck Rowe  
(Partner Signature)

A. James Wohlpart  
Printed Name:

Chuck Rowe  
Printed Name:

Interim President  
Position:

Chief Executive Officer  
Position

University of Northern Iowa  
Organization

Boys & Girls Clubs of the Cedar Valley  
Organization

11/30/16  
Date

12/6/16  
Date

**FORM A: SITE INFORMATION**

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

**21CCLC Site Name: Dr. Walter Cunningham School for Excellence**

**Site Address: 515 Lime Street**

**City, State, Zip: Waterloo, IA 50703**

**Phone: (319) 234-2839**

**Site Contact Person: Laura Kann, Boys & Girls Clubs of the Cedar Valley**

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
None		

**21CCLC Site Name: Sacred Heart School**

**Site Address: 620 5<sup>th</sup> Street**

**City, State, Zip: Waterloo, IA 50702**

**Phone: (319) 234-6593**

**Site Contact Person: Laura Kann, Boys & Girls Clubs of the Cedar Valley**

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
None		

**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 <sup>st</sup> Century Community Learning Centers Program

**21CCLC Site Name:**

**Site Address:**

**City, State, Zip:**

**Phone:**

**Site Contact Person:**

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program

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

## FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

### **Part A: Nondiscrimination**

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

### **Part B: Use of Funds**

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

### **Part C: Supplement, not Supplant**

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

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

### **Part D: Fiscal Control and Accounting Procedures**

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

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

### **Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

**Part K: Public Review of the Application**

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

**Part L: Parent Consent**

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

**Part M: Private and Public School Consultation**

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

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

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

**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
<i>Jane Lindaman</i>	<i>Waterloo Schools Boys &amp; Girls Clubs</i>

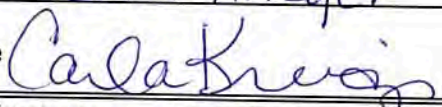
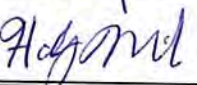
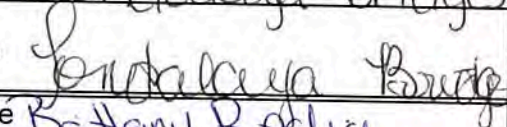

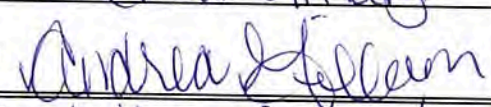
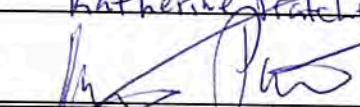
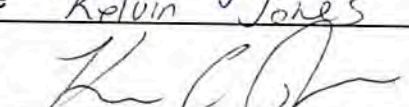
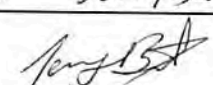
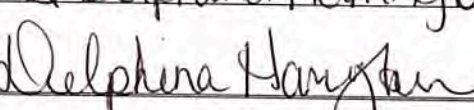
**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
<i>Cheryl Werner</i>	<i>Sacred Heart-Waterloo</i>
<i>Ruby Ann</i>	<i>Dr. Walter Cunningham School for Excellence</i>

### FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Carla Krieger	Agency	
Signature		Address	1138 Kern St.
		City/Zip	W100, 50703 Phone 319 504-9821
Name/Title	Haley Miller	Agency	
Signature		Address	1104 Achermant St
		City/Zip	W100 50703 Phone 319-529-0142
Name/Title	Tondalaya Bridges	Agency	
Signature		Address	11037 Heath St.
		City/Zip	Waterloo 50703 Phone 319 529 0744
Name/Title	Brittany Reedy	Agency	
Signature		Address	430 Bratton St.
		City/Zip	Willow 7A Phone 319-215-9596
Name/Title	Andrea Gilliam	Agency	
Signature		Address	847 Linden Ave
		City/Zip	Waterloo Phone 319-529-2901
Name/Title	Katherine Pratchett / Aunt	Agency	
Signature		Address	1101 1/2 Sycamore St
		City/Zip	Phone 319 536 5718
Name/Title	Kevin Jones	Agency	
Signature		Address	322 Charles
		City/Zip	50703 Phone 319-529-6421
Name/Title	Jerry Burt	Agency	
Signature		Address	321 Leonard Ave
		City/Zip	50703 Phone 319 504-3106 3106
Name/Title	Delphina Harrington	Agency	
Signature		Address	1100 Berta Avenue
		City/Zip	50703 Phone 319-529-6421

641 781 5009

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

<b>21CCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites for one year): 120	Total three-year funding request (all sites): \$657,000
2	\$219,000	

**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
Waterloo	\$132,805	\$132,805	\$132,805	\$398,415	60
Sacred Heart	\$86,195	\$86,195	\$86,195	\$258,585	60
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	



TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 120

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET  
 Applicant Agency: Boys & Girls Clubs of the Cedar Valley Site: Cunningham students at BGC Clubhouse

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: 60

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	112,175	1,794	112,175	1,794	112,175	1,794	341,907
Staff Travel	900	106	900	106	900	106	3,018
Materials	4,016	800	4,016	800	4,016	800	14,448
Professional Development (minimum 4% per year)	5,019	677	5,019	677	5,019	677	17,088
Student Access, Transportation etc. (maximum 8% per year)	2,395	0	2,395	0	2,395	0	7,185
Evaluation (about 4% per year)	3,456	384	3,456	384	3,456	384	11,520
Administrative/ Indirect Costs (maximum 8% per year)	800	283	800	283	800	283	3,249
<b>Totals</b>	128,761	4,044	128,761	4,044	128,761	4,044	398,415

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

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 120

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET  
 Applicant Agency: Boys & Girls Clubs of the Cedar Valley Site: Sacred Heart

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: 60

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	68,736	1,794	68,736	1,794	68,736	1,794	211,590
Staff Travel	900	105	900	105	900	105	3,015
Materials	4,090	600	4,090	600	4,090	600	14,070
Professional Development (minimum 4% per year)	2,648	418	2,648	418	2,648	418	9,198
Student Access, Transportation etc. (maximum 8% per year)	2,395	0	2,395	0	2,395	0	7,185
Evaluation (about 4% per year)	3,456	384	3,456	384	3,456	384	11,520
Administrative/ Indirect Costs (maximum 8% per year)	500	169	500	169	500	169	2,007
<b>Totals</b>	82,725	3,470	82,725	3,470	82,725	3,470	258,585

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

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

- XCheck 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.)\*

1. Boys & Girls Club has been incorporated as a non-profit corporation since 1965 and responsibly uses funds to meet all financial responsibilities. The Statement of Accounts for the 2015 year reflects the financial capacities of the organization: Total Revenue - \$707,427.07 Total Expenses - \$616,864.58; and Net Assets - \$1,161,024.25.
2. Farmer's State Bank, Waterloo, Iowa serves as BGC financial institution.  
The bank provides for the secure holding of BGC funds.
3. Banking Information: Farmer's State Bank, 224 W. 6<sup>th</sup> Street, Waterloo, Iowa 50701
4. Checking Account Balance (December 13, 2016) \$74,074.10
5. Savings Account Balance (December 13, 2016) \$92,219.69
6. Investment Accounts Balance (December 2016) \$286,000

\* Note: If you do not have the financial resources available equal to the amount of funding you

are requesting, you do not have the financial capacity for this project.

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

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

#### FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: 

Title: CEO

#### Definitions

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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



**Private School Consultation Meeting Log**

**Date 8/11/2016**  
**Time 8:30 a.m.**  
**Location Sacred Heart School**

**Meeting called by:** Chuck Rowe

**Type of meeting:** Informational

**Attendees:** (Attach attendance sign-in sheet)

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

**Welcome** Chuck Rowe and Cheryl Werner 15 minutes

Discussion: Chuck Rowe spoke with Cheryl Werner of Cedar Valley Catholic Schools about participating in a 21<sup>st</sup> Century grant. She was very eager to do so. Chuck inquired if there were any other parochial schools in the area that needed programming, and it was determined that Chuck would reach out to others.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusions: \_\_\_\_\_

\_\_\_\_\_

<u>Action Items:</u> <u>Reach out to other parochial schools</u>	<u>Person responsible:</u> Chuck Rowe	<u>Deadline:</u> 10/1/2016
---	--	-------------------------------

**Resources for Non-Public Schools** Chuck Rowe and Cheryl Werner 15 minutes

Discussion: Chuck Rowe and Cheryl Werner discussed resources for non-public schools, and in particular Cheryl was curious as to whether meals could be provided as part of the 21<sup>st</sup> century program. \_\_\_\_\_

\_\_\_\_\_

Conclusions: After reaching out to the local food bank, it was decided that should funding be awarded, meals would be provided on site to all 60 youth each day. \_\_\_\_\_

\_\_\_\_\_

<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
_____	_____	_____

[continues on next page]

<b>Consultation Procedures</b> Chuck Rowe and Cheryl Werner      30 minutes		
<u>Discussion:</u> Chuck and Cheryl discussed that the focus of this new grant would be on Sacred Heart, with programming to take place at that site.		
_____		
_____		
<u>Conclusions:</u> _____		
_____		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
<b>Questions</b> All Staff                      [Insert <i>time allocation</i> ]		
<u>Discussion:</u> _____		
_____		
<u>Conclusions:</u> _____		
_____		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____

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

**Other Information**

<b>Resource persons:</b>	_____
<b>Special notes:</b>	_____



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.**

Services will be provided at Sacred Heart School to 60 children.