

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

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

**Mail Applications to:**

**Jodi Bruce**

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

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

**APPLICATION INFORMATION**

Applicant Serving as Fiscal Agent (Applicant Agency)  
Boys and 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 and Girls Clubs of the Cedar Valley		Agency Name: Boys and Girls Clubs of the Cedar Valley	
Address: 515 Lime Street		Address: 515 Lime Street	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50703
Phone: 319.234.2839	FAX: 319.235.5656	Phone: 319.234.2839	FAX: 319.235.5656
Email: <a href="mailto:chuck@cedarvalleyclubs.org">chuck@cedarvalleyclubs.org</a>		Email: <a href="mailto:laura@cedarvalleyclubs.org">laura@cedarvalleyclubs.org</a>	

Data Collection and Evaluation Contact: Brad McCalla Address: 215 E. 4 <sup>th</sup> Street		Fiscal Contact: Nicole Recker Address: 515 Lime Street	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50703
Phone: 319.234.3728	FAX: 319.433.4054	Phone: 319.234.2839	FAX: 319.235.5656
Email: <a href="mailto:brad@successlink.us">brad@successlink.us</a>		Email: <a href="mailto:nicole@cedarvalleyclubs.org">nicole@cedarvalleyclubs.org</a>	

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

### LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-  
Number of years in operation 50
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

Enter Federal Employer ID Number: <u>42-6083723</u> <b>OR</b> Enter School District Code _____
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(If applicable) Enter Child Care License #: N/A
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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.

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

Documentation: The Iowa Department of Education has designated Dr. Walter Cunningham School for Excellence as an FY13 Tier I Persistently Lowest-Achieving School (Source: NCLB Persistently Lowest-Achieving Schools <https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-persistently-lowest-achieving-schools>). Based on this information and review of a School Improvement Grant application from Cunningham (at <https://www.educateiowa.gov/sites/files/ed/documents/Waterloo%20Cunningham%20FY%2013%20Iowa%20SIG%20LEA%20App%20FINAL.pdf>), Vic Jaras (9/29/15) agreed that this qualifies Cunningham as a SINA school.

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: Boys and Girls Clubs of the Cedar Valley collaborates with the Waterloo Community School District and other partners in jointly submitting this application. Please see the attached letters of support containing original signatures.

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

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## **Boys and Girls Clubs of the Cedar Valley (BGC) Proposal Abstract**

BGC consulted a wide variety of stakeholders to propose services based on student, family, school and community needs. In this application, BBG proposes afterschool and summer programs for 120 students in grades K-5 from Cunningham School in the Waterloo Community School District (95.2% free/reduced lunch) and Sacred Heart School (77.8%), a private school with a large population of Burmese refugee children. Primarily, the extreme poverty at these schools means that students and their families struggle to live from day to day, making a focus on academic achievement difficult at best. Even when they have the time to help their children academically, parents may not have sufficient resources to do this effectively. Very few of the parents have attended or graduated from college, so to help with homework or helping a child who is struggling in a certain subject area is out of their reach. The Iowa Department of Education lists Cunningham as a “persistently lowest-achieving school” for FY13, and there are achievement gaps among student subgroups at both schools. Waterloo residents have multiple disadvantages, including less education, more single parent households, lower income, higher unemployment, and higher poverty than other Iowa residents. From this evidence and consultations with stakeholders, these students have the following needs, in order of priority, and their families can not afford to pay for help with them:

1. Academic assistance in reading and math;
2. Family support for basic needs and family literacy;
3. A safe, consistent, structured, supportive, and stimulating environment after school;
4. Activities to enable academic achievement, e.g., social skills, healthy meals and snacks; and
5. Educational enrichment activities that families are unable to provide.

BGC proposes to provide the safe and stimulating environment that responds to these needs and offers the activities and advocacy that engage and support the high needs children. The proposed program will address students’ needs in three areas: academics, social skills, and physical well-being. To increase academic achievement, Iowa-certified teachers will assess each student individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio. The program will align with school day instruction through regular input from daytime teachers and administrators, based on CSIP goals, and regular communication with school staff. To build social skills, the program will emphasize character development in activities that increase cultural awareness and will help increase social competence using the same PBIS and “The Leader in Me” as the District uses during the day. Program staff will promote a positive, professional, and respectful environment and Youth Development Coaches, who supervise students at a maximum 1:15 ratio whenever they are not working with teachers, provide enrichment activities, advocate for students, and serve as role models. To improve physical well-being, the program will provide USDA-approved healthy snacks and meals. Children will participate daily in a wide variety of physical activities that combine learning and exercise with teamwork skills development. The program will offer four annual Family Literacy events where students, families, and staff share a meal and literacy activities.

BGC proposes that the Cunningham program operate for 4 hours after school, the Sacred Heart program for 3 hours after school every day school is in session plus 8.5 hours on ten non-school days during the year. The summer program operates for 40 days. Partners in this proposal have collaborated to plan substantial educational enrichment for the students. Program 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.

BGC has five decades of experience in afterschool programs that evaluations show increase academic performance and positive youth development. The current BGC programs already serve a limited number of students from the proposed schools for a limited number of hours, but 21<sup>st</sup> CCLC support will enable high quality programs for the children that emphasize academics strongly and address their needs. Throughout its experience, BGC has used current afterschool research to design, improve, and enhance programming.

BGC will recruit, hire, and train highly qualified staff, provide professional development, and work to retain staff to increase the students' potential for healthy and socially competent behavior. A Site Coordinator will oversee daily operations and serve the students directly, along with program teachers, Youth Development Coaches, and volunteers to provide enrichment activities and one-on-one tutoring. The BGC site that will serve Cunningham children is located in a partly accessible facility, but BGC will ensure that all students have full access to all programming. Regular school buses will transport students from their schools to the BGC facility. BGC will serve Sacred Heart children at their school. Although it will target students with academic deficiencies, the program will not deny access to any student. All programming is free from discrimination and provides equal opportunity for all participants.

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

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

Partners in this proposal include BGC, 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, Wheaton Franciscan Healthcare, and the Waterloo Police Department. Many other community-based organizations provide in-kind donations and enrichment programming and BGC has a long history of successfully recruiting volunteers. BGC will design and use an electronic system to capture all data necessary for 21<sup>st</sup> CCLC reporting requirements. Overall, 76% of the requested budget will support the professional staff necessary to provide students with a safe environment and high-quality academic and enrichment services.

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.

### Student Needs Assessment

<b>Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools</b>			
School	% of total	2014-15 Enrollment	Proposed to serve
Dr. Walter Cunningham School	95.17%	448	60
Sacred Heart School	77.78%	148	60

*Sources: Iowa Department of Education. "2014-2015 Iowa Public School PK-12 Students Eligible for Free and Reduced-Price Lunch by School" for Cunningham; <http://reports.educateiowa.gov/Home/reportWrapper> for 2013-14 for Sacred Heart.*

Primarily, the extreme poverty at these schools means that families struggle to live from day to day, making a focus on academic achievement difficult at best. Many children live in a constant state of stress due to lack of resources. Research shows that students under stress are often impulsive and struggle with paying attention. Many children are home alone after school to fend for themselves and siblings while the (often single) parent works. Poverty limits opportunities and experiences outside of the school day. There is little exposure to more middle class vocabulary and the children rarely experience cultures other than their own.

Even when they have the time to help their children academically, parents may not have enough resources to do so. 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. Over the past decade, large numbers of refugees have relocated to Iowa from Myanmar, formerly Burma, which has experienced a constant state of civil war since gaining independence from the United Kingdom in 1948. Myanmar's population is 90% Buddhist, so many Christians faced persecution and relocated to refugee camps in neighboring Thailand. As of 2014, an estimated 1,200 Burmese "secondary refugees" relocated to Waterloo to work in the Tyson meatpacking plant. Since 2012, the U.S. Committee for Refugees and Immigrants helped Burmese refugees learn English, understand community services, and prepare for citizenship, but the advocacy ended in February 2014. Most refugees prefer that their children attend Catholic schools. Now, the Sacred Heart School population is more than 40% Burmese and the school and other volunteer Iowans work to address refugees' needs. Two refugee parents of six children each briefly tell their stories.

- "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 not enough. Very difficult life. No going out of camp, police arrest you. Here is freedom."
- "Thailand was a very hard time. No clothing, no food, no money, no job, cannot buy for my kids. In America, Sacred Heart School and Church supports us. We get everything we want. In Thailand, no safety. We are scared of police. They arrest us, we run away. Police keep us safe in America. So different here. I love America. Language barrier is hard for me. Everything is OK in America. Sacred Heart School teaches us religion and culture. It is very good for us. I am so glad to be in America. I take care of my kids."

The table of 2014-15 proficiency percentages below shows that the children have academic deficiencies, including major achievement gaps among student subgroups. According to the principal, about half of Cunningham's students are on grade level in reading and math. Many lack the perseverance necessary to complete challenging tasks and give up if work is difficult. The Iowa Department of Education lists Cunningham as a "Tier I persistently lowest-achieving

school” for FY13 (<https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-persistently-lowest-achieving-schools>). The State considers long-term SINA designations in identifying these schools. In addition, the State identified the Waterloo Community School District as DINA-9 in reading, math, and overall (“2014-2015 Iowa DINA List”).

2014-15 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
ALL	50	40	54	55	49	52	50	50	74	75	59	68	77.0	76.6	78.2	80.6	80.3	78.0
African Am.	39	34	54	46	50	45	NA	NA	NA	NA	NA	NA	50.5	50.3	55.7	52.4	49.9	47.2
Native Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	61.3	66.7	67.9	65.2	67.6	64.2
Asian	NA	NA	NA	NA	NA	NA	NA	40	NA	NA	30	NA	57.6	79.6	79.6	83.1	85.2	79.5
Hispanic	50	20	50	50	40	75	NA	NA	NA	NA	NA	NA	60.4	57.3	62.8	68.4	65.4	62.3
White	67	66	66	66	66	67	80	NA	73	90	75	73	81.3	81.0	81.7	84.4	84.4	82.3
Male	58	43	54	66	47	41	50	44	NA	86	56	NA	74.5	74.0	75.2	81.8	81.8	78.9
Female	40	38	54	40	50	62	50	54	75	60	62	50	79.5	79.3	81.3	79.3	78.7	77.0
Disability	16	14	20	33	28	60	---	---	---	---	---	---	36.3	34.7	34.4	51.0	46.1	37.3
ELL	33	NA	NA	33	25	NA	30	50	NA	60	42	NA	52.5	45.8	49.7	64.3	57.9	50.8
F/R Lunch	---	---	---	---	---	---	50	50	74	75	59	68	64.6	64.7	66.7	70.0	68.6	65.0

Waterloo residents have the multiple disadvantages shown in the table below, including less education, more single parent households, lower income, and higher poverty than others in Iowa. According to the Cunningham principal, most of their parents have a high school education or less and Cunningham is also beginning to receive some children from Burmese refugee families.

<i>Family Needs</i>	<b>Waterloo</b>	<b>Iowa</b>
Speak only English, age 5+*	89.6%	97.0%
Students less than proficient in English in 2013-14**	8.6%	5.3%
Educational attainment ages 25 and over – < high school	9.4%	7.9%
High school diploma or equivalent	32.3%	31.7%
Some college or associate degree	33.9%	32.7%
Bachelor’s degree or higher	24.3%	27.6%
Educational attainment ages 18 to 24 – < high school	25.9%	10.7%
High school diploma or equivalent	32.8%	27.9%
Some college or associate degree	32.5%	51.6%
Bachelor’s degree or higher	8.8%	9.8%
Married couple families as a % of all households	39.6%	51.3%
Single householder, no spouse present, own children < 18	20.7%	13.3%
Income - Median household income	\$45,516	\$53,712
Median family income	\$54,820	\$67,771
Per capita income	\$25,081	\$28,361
Poverty in the past 12 months – all families	13.6%	7.9%
Families with related children under 18 years	19.4%	13.4%
Families with female householder, no spouse present	36.2%	29.8%
Female householder with related children under 18 years	41.7%	38.7%
Source: U.S. Census Bureau, 2014 ACS 1-year Estimates; * 2009-13 ACS 5-year Estimates; **IA Dept. of Education for Students less than proficient in English.		

In planning the program proposed in this application, BGC surveyed 136 children and 41 parents of 69 children at the two schools. Nearly all parents said their children do homework and read books after school, but fewer than two of each five children (37.6%) said they do homework after school and fewer than one in four (22.9%) said they read books. Only seven of each ten 4<sup>th</sup> and 5<sup>th</sup> graders (71.4%) said someone was home with them after school. One-fourth of the children (24.1%) said no one helps them with their homework after school. When asked what is important about an afterschool program, parents and students agreed that the most important thing is a “safe place outside of school time.” Parents said healthy activities and exercise (88.6%) and reliable childcare (82.4%) were “very important.” Nearly half the parents (48.6%) said they are interested in learning more about how to help their children with schoolwork.

Currently, BGC provides a one-hour program for one day per week at Sacred Heart serving 15 children there. The Waterloo District provides struggling 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 Reading Clinic for two days per week after school. Fourteen children (10.3%) said they attend this clinic. BGC proposes to provide the only comprehensive and publicly available 5-day afterschool program to which the Cunningham and Sacred Heart children have access.

BGC consulted with principals of the schools proposed in this application for their views about what their students need. The Cunningham principal said students need social skills including how to accept no, how to accept others who are different, how to win and lose, and how to disagree appropriately. Gangs and violence have spiked in the Cunningham neighborhood and shootings have become common. Both principals agreed that their children need academic support first and then help with social skills.

BGC consulted with a variety of other 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” (social media usage, offender status, substance abuse) are barriers to employment.

The top priorities of the staff, children, and families at these high-poverty schools are academic support, meeting basic needs—including information about safe places to go and food and clothing for those who cannot afford them—increased social skills, and adults to mentor and support the children. Addressing these needs will increase school attendance and enable a focus on academic achievement. From the evidence above and review of the District’s CSIP goals, children and families at the proposed sites have these needs, in order of priority, and they can not afford to pay for help with them:

1. Academic assistance in reading and math;
2. Support for families’ basic needs and family literacy;
3. A safe, consistent, structured, supportive, and stimulating environment after school;
4. Activities to enable academic achievement, e.g., social skills, healthy meals and snacks; and
5. Educational enrichment activities that families are unable to provide.

BGC proposes the programming described below to address these student, family, school, and community needs. In designing the proposed program, BGC consulted with the organization’s Board, surveyed students and parents, and interviewed other students, parents, partners, and school staff. The proposed program design recognizes all the needs described above with the intention of addressing stakeholders’ needs directly.



**Project.** The proposed Great Futures Academy (GFA) will provide the safe and stimulating environment that responds to family and community needs and the mentoring and advocacy that engage and support the high needs children. GFA will work closely with the schools to address student needs in three areas: academics, social skills building, and physical well-being. To increase academic achievement, Iowa-certified teachers will assess each student individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio. GFA will align programming with school instruction through at least annual input from school administrators, based on CSIP goals, and daily communication with school staff. To build social skills, GFA will emphasize character development in activities that increase cultural awareness, such as music, dance, and cooking. GFA activities will increase social competence through using the same research-based “The Leader in Me” and Positive Behavioral Interventions and Supports that the district uses during the day. GFA staff will promote a positive and respectful environment. The front-line GFA Youth Development Coaches will supervise students at no more than a 1:15 ratio whenever children are not working with teachers, advocate for children, and act as role models. To improve physical well-being, GFA provides 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. School staff will refer children with academic needs to GFA, especially when they may lack a safe environment after school, and GFA gives enrollment preference to the students the schools refer. GFA will serve children after school every day school is in session (180 days) plus ten additional non-school days during the year. At Cunningham, GFA will operate from 3:00 to 7:00 pm and at Sacred Heart, hours will be 3:30 to 6:30 pm. On non-school days, GFA will operate from 8:30 am to 5:00 pm. The District dismisses students one hour early on Wednesdays for staff professional development and GFA will operate during that hour as well. On arrival, students will have a snack each day, followed by about 20 minutes of recreation, including skill games focused on group interaction, team building, respect, and cooperative effort, either in the BGC facility, the school, or on adjacent grounds. Next, students will participate in academics and enrichment. GFA serves an evening meal to Cunningham participants daily.

*Academic Services.* Teachers will tutor children in groups of ten or fewer, initially assessing students’ academic needs in consultation with the students, their daytime teacher(s), and families, if they are able to participate. Teachers will work with students and families to set academic goals. Then, students will receive 30 minutes of individualized instruction four days per week. GFA teachers will assess students regularly, using the goals they collaboratively established and ongoing consultation with the daytime teachers. GFA staff will report students’ academic progress regularly to their daytime teachers and families. These services address the needs for academic assistance described above.

*Enrichment Services.* All GFA participants will have access to a wide variety of educational enrichment and youth development activities. Children specify the enrichment activities they want, informally and in an annual survey, and GFA will plan accordingly. GFA will use a centers-based approach to offer students daily choices among these five standard centers:

- ☞ **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 (BGCA) that is non-threatening and fun and uses staff

and older students as "Homework Helpers" to supervise homework time. All students will complete one PH session daily. When students complete their homework or have none, they help others and/or GFA staff will provide them with other academic activities.

GFA intentionally centers academic and enrichment 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 for football and volleyball clinics with UNI teams and coaches. They will tour the Northeast Iowa Food Bank, assist with work there, and learn about nutrition and cost-effective snack and meal planning. GFA will introduce students to Triple Play, a comprehensive health and wellness program developed by BGCA that supports increased physical activity, healthy relationships, good nutrition, and leadership development. Students will read about nutrition, sports, and fitness, and exercise will include other sports, dance, and fitness DVDs.

During the second quarter, GFA will emphasize science/STEM in its academics and enrichment, including hands-on experiments and field trips to the Grout Museum of History and Science, which offers regional flora and fauna exhibits and a planetarium, and the Carl A. and Peggy J. Bluedorn Science Imaginarium, a three-floor interactive science center where students can pet a 12-foot python, fire an air cannon, and create their own laser show.

In the third quarter, the life skills theme will teach such skills as money management (e.g., making change, saving, and budgeting), clothing skills such as laundry and sewing on buttons, and effective communication. GFA will use the BGCA Triple Play program to promote community service, positive interaction with peers, good character, and citizenship. Students will work with Volunteer Center of Cedar Valley staff on service learning projects partnering with community groups. Students will assess community need, plan as a group, develop a budget and time line, and reflect in journals. Students will present their completed projects to community members, school staff, and parents. Projects will contain the four essential elements of quality service learning and cross-curricular connections: student involvement, meaningful service, school/classroom connection, and reflection (Iowa Department of Education 2011).

Fourth quarter programming will focus on the arts, including music, dance, theater, and visual arts. Students can choose to take cello, violin, trumpet, piano, and/or drum lessons (three lessons per week all year) from UNI music education majors and field trips can include UNI theater and concert events. Recent research demonstrates that music education helps students learn to read (Rautenberg in press). A UNI art education major leads students in diverse art projects.

Throughout the year, GFA will use the BGCA SMART Moves (SM) character development and 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. Through age-appropriate modules, SM provides youth with the knowledge, skills, and self-esteem to help them make healthy choices and practice responsible behaviors.

**SMART Kids** teaches youth ages 6 to 9 years that our bodies are priceless and allow us to accomplish our dreams, so young people should avoid risky behaviors and situations.

**Start SMART** teaches youth 10 and over that preteens and teens should not be involved in the use of alcohol, tobacco, and other drugs. Besides being illegal, these substances are potentially harmful to bodies and minds that are still developing. "Responsible use" is not an option.

Thanks to an Office of Juvenile Justice grant that ended a year ago, BGC has a current successful mentoring program. GFA will build on this experience to provide one-to-one mentors for as many students as possible for at least one hour per week each. GFA will recruit, screen, and train mentors, match mentors with students, and support the matches.

*Family Literacy Services.* GFA will offer four Family Literacy events annually to promote parent/student/school interaction. Families, GFA 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 increase their awareness of local resources, such as state childcare benefits and the local community college's high school equivalency program. GFA serves families through collaboration with community agencies, such as Operation Threshold and the Community Action Agency, which offers assistance with food, housing, and utilities. Parents can participate in general skill development sessions, such as basic computers and parenting skills. Low average Waterloo educational attainment and high poverty provide evidence of need for these services. At partner sites, parents can work toward economic self-sufficiency and gain the literacy that helps them teach their children.

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

**Goal 1:** Increase academic achievement as described in the following objectives.

*Objective 1a:* In annual surveys, daytime teachers report that at least half the GFA participants who needed to improve academically did improve academically.

*Objective 1b:* GFA participants' literacy and math achievements increase over the year and summer as measured by GFA and the LEA.

*Objective 1c:* For GFA 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.

*Objective 2a:* At least 40 families attend one or more Family Literacy events.

*Objective 2b:* GFA students and parents report increased communication with their schools.

*Objective 2c:* GFA parents and school staff participate in the GFA Advisory Committee.

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

*Objective 3a:* GFA participants have greater average school attendance and fewer tardies and discipline referrals than non-participants.

*Objective 3b:* At least 30 students participate in service learning projects.

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

In the past, BGC has emphasized homework help in its programs, but has not employed certified teachers to deliver instruction. For the program proposed in this application, GFA teachers will confer with school staff to select the curricula that best suit student needs and best align with District instruction. Such curricula are most likely to address academic goals successfully.

For 50 years, BGC has been at the forefront of youth development, working with young people from disadvantaged economic, social, and family circumstances. The BCG 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. We actively seek to enrich the lives of youth other agencies have had difficulty in reaching. BGC serves more than 600 youth annually at four locations and is dedicated to ensuring that our community's disadvantaged young people have greater access to quality programs and services that will enhance their lives and shape their futures." BGC wins honors and awards from the National BGC organization and the local Chamber of Commerce named BGC Partner of the Year last year. Experienced BGC staff will oversee GFA and collaborate with GFA staff in program planning and implementation. BGC evaluations show that participation improves school attendance and increases academic achievement.

**Research Base.** GFA proposes to use these programs developed by the Boys & Girls Clubs of America (BGCA) to address the program’s academic, social skills, and well-being goals:

**Power Hour:** Making Minutes Count provides “an outcome-driven experience that helps young people achieve academic success, good character and citizenship, and healthy lifestyles... [This] helps improve young people’s academic performance and encourages them to graduate from high school, pursue a post-secondary education and develop a lifelong love of learning”

([http://www.boysgirlscubsm.org/resources/1/pdfs/power\\_hour\\_5-2011.pdf](http://www.boysgirlscubsm.org/resources/1/pdfs/power_hour_5-2011.pdf)). A national BGCA 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 about... themselves... [and] that participants... were more engaged in school, were more likely to arrive to class prepared, and [had] higher self-esteem”

(<http://bgcslidell.weebly.com/power-hour-making-minutes-count.html>).

**Triple Play** research “indicates that young people who develop leadership skills and engage in their communities are more effective in school, maintain positive relationships with adults and peers and avoid risky behaviors” (BGCA 2012:iii).

BGCA’s **SMART Moves** (SM) character development and substance use prevention program has a 25 year record of successful operation. 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).

In addition to these BGCA programs, GFA will use “The Leader in Me” (TLIM) and PBIS. TLIM is a “whole-school transformational model” that “improves all other programs... TLIM equips students with the self-confidence and skills they need to thrive in the 21<sup>st</sup> century economy” (<http://www.theleaderinme.org/what-is-the-leader-in-me/>). 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). Principals also report that TLIM reduces discipline problems and “improved student behavior. ‘We have seen student’s behavior turn around as much as 180 degrees. With that, their academics improved as well” (Westgate Research 2014:3).

In 2011, SAMHSA’s National Registry of Evidence-based Programs and Practices ([www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)) said **PBIS** “is a multicomponent, multitiered, comprehensive approach to schoolwide improvement” and rates PBIS 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 table below presents a sample of recent PBIS research.

A study randomly assigned 33 elementary schools to intervention or control groups. Compared with control schools, intervention schools had an increase in teachers reporting that students followed classroom rules consistently and a decrease in teachers reporting frequent problems with disorder in the classroom (Ward & Gersten, 2010 <a href="http://www.nrepp.sahhsa.gov">www.nrepp.sahhsa.gov</a> ).
A randomized control trial documents experimentally that SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance (Bradshaw, Mitchell, & Leaf in press, Journal of Positive Behavior Interventions 2014 <a href="http://www.pbis.org">www.pbis.org</a> ).
The American Psychological Association (2012 ( <a href="http://www.apadivisions.org/">http://www.apadivisions.org/</a> ) says PBIS has “the potential, when implemented with fidelity, to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time.”

**Management Plan.** 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 to increase their potential for healthy and socially competent behavior. The *GFA Program Director* (PD) prepares a staffing plan for the sites to identify and schedule the number of staff the program will need to maintain appropriate staff-student ratios. BGC uses existing job descriptions and standard BGC hiring procedures to secure applicants for GFA positions. The PD dedicates 0.25 FTE to GFA, overseeing all staff, planning, and program implementation. In addition, the PD facilitates collaborations with GFA partners, convenes monthly GFA staff meetings, assesses site staff, and schedules staff development. A 0.375 FTE *Volunteer Coordinator* recruits, trains, and supports GFA volunteers.

A full-time *Site Coordinator* (CS) oversees daily operations. The SC:

- Plans, schedules, and facilitates all site activities and supervises staff on a daily basis;
  - Records daily attendance for each site;
  - Ensures adequate staffing daily to meet staff-to-student ratios, supervises Youth Development Coaches, oversees site budgets, purchases supplies, and works with site staff to plan and schedule activities and monitor students' and program progress toward goals;
  - Serves as a resource for and a communications link with school personnel;
  - Meets with daytime teachers about student academic progress, concerns, and referrals;
  - Meets with students at their schools over lunch and recess to discuss the program;
  - Communicates regularly with families about students' academic progress;
  - Leads planning and facilitation of Family Literacy events; analyzes parents' adult and parenting education needs through a family assessment; connects families with existing community resources and those developed for this program; coordinates other opportunities for families, such as field trips; and communicates with families to explain available services; and
  - Provides support for all GFA activities.
- *Qualifications:* Bachelor's degree in a discipline related to GFA programming; ability to work independently and within established budgets, meet deadlines, and communicate effectively; experience working with school children; 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* tutor 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 GFA 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 at a no more than a 1:15 ratio whenever the students are not working with teachers. In addition, YDCs:

- Assist the SC with planning activities and lead enrichment and recreation activities;
- Communicate regularly and effectively with students and their families;
- *Qualifications:* Pass a criminal background check; have successful college experience, which shows that YDCs value education and can convey respect for education to the students. YDCs need first-hand experience with youth, as workers, siblings, or volunteers. They must be able and willing to advocate for students, demonstrate maturity and caring, and have good problem solving and communication skills. YDCs need patience, persistence, and the ability to find and build on the students' strengths. Perhaps most importantly, YDCs need 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 adult employees.

*Volunteers* tutor and mentor students individually, including reading to them and listening to them read, and lead enrichment activities, e.g., music, dance, gardening, sewing, and drama.

- **Qualifications:** Pass a criminal background check, be interested in and have experience working with school-age children. Bilingual skills and some college preferred.
- **Recruitment:** GFA 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 new staff and volunteers at least three times per year or as needed. Staff complete mandatory training such as CPR/First Aid, child development, and other training pertinent to their jobs. BGC provides quarterly professional development using outside speakers, such as local law enforcement, the school district, local behavioral services agencies, and counselors. One example of a recent training in partnership with the schools was “Leader in Me,” which is a District initiative to teach Stephen Covey’s “7 Habits of Highly Successful People.” Attending this training ensures that BGC uses the same principles and language afterschool as the District uses during the day. 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.

**Leadership.** BGC’s senior staff includes a Unit Director who oversees the general operations of the entire Waterloo site, including supervising the Program Director who will facilitate the GFA program. The Director of Operations coordinates all aspects of BGC programming, oversees finances and compliance, and supervises the Unit Director. The Director of Operations reports to the BGC CEO, who reports to the BGC Board. For the GFA program, the Program Director will also report to the program’s Advisory Committee. BGC commits all the organization’s resources and experience to ensuring that the proposed GFA program is successful.

**Transportation and access.** GFA 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. GFA 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 BGC facility and BGC vans transport students on field trips. GFA will serve Sacred Heart children at their school. Families take responsibility for arranging and supervising transportation for the children from the facility to their homes. GFA will assist families in making these arrangements if they wish and ensures that only those families designate may pick up students after the program. At sites where a significant number of students and their families

speak a language other than English, at least one BGC staff member at that site is 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.

**Stakeholder advisory group.** Partners, stakeholders (including school administrators, teachers, and parents), and supporters, including community-based organizations and businesses, will participate in the GFA Advisory Committee, which 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 GFA success. Members will promote high-quality programming throughout the community. Representing diverse segments of the community, Committee members will advocate for GFA, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability.

**Sustainability.** The Boys & Girls Clubs of the Cedar Valley (BGC) 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 alone and a local donor provides support for youth scholarships. In an effort to increase sustainability, BGC has recently created an endowment with the Community Foundation of Northeast Iowa to ensure that youth have the opportunity to receive programming for many years to come. The BGC Board reviews the organization’s established sustainability plan continuously to ensure that the Club does not become too dependent on one source in this ever-changing economic environment. 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 every child and family has the opportunity to use the program.

BGC uses existing programs to offer the most effective use of public resources. Through an integrated citywide system, all BGC sites use facilities, such as the Center for the Arts and The Museum, by making one 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 uses state and federal resources effectively. 21<sup>st</sup> CCLC currently supports programming at one site, 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.

For sustainability, GFA will target youth with academic needs, coordinate weekly with the schools, hire and retain certified teachers and other highly qualified staff, and work closely with schools, parents, and students. As GFA’s employer of record and fiscal agent, BGC commits to sharing their longtime successful sustainability experience and substantial resources with the GFA Advisory Committee. In addition, BGC commits to sustaining the GFA program in many ways, including advocacy and support for finding funding opportunities and preparing grant applications. Finally, the GFA Advisory Committee will continuously seek new funding sources to ensure a broad support base, including local, state, and national public and private sources.



**Communication Plan.** BGC disseminates information about its program systemically. BGC staff communicate personally with students, school staff, and families and staff communicate regularly with each other. BGC distributes its 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 the 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. Parents, children, and school staff have regular input into BGC programming, since BGC surveys each of these key stakeholders annually in addition to conducting considerable informal communication with each. When asked how they heard about the program, 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. Generally, children learn about BGC from their teachers and principals, but perhaps most importantly, from their peers. As BGC continues to provide engaging and stimulating programming that children describe as "fun," the children themselves become the program's best and most effective ambassadors. Combined, these activities effectively increase awareness of BGC programs for children, families, and school staff.

The community learns about the program in multiple ways, including information on the BGC website (<http://www.cedarvalleyclubs.com>) and on social media. BGC is fortunate to have effective champions who promote quality afterschool programming at every opportunity, including BGC and school staff, BGC Board members, and partners. 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 increase community awareness of the program.

BGC keeps staff at its 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 meet together weekly to share concerns and strategies for addressing them. Staff who attend afterschool conferences present the new information they gained to staff who did not attend, making conference attendance a valuable asset for all.

The GFA Advisory Committee, consisting of members of the broader community, parents, and partners, meets quarterly to monitor the program. BGC's independent evaluator provides the Committee with annual reports on the school year and summer programs. The Committee uses 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 post the reports on their websites for public perusal and communicate the results to increase community-wide awareness of BGC programs and pursue sustainability. In addition, BGC shares key evaluation findings on its website and in social media. BGC issues an Annual Report to all funders, families, and partners.



**Partnerships.** Partnerships are key to program success and BGC has long-term and meaningful organizational and programmatic partnerships that importantly impact programming and sustainability. Active partnerships with a variety of agencies are currently in place, but BGC continuously seeks to develop new partnerships to increase program quality and variety.

In addition to operating youth programs successfully, BGC will act as the GFA fiscal agent and as employer of record for GFA staff. For more than 40 years, BGC has promoted, initiated, and sustained collaborations among agencies, effectively leveraging the human and fiduciary resources that improve quality of life for disadvantaged students. BGC develops the contracting agreements, administers the approval and distribution of funds, monitors the accuracy of financial reporting, and completes program evaluations for its programs. BGC will continue to provide clerical and administrative support for the proposed GFA program, along with the development and human resources services the program will need. According to the Iowa 21st Century Community Learning Centers “Best Practices Site Visit Reporting Completed by the Iowa Afterschool Alliance for the Iowa Department of Education” (2011:4), BGC demonstrates the best practice of “creative involvement of community partners.” BGC is also a strong partner in its advocacy for high-quality afterschool programming within the community.

The **Waterloo Community School District** supports 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 Club opened a free-standing facility and the District provided BGC with furniture and fixtures to help get the building ready for occupancy. The District will provide curriculum consultation from the Educational Services Team to ensure that GFA educational and enrichment activities align with the District CSIP, standards, and benchmarks. The District allocates time for principals and teachers to consult with GFA staff about students from their schools who participate in the program. Equally importantly, District administrators, teachers, and counselors will refer students to GFA for academic and/or social skills assistance.

Daily, 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 delivers the meal and paper products to the site each day. Twice each month, Food Bank staff teach a nutrition class to the participants. Frequently, this class features less common fruits and vegetables and allows for the youth to become familiar with new foods and try them. This makes the participants more likely to choose fresh fruits and vegetables more often. The Food Bank also hosts field trips where students learn about operations and assist with the work.

**The University of Northern Iowa (UNI)** provides clinics to expose the youth to football, track/field, volleyball, and dance. UNI is a major source of volunteers for BGC programs, and the University 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.

**Hawkeye Community College** is a valuable partner in family literacy. Hawkeye accepts referrals of family members from BGC, works with the family members to determine which of Hawkeye’s adult literacy programs will best serve the family members’ needs, assists the family members with enrollment and in qualifying for all financial assistance and/or scholarships for which they are eligible, and provides the literacy services that family members desire that will most benefit them.

**Volunteer Center of the Cedar Valley (VCCV)** staff meet weekly with BGC students to increase their awareness of and attachment to the community. Each week, students learn about five or six community organizations with needs. The students identify projects that interest them and VCCV staff guide them through a service learning project where the students visit the organization they select to learn how to help. This partnership has enabled BGC students to assist such nonprofits as the Salvation Army, the Food Bank, and the humane society.

**Wheaton Franciscan Healthcare** provides 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. In addition, Wheaton provides health education classes to promote healthy living.

**Waterloo Police Department** officers speak to BGC participants monthly about public safety, such as substance use and gangs. It is likely that few BGC students and their families have had positive personal contact with public safety officers and these presentations enable officers to serve as role models and increase participants' community attachment. In addition, the Department hosts field trips and provides BGC staff with training on gangs and city crime trends.

BGC has invited all partners described above to provide representatives who participate actively in the GFA Advisory Committee, along with parents and representatives of other community-based organizations and businesses. Throughout their history, BGC partners have established and met timelines for program design, implementation, evaluation, fiscal management, and sustainability. Today, dedicated partners, including the Waterloo Community School District, are committed to continuing and expanding quality programming and meeting project timelines. 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.

In addition to the partners described above, BGC collaborates with many other community-based organizations to provide educational enhancement programming, such as 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 to ensure student safety, and presenting programs for BGC participants. Additional partnership examples include:

- ☞ The Cedar Bend Humane Society's "Read Dog" program that enables students to read to dogs trained to listen carefully to them;
- ☞ AARP Foundation Work Search provides senior volunteers to the Club in the areas of program and administration;
- ☞ John Deere volunteers design, plan, and operate the LEGO Club;
- ☞ Old Navy volunteers read weekly to participants who need additional help;
- ☞ Boys Scouts and Girls Scouts provide weekly programming to any youth interested; and
- ☞ 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 pair up with a BGC participant for a twelve week fitness program of four, three-week training sessions in Tae Kwando, boxing, Olympic weight lifting, and group fitness at USA Inc.'s Waterloo facility. USA, Inc. is a non-profit company devoted to the betterment of youth in communities through elite sports. USA, Inc. brings high-level coaching and athletic opportunities to youth regardless of socio-economic status.

**Evaluation.** GFA uses an electronic system to capture all data necessary for 21<sup>st</sup> CCLC reporting requirements, including individual GFA attendance, program activities, program goals and objectives, and assessment results. The Waterloo Community School District (WCSD) and Sacred Heart School have agreed to provide student-level data annually, including measures in the table below. They will supply these data for all students to enable accurate assessment of the effects of GFA. GFA agrees to provide all requested data and program information to the state.

<b>WCSD and Sacred Heart Data Measures</b>	<b>GFA Data Measures</b>
Academic measures: Iowa Assessments scores and quarterly district-assessed achievement scores related to standards (report card equivalent).	GFA 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.	GFA records student demographics, including school, grade, gender, race, and ELL and lunch status (where known).
Student level attendance by quarter, including excused and unexcused absences, tardies, suspensions.	GFA staff record daily program and family literacy attendance.
Student level data on discipline referrals.	Qualitative reports of discipline issues.

GFA surveys parents, students, teachers, and staff annually and collects qualitative data on program implementation, including operational changes and staffing, through observations and interviews with staff, teachers, parents, and students. GFA staff record students' "success stories." The evaluator uses all data to report annually on how well the program is meeting its objectives as stated in the application.

*Evaluator.* Since 2005, GFA 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, such as Boys & Girls Club, YMCA, YWCA, and 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. *Contact information:* Brad McCalla, 319.234.3728, [brad@successlink.us](mailto:brad@successlink.us).

<b>Data Analysis to Measure Program Objectives and Effectiveness</b>	
<b>Objectives and Goals</b>	<b>Data Analysis</b>
In annual surveys, daytime teachers report that at least half the GFA participants who needed to improve academically did improve academically.	Teacher survey: identify those teachers said need to improve; calculate the percentage teachers said did improve.
Participants' literacy & math achievements increase over the year & summer as measured by GFA and the schools. Participants gain more than others in school-reported literacy & math achievements. Participants in low-achieving sub-groups gain more than non-participants in the subgroups.	Calculate average literacy and math scores at the beginning and end of the year for all. Compare pre and post scores for summer. Compare participants and non-participants by quarter for all and by low-achieving subgroups.
For GFA 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>Data Analysis to Measure Program Objectives and Effectiveness</b>	
<b>Objectives and Goals</b>	<b>Data Analysis</b>
<b>Goal 1: Increase students' academic achievement. GFA achieves this goal if evaluations report positive outcomes for the three objectives listed above.</b>	
At least 40 families attend one or more Family Literacy events.	Report the # of families attending and the #s of events they attend.
GFA students and parents report increased communication with their schools.	Report the # and % of parents who say their communication increased.
GFA parents and school staff participate in the GFA Advisory Committee.	Report the # of parents and staff on the Committee and their #s of meetings.
<b>Goal 2: Increase student, parent, and school staff communication to improve student success. GFA achieves this goal with positive outcomes for the three objectives listed above.</b>	
GFA participants have greater average school attendance and fewer tardies and discipline referrals than non-participants.	Compare participants and non-participants by quarter and over the school year.
At least 30 students participate in service learning projects.	Report the #s and %s of children who participate in service learning.
In annual surveys, school-day teachers report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others.	Annual teacher survey reports of the # who improve / the # who needed to improve for behavior, motivation, and ability to get along with others.
<b>Goal 3: Increase student attachment to education, their peers, adults, and the community. GFA achieves this goal with positive outcomes for the three objectives listed above.</b>	

To test for effective programming, the evaluation will use t-tests to compare academic outcomes for children who did and did not participate in GFA, 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 GFA attendance affects academic outcomes, school attendance, and discipline referrals. Multiple regression controls for factors known to produce the achievement gaps as described in the student needs section above, such as economic status, IEPs, and gender. A matched samples design creates a control group and provides a second test of GFA programming effectiveness. The evaluator will match each GFA participant with another student who did not participate in GFA as closely as possible on the following dimensions: school, grade level, age, gender, race/ethnicity, poverty (lunch status), disability (IEP), and language spoken at home. Results of t-tests and multiple regression analyses will demonstrate further whether GFA attendance produces positive outcomes.

GFA uses evaluation results to refine, improve, and strengthen the program and build community support as described in the sections above. When the schools provide official data annually, the evaluator will report on school and GFA data to the Advisory Committee within six weeks of receiving the school data. When the GFA summer program concludes, the evaluator will provide the summer report to the Advisory Committee within six weeks. The Committee will begin using results immediately to identify and resolve challenges. Within six weeks of receiving the evaluations, the Advisory Committee will review the annual reports and confirm that the reports contain all required information in an easily understood form and language. When the Advisory Committee provides these confirmations, GFA will provide a summary of the results to GFA and school staff and parents. Then, GFA and partners post the reports, in brief and in full, on their websites and begin using the results to build community support.

## Budget Narrative

**Personnel.** BGC requests support for high-quality dedicated staff to provide the proposed programming. The request will serve 120 students for 180 days during the school year, plus an additional ten non-school days during the school year, and for 40 days in the summer.

- ☞ The Program Director will dedicate 10 hours per week to GFA year-round at \$15 per hour. This position reports to the BGC Unit Director, the program Advisory Committee, and the school principals, administers all program operations, and facilitates partner collaborations.
- ☞ The Volunteer Coordinator will dedicate 15 hours per week year-round to recruiting, training, overseeing, and supporting volunteers at a salary of \$10 per hour.
- ☞ The full-time Site Coordinator will reports 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 GFA students for 4 hours/week for 36 weeks during the school year at of \$7.50/hour. This application requests support for four students to teach those who choose to take the lessons.
- ☞ 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 GFA staff receive 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 76.0%.

**Staff travel.** BGC does not request 21<sup>st</sup> CCLC support for staff travel.

**Materials.** BGC requests \$11,646 per year for program materials and supplies. The amount will support new curricula to remain aligned with the schools, along with the paper, crayons, scissors, rulers, glue, and other supplies to support enrichment activities for 120 students. Within the requested amount, the program plans to provide educational software aligned with the curricula for students to use in the BGC computer lab. This amount also includes \$1,200 for 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. Support for materials constitutes 5.3% of the budget request.

**Professional development** is important for training and retaining high-quality staff, and BGC requests \$10,950 per year for this purpose. This is 5.0% of the overall budget. GFA will use these funds for in-person and online training from professionals, materials for GFA training, 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.

**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 week. For most field trips, BGC will use its 15-passenger vans, but even all three can not transport 120 students at the same time. BGC plans to rent buses monthly to enable transportation of all students at the same time. The table below lists the calculations for the transportation costs. Field trips are an important component of GFA's enrichment activities. Sacred Heart volunteers will assist with interpretation for the Burmese refugee children and some BGC staff are bilingual, so there is no separate cost for language access.

<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.

<b>Evaluation</b>	<b>Hours</b>	<b>\$/hour</b>	<b>Total</b>
Independent evaluator	140	\$42	\$5,880
Clerical/data entry	150	\$12	\$1,800
			\$7,680

**Administration.** BGC acts as employer of record for program staff, providing all human resources and payroll administration functions. In addition, BGC provides grant and fiscal management, maintaining the budgets and providing all required fiscal reporting. All are vital to a successful program and BGC will provide these functions for 8.0% of the requested budget (\$17,520 per year). BGC and other partners provide in-kind administrative services with no compensation, including community relations, advocacy, and regular additional consultation about program planning, implementation, monitoring, and sustainability.

With this request for 21<sup>st</sup> CCLC support, BGC will supplement, not supplant, current funding. Currently, BGC serves 15 Sacred Heart students for one hour/week and 60 Cunningham students for 15 hours/week. However, the 21<sup>st</sup> CCLC grant supporting Cunningham ends this year. New 21<sup>st</sup> CCLC support will provide quality programming for 120 students after school and in the summer. Program services are equally accessible to all students targeted for services, regardless of their ability to pay, and the program charges \$25 per year for students to become "members" of the Club. If families can not afford the membership fee, BGC applies a sliding scale or waives the fee entirely based on the families' situation.

The BGC thanks 21<sup>st</sup> CCLC for considering this application.



**CEDAR VALLEY**  
CATHOLIC SCHOOLS  
**SACRED HEART SCHOOL**

October 2015

Dear 21st Century Grant Committee:

First and foremost, thank you for allowing us to partner with Boys & Girls Clubs of the Cedar Valley on a brand new after school program called *GREAT FUTURES*. *GREAT FUTURES* is a program designed to improve the academic success of our students while also providing direction in healthy living, socialization, and leadership.

If awarded funding for this program, I wanted to confirm what our partnership would look like, as requested. The partnership will look as follows:

**Sacred Heart School will provide:**

- Assistance in finding students to be part of *GREAT FUTURES*, with a focus on those who may be struggling with grades, social issues, home issues, etc.
- Suggestions of teachers, staff, or volunteers who may be a good fit to work at *GREAT FUTURES*.
- Adequate space for the program, to house a max of 60 students.
- Communication with teachers, so we can make sure homework and tutoring time is as effective as possible.
- Data to Boys & Girls Club, to be used for 21st Century evaluation purposes.
- To be the connection with parents and to allow the Club to hold special events for parents and youth for family literacy events.

**Boys & Girls Clubs of the Cedar Valley will provide:**

- Staffing and oversight of *GREAT FUTURES*
- Program supplies as needed, and as available
- Program materials and curriculum
- Volunteer management
- Collaboration with other non-profit agencies
- Daily snacks

Speaking on behalf of our students and staff, we wholeheartedly endorse the partnership we will have with Boys & Girls Clubs of the Cedar Valley if awarded a 21st Century grant. The benefit of *GREAT FUTURES* is that we will be able to provide much needed services for our youth for years to come.

Sincerely,

Cheryl A Werner, Principal

# VOLUNTEER CENTER OF CEDAR VALLEY

Lauren Finke  
Executive Director

October 21, 2015

Anne Nass  
Communications  
Coordinator

Jean Seeland  
Program Coordinator

#### Board of Directors

Lindy Zars  
President

Bev Degenhardt  
Vice President

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Mandy Franken

Julie Kacher

Matt Pauli

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Alan Stalnaker

Ashley Unga

Ellen Vanderloo

Floyd Winter

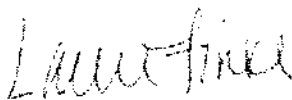
To Whom It May Concern:

The Volunteer Center of Cedar Valley (VCCV) is a strong supporter of the Boys and Girls Clubs of the Cedar Valley and enjoys being a partner in making the community a better place for youth.

As the mission of the VCCV states, promoting and supporting effective volunteerism while serving as the resources and coordination center for volunteers and community partnerships fits in so well with what the organization does to assist the Club. Not only does the VCCV promote volunteer needs and recruit individuals and groups to fulfill those needs, but the youth of the Club also see the benefit of giving back to the Cedar Valley by taking part in the Do Something Club, a program lead by the VCCV that supports youth in making the community a better place through the act of service. The Do Something Club is lead at three local sites with nearly 30 Club youth participating on a regular basis.

The Volunteer Center of Cedar Valley strongly considers the Boys and Girls Clubs of the Cedar Valley to be a great partner and looks forward to continuing the relationship through providing volunteers and working together to make youth believe in the power of service in the Cedar Valley.

Yours In Service,

 LF

Lauren Finke, Executive Director



POINTS  
OF

Principal  
Funds







# CITY OF WATERLOO, IOWA

CITY HALL • 715 Mulberry Street • Waterloo, IA 50703 • (319) 291-4301 Fax (319) 291-4286

October 5, 2015

TO WHOM IT MAY CONCERN:

The Boys and Girls Club has served the citizens of Waterloo for over forty years. The resources it provides to our community members cannot be understated.

As Mayor, I see how young people are affected by poverty, absentee parenting, and social disadvantages. I also see first-hand the ways in which our local Boys and Girls Club affects the lives of the underserved in our community. The Club mentors and provides a safe place where kids can have a break from the realities of home life and to learn the necessary life skills needed to deal with life's hard truths. Statistics show that young people involved in organizations like this are better citizens as youths and later as adults.

On behalf of the City of Waterloo, Iowa, I wholeheartedly endorse the efforts of the Boys and Girls Club to make this City a better place for our youth.

Sincerely,

A handwritten signature in black ink, appearing to read "Buck Clark". The signature is stylized and includes a long, sweeping flourish that extends to the right.

Buck Clark  
Mayor

BC/mmw

CITY WEBSITE: [www.cityofwaterlooiowa.com](http://www.cityofwaterlooiowa.com)

**WE'RE WORKING FOR YOU!**  
An Equal Opportunity/Affirmative Action Employer



# CITY OF WATERLOO, IOWA

## COMMUNITY DEVELOPMENT

620 Mulberry Street, Carnegie Annex • Waterloo, IA 50703 • (319) 291-4429 Fax (319) 291-4431

Mayor  
BUCK  
CLARK

TO: 21st Century Grant Readers

RE: Letter of Support for the Boys and Girls Club of the Cedar Valley

COUNCIL  
MEMBERS

Dear Grant Readers:

DAVID  
JONES  
Ward 1

With much enthusiasm and commitment we write this letter in support of our local Boys and Girls Club. Since moving here from North Carolina in 1983, the "Club" has been an anchor in the community for youth development beyond just the obvious components of physical and social development. Professionally, we have had the privilege of partnering with both brick and mortar projects, as well as youth programming. Personally, through partnerships with our fraternity and church, we have been able to ensure that its members are exposed to real life scenarios that will assist in providing a holistic approach to youth development. Personally knowing and working with a number of the board and staff members have me convinced that they have a very good handle of the necessary internal controls that provide a strong foundation to continue to build upon for years to come. With its main facility being in the neighborhood that it's in, it provides an anchor for continued residential neighborhood development that makes it an asset in a different light. I am so impressed with their mission and overall programming that I hope one day to be able to provide a significant amount of volunteerism and financial support. I would encourage you to support their request for funding and join us in being one of local agencies that pays life-long dividends.

CAROLYN  
COLE  
Ward 2

PATRICK  
MORRISSEY  
Ward 3

QUENTIN M.  
HART  
Ward 4

RON  
WELPER  
Ward 5

TOM  
LIND  
At-Large

STEVE  
SCHMITT  
At-Large

Please contact me if you should have any questions at (319) 291-4429.

Sincerely,

Rudy D. Jones  
Community Development Director



CITY WEBSITE: [www.cityofwaterlooia.com](http://www.cityofwaterlooia.com)

WE'RE WORKING FOR YOU!

An Equal Opportunity/Affirmative Action Employer



# CITY OF WATERLOO, IOWA

## WATERLOO POLICE DEPARTMENT

715 Mulberry Street • Waterloo, IA 50703 • (319) 291-4340 Fax (319) 291-4332

October 19, 2015

To whom it may concern:

I am writing this letter in support of a grant for the Boys & Girls Clubs of the Cedar Valley.

The Boys & Girls Clubs of the Cedar Valley are a tremendous asset for the area. The children they serve are almost too innumerable to count. The challenges faced by many of these children practically ensure they will fail. The Boys & Girls Clubs of the Cedar Valley has developed many partnerships to mitigate the chance of failure for these kids. Just one of those many partnerships is with the Waterloo Police Department. Due to our own staffing issues we are unable to provide direct program support to the Boys & Girls Club. However, the informal partnerships we have established and utilize are invaluable. These include information sharing, officers' contact with Club participants through policing efforts, and the providing of assistance to the Club and staff when requested.

Great strides have been made in the Cedar Valley, due greatly to partnerships such as this. I offer my agency's support for this grant opportunity. Great strides have indeed been made, but we still have a long way to go!

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel J. Treika".

Daniel J. Treika  
Director of Safety Services/Chief of Police



WPD WEBSITE: [www.waterloopolice.com](http://www.waterloopolice.com)

WE'RE WORKING FOR YOU!

An Equal Opportunity/Affirmative Action Employer



Dear 21<sup>st</sup> Century Grant Committee:

Wheaton Franciscan Healthcare – Iowa is fully committed to local partnerships with community organizations that improve the health and wellness of the community. There is no better example than the Boys & Girls Clubs of the Cedar Valley. The Cedar Valley Clubs are one of the most trusted resources to further inspire and enable kids to reach their full potential as responsible, caring, and productive citizens.

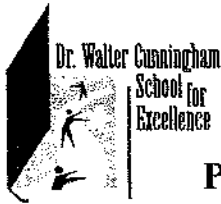
Wheaton – Iowa is a 511-bed; not-for-profit, comprehensive medical/surgical health care provider offering acute levels of medical care at Covenant Medical Center in Waterloo; Sartori Memorial Hospital in Cedar Falls, and Mercy Hospital in Oelwein. In addition, the region includes Covenant Clinic with more than 130 primary care and specialty providers. With our footprint in the Cedar Valley, our partnership with the Cedar Valley Clubs is spirited, as we continue to jointly strive for healthier communities. Currently, we partner to offer health clinics to improve the access to services and health education classes for their kids, making sure they have the valuable tools to promote healthy living in the neighborhood.

We hope you strongly consider the continuing support of the Boys & Girls Clubs of the Cedar Valley.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan Meyer', written over a horizontal line.

Ryan Meyer  
Assistant Administrator  
Wheaton Franciscan Healthcare – Iowa



## Dr. Walter Cunningham School For Excellence

Principal Lucy Evans, Assistant Principal Ryan Christoffer

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Dear 21<sup>st</sup> Century Grant Committee:

First and foremost, thank you for allowing us to partner with Boys & Girls Clubs of the Cedar Valley on a brand new after school program called GREAT FUTURES. GREAT FUTURES is a program designed to improve the academic success of our students while also providing direction in healthy living, socialization, and leadership.

If awarded funding for this program I wanted to confirm what our partnership would look like, as requested. The partnership will look as follows:

**Cunningham Elementary will provide:**

- Assistance in finding students to be part of GREAT FUTURES, with a focus on those who may be struggling with grades, social issues, home issues, etc.
- Suggestions of teachers, staff, or volunteers who may be a good fit to work at GREAT FUTURES.
- Transportation to the Boys & Girls Club for students
- Communication with teachers, so we can make sure homework and tutoring time is as effective as possible.
- Data to Boys & Girls Club, to be used for 21<sup>st</sup> Century evaluation purposes.
- To be the connection with parents and to allow the Club to hold special events for parents and youth for family literacy events.

**Boys & Girls Clubs of the Cedar Valley will provide:**

- Staffing and oversight of GREAT FUTURES
- Program supplies as needed, and as available
- Program materials and curriculum
- Volunteer management
- Collaboration with other non profit agencies
- Daily snacks
- Use of our building for Cunningham activities as needed

Speaking on behalf of our students and staff, we wholeheartedly endorse the partnership we will have with Boys & Girls Clubs of the Cedar Valley if awarded a 21<sup>st</sup> Century grant. The benefit of GREAT FUTURES is that we will be able to provide much needed services for our youth for years to come.

Sincerely,

Lucy Evans

Ryan Christoffer

**GLOBAL Thinking**  
**Limitless Choices**  
**Waterloo SCHOOLS**

**Crystal Buzza**  
Executive Dir. of Professional Technical Education  
Education Service Center  
1516 Washington Street | Waterloo, IA 50702  
Phone: (319) 433-1842 | Fax: (319) 433-1889  
buzzac@waterlooschools.org

November 6, 2015

Dear 21<sup>st</sup> Century Grant Committee:

The Waterloo School District and Boys & Girls Clubs of the Cedar Valley, has enjoyed a partnership that has spanned for many years. During my time on staff I have witnessed this partnership in action as the District puts forth full effort in providing our children with a quality education while Boys & Girls Club has provided resources for youth during those critical after school hours.

If Boys & Girls Clubs is awarded funding, we will happily continue our partnership with them. The partnership will look as follows:

**Cunningham Elementary will provide:**

- Partnership in figuring out root issues which may occur at one of our schools or at the Boys & Girls Club.
- Transportation to the Boys & Girls Club for students
- Communication with school principals for anything important which may occur at Boys & Girls Club
- Data to Boys & Girls Club, to be used for 21<sup>st</sup> Century evaluation purposes.

**Boys & Girls Clubs of the Cedar Valley will provide:**

- Staffing and oversight of their program which focuses on academics, health, and character building.
- Volunteers to the district for programs such as ReConnect (contacting high students who have not gone back to school yet)
- Collaboration with other non-profit agencies
- Providing a physical place for students to attend after school, especially those who may not have positive resources at home
- Use of our building for the District and it's schools, as need (such for the Mayor's Fun Run, Cunningham's Intercession, and East High Schools Emergency location)

It has been my personal pleasure to work with Boys & Girls Clubs of the Cedar Valley over the years and I look forward to many more. I know the staff at Boys & Girls Clubs of the Cedar Valley works hard at providing a life changing place for students. If you have any questions please feel free to contact me at (319) 433-1865.

Sincerely,



Crystal Buzza  
Executive Director of Professional Technical Education

November 11, 2015

To Whom It May Concern:

I am happy to write this letter of our partnership with the Boys & Girls Clubs of the Cedar Valley. Just a few of the ways in which programming at the Boys & Girls Club complements the work of our district and our students include:

- Power Hour, a homework assistance program;
- Read Dog, a program which allows students to practice their reading skills;
- Involvement in STEM Clubs, enhancing the district's STEM programming; and
- Computer, Art, and Performing Arts classes.

We greatly support the Boys & Girls Clubs of the Cedar Valley by providing transportation to the Club, sharing department resources when appropriate, and providing input on Club programming. They are an important part of our educational system and our community as a whole. Please feel free to contact me with any further questions.

Sincerely,



Dr. Jane Lindaman, Superintendent  
Waterloo Schools

pa



**UNI ATHLETICS**

To Whom It May Concern:

The University of Northern Iowa, and specifically UNI Athletics, enjoys a great partnership with the Boys & Girls Club of the Cedar Valley. Our coaches, staff, and student-athletes have benefitted from this relationship by being given an opportunity to impact many young people.

One of the major tenets of what UNI Athletics strives to do is to have a positive impact on the community. The work our student-athletes do with the Boys & Girls Club is one of the best ways we can have such an impact by promoting healthy living and the importance of exercise. I believe that UNI student-athletes serve as positive role models, not just in the realm of athletics, but educationally and socially as well. I can also say unequivocally that the impact the kids in the Club have had on our student-athletes has been just as great, if not greater.

The staff at the Boys & Girls Club of the Cedar Valley, led by Chuck Rowe, do tremendous work and I can speak for everyone at UNI Athletics when I say it's a privilege to be a small part of their passion and dedication to the kids in our community.

If you have any questions or need additional information, please contact me at (319) 273-7465 or [steven.schofield@uni.edu](mailto:steven.schofield@uni.edu).

Sincerely,

Steve Schofield  
Deputy Director of Athletics





P.O. Box 2397  
Waterloo, IA 50704-2397  
319-235-0507  
1-888-NEIFB4U (634-3248)  
Fax 319-235-1027  
www.northeastiowafoodbank.org



October 19, 2015

Serving the  
Counties of:

- Allamakee
- Black Hawk
- Bremner
- Buchanan
- Butler
- Chickasaw
- Clayton
- Delaware
- Fayette
- Floyd
- Grundy
- Howard
- Mitchell
- Poweshiek
- Tama
- Winneshiek

To Whom It May Concern:

The Northeast Iowa Food Bank is pleased to partner with the Boys & Girls Club of the Cedar Valley by providing nutritious meals and snacks to the children they serve. This is done on a daily basis during the school year and on selected days during the summer. In addition, we also provide nutrition and health lessons to the children they serve.

Food is a basic need. Many times children do not get a nutritious evening meal. The partnership to ensure that children receive nutritious food goes back to 2000, when we began providing this service. Our plans are to continue to provide both the meal and the education opportunity to the children at the Club.

We sincerely appreciate the partnership we have with the Club. We are fortunate to live in such a collaborative community and home to continue to only make this project grow.

Please let me know if you need additional information. On behalf of those we serve, we thank you.

Sincerely,

Barbara Prather  
Executive Director



**PROGRAMS**  
Cedar Valley Food Pantry  
Member Agency Food Distribution  
Kids Cafe  
BackPack Program  
Elderly Nutrition Program  
Mobile Food Pantry Program



**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Dr. Walter Cunningham School for Excellence</b>		
<b>Site Address: 515 Lime Street</b>		
<b>City, State, Zip: Waterloo, Iowa 50703</b>		
<b>Phone: 319.234.2839</b>		
<b>Site Contact Person: Laura Kann, Boys and Girls Clubs of the Cedar Valley</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b>#of pupils from this school in 21CCLC program</b>
None		
<b>21CCLC Site Name: Sacred Heart School</b>		
<b>Site Address: 620 5<sup>th</sup> Street</b>		
<b>City, State, Zip: Waterloo, Iowa 50702</b>		
<b>Phone: 319.234.6593</b>		
<b>Site Contact Person: Laura Kann, Boys and Girls Clubs of the Cedar Valley</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
None		
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
None		
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>

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

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

**Part A: Nondiscrimination**

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

**Part B: Use of Funds**

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

**Part C: Supplement, not Supplant**

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

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

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

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part J: Notice to the Community**

As the designated applicant agency representative, I certify that the community to be served by the 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)**

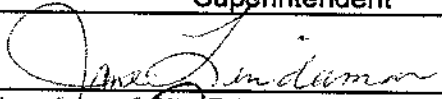
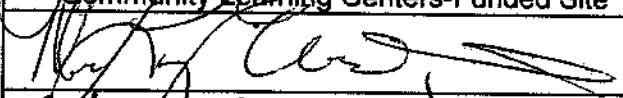
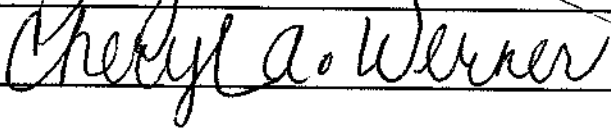
Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

**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
	Chuck Rowe, CEO Boys and Girls Clubs of the Cedar Valley

**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
	Dr. Jane Lindaman, Superintendent Waterloo Community School District
Signature of Site/Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Mrs. Lucy Evans, Principal Dr. Walter Cunningham School for Excellence
	Cheryl A. Werner, Principal Sacred Heart School

### FORM C: COLLABORATIVE SIGNATURES

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

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

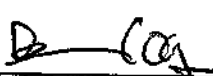




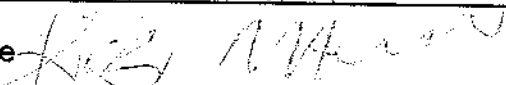
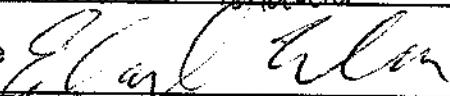

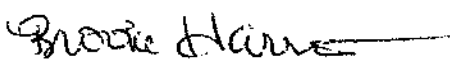
Name/Signature		Agency Affiliation	
Name/Title	<i>Receptiquet Frost Deac</i>	Agency	<i>Boys &amp; Girls Club</i>
Signature	<i>Blanca Nolas-Wright</i>	Address	<i>1524 W. Owen Drive</i>
Name/Title		City/Zip	<i>Waterloo IA Phone 319 42839</i>
Signature	<i>Jatonya Weller</i>	Agency	<i>ASSISTANCE STAFFING</i>
Name/Title	<i>William Micon / ES W.</i>	Address	
Signature	<i>William Micon</i>	City/Zip	<i>Waterloo 50703 Phone (319) 429-0232</i>
Name/Title	<i>Jerry Bunt</i>	Agency	<i>Boys &amp; Girls Club</i>
Signature	<i>Jerry Bunt</i>	Address	
Name/Title	<i>Joshua Redersen</i>	City/Zip	<i>Waterloo IA Phone</i>
Signature	<i>Joshua Redersen</i>	Agency	<i>Boys &amp; Girls Club</i>
Name/Title	<i>Korina Staley man</i>	Address	
Signature	<i>Korina Staley</i>	City/Zip	<i>Waterloo IA Phone 883-5028</i>
Name/Title	<i>Danesha Arceneaux-mm</i>	Agency	<i>Boys &amp; Girls Club</i>
Signature	<i>Danesha Arceneaux</i>	Address	<i>108 Paul Ave.</i>
Name/Title		City/Zip	<i>Waterloo 50701 Phone 319-230-9349</i>
Signature	<i>Melvin Mcclarity</i>	Agency	<i>Boys &amp; Girls Club</i>
Name/Title		Address	
Signature	<i>Jasmin &amp; Brook B</i>	City/Zip	<i>Boys &amp; Girls Club</i>
Name/Title		Address	
Signature		City/Zip	

*Jatonya Weller*

### FORM C: COLLABORATIVE SIGNATURES

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

Name/Signature		Agency Affiliation	
Name/Title	DENISE COOPER	Agency	BOYS & GIRLS CLUB
Signature		Address	
		City/Zip	Waterloo 50703 Phone
Name/Title	RAGUEL SALLIS	Agency	
Signature		Address	BOYS & GIRLS CLUB
		City/Zip	W'LOO 50703 Phone
Name/Title	DANNY MICOLI	Agency	
Signature		Address	BOYS GIRLS CLUB
		City/Zip	W'LOO IA Phone
Name/Title		Agency	BOYS GIRLS CLUB
Signature		Address	
		City/Zip	Phone
Name/Title	CHRISTINE BORK	Agency	BOYS & GIRLS CLUB
Signature		Address	
		City/Zip	Waterloo 50703 Phone
Name/Title	KERRY THASLE	Agency	BOYS GIRLS CLUB
Signature		Address	
		City/Zip	Waterloo IA Phone
Name/Title	EDUARDO TALAMON	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	DeMarcus Wynter	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	BROOKE HARRIS	Agency	
Signature		Address	
		City/Zip	Phone

### FORM C: COLLABORATIVE SIGNATURES

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

Name/Signature		Agency Affiliation	
Name/Title	EMMANUEL	Agency	
Signature	EMMANUEL	Address	
		City/Zip	Phone
Name/Title	ANGELO	Agency	
Signature	ANGELO	Address	
		City/Zip	Phone
Name/Title	Simarion Anderson	Agency	
Signature	Simarion Anderson	Address	
		City/Zip	Phone
Name/Title	Jordan	Agency	
Signature	Jordan	Address	
		City/Zip	Phone
Name/Title	TONIO	Agency	
Signature	TONIO	Address	
		City/Zip	Phone
Name/Title	Tyrell	Agency	
Signature	Tyrell	Address	
		City/Zip	Phone
Name/Title	marlaya	Agency	
Signature	marlaya	Address	
		City/Zip	Phone
Name/Title	Brianna	Agency	
Signature	Brianna	Address	
		City/Zip	Phone
Name/Title	Jahlii	Agency	
Signature	Jahlii	Address	
		City/Zip	Phone



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

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

**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
Dr. Walter Cunningham School for Excellence	\$ 122,541	\$ 122,541	\$ 122,541	\$ 367,623	60
Sacred Heart School	\$ 96,459	\$ 96,459	\$ 96,459	\$ 289,377	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: Dr. Walter Cunningham School for Excellence

**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	83,590	9288	83,590	9288	83,590	9288	278,634
Staff Travel	0	0	0	0	0	0	0
Materials	5,223	600	5,223	600	5,223	600	17,469
Professional Development (minimum 4% per year)	6,094	677	6,094	677	6,094	677	20,313
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)	9,751	1083	9,751	1083	9,751	1083	32,502
<b>Totals</b>	<b>110,509</b>	<b>12,032</b>	<b>110,509</b>	<b>12,032</b>	<b>110,509</b>	<b>12,032</b>	<b>367,623</b>

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

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

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 60

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	66,182	7,354	66,182	7,354	66,182	7,354	220,608
Staff Travel	0	0	0	0	0	0	0
Materials	5,223	600	5,223	600	5,223	600	17,469
Professional Development (minimum 4% per year)	3,761	418	3,761	418	3,761	418	12,537
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)	6,017	669	6,017	669	6,017	669	20,058
<b>Totals</b>	<b>87,034</b>	<b>9,425</b>	<b>87,034</b>	<b>9,425</b>	<b>87,034</b>	<b>9,425</b>	<b>289,377</b>

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

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

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

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

1. BGC has been incorporated as a non-profit corporation since 1965 and responsively 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. Wells Fargo Bank, Waterloo, Iowa holds BGC Savings Account.
3. Banking Information: Farmer's State Bank, 224 W. 6<sup>th</sup> Street, Waterloo, Iowa 50701
4. Checking Account Balance (June 30, 2015) \$37,633.45
5. Savings Account Balance (June 30, 2015) \$426,697.76

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

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

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

### Form E: Minority Impact Statement

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

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

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

Indicate which group is impacted:

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

Boys and Girls Clubs of the Cedar Valley (BGC) proposes to target students at Title I schools who have academic deficiencies and are performing below grade level. Often, these students are from racial minority categories. The table below displays the percentages by race/ethnicity, for the four schools that BGC proposes to serve in this application, for the Waterloo Community School District (WCSD), for the city of Waterloo, and for the state of Iowa. Demographics for the four schools and for the District come from "2014-2015 Iowa Public School Building PreK-12 Enrollments by School, Grade, Race and Gender" and "2014-2015 Iowa NonPublic School PK-12 Enrollment by School, Grade, Race and Gender," both from the Iowa Department of Education (<https://www.educateiowa.gov/education-statistics>). BGC has designed the program in this application to increase school attendance and academic proficiency, and these are the positive impacts BGC disproportionately provides to the minority students it serves.

2014-15	Cunningham	Sacred Heart	Waterloo	Iowa
White	11.6%	33.1%	52.5%	78.3%
Black/African Am.	70.8%	3.4%	25.7%	5.5%
American Indian	0.2%	0.0%	0.2%	0.4%
Asian	0.2%	41.9%	2.2%	2.3%
Hispanic or Latino	10.3%	18.2%	11.1%	10.0%
Pacific Islander	0.0%	0.0%	1.2%	0.2%
Two or more races	6.9%	3.4%	7.1%	3.4%

- 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, Boys and Girls Clubs of the Cedar Valley

### 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**

**PLEASE NOTE:** This application proposes to serve Sacred Heart School, a private school in Waterloo. There are no private schools within the boundaries of the other school this application proposes to serve, the Walter Cunningham School for Excellence. Thus, the applicant did not consult with any Waterloo private schools other than Sacred Heart.

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date</b> <b>Time</b> <b>Location</b></p> <p><b>No private school consultations.</b></p>
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