

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

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

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

Mail Applications to:

Jodi Bruce

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Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

County: Black Hawk		Amount Requested: \$285,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Jane Lindaman		Grant Contact/Project Director: Darren Hanna	
Agency Name: Waterloo Community School District		Agency Name: Waterloo Community School District	
Address: 1516 Washington St		Address: 1516 Washington St	
City: Waterloo	Zip: 50702	City: Waterloo	Zip: 50702
Phone: (319) 433-1800	FAX: (319) 433-1889	Phone: (319)433-	FAX:(319) 433-1889
Email: lindamanj@waterlooschools.org		Email: hannad@waterlooschools.org	
DUNS Number: 010246890			
Data Collection and Evaluation Contact: Lekeisha Veasley		Fiscal Contact: Michael Coughlin, Chief Financial Officer	
Address: 1535 Lafayette		Address: 1516 Washington St	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50702
Phone: (319)292-1867	FAX (319)235-1518	Phone: (319) 433-1830	FAX: (319) 433-1891
Email: lveasley@operationthreshold.org		Email: coughlinm@waterlooschools.org	

BEFORE YOU APPLY

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Irving Elementary School
 - Free and Reduced Lunch Rate Percentage: 91.36%
 - Site/Building Name: Lowell Elementary
 - Free and Reduced Lunch Rate Percentage: 89.23%
 - Site/Building Name: Becker Elementary
 - Free and Reduced Lunch Rate Percentage: 71.88%
- **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
 - 100 number of children x 180 days x either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$180,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 300 children x 35 of days = (minimum 30 days) x \$10.00 = \$105,000 (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$285,000

Funding Request total for Three Years: \$855,000

Number of Children Served in Year One: 400

Number of Children Served in Three Years: 1200

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ OR Enter School District Code ____ 6795 _____

(If applicable) Enter Child Care License #: _____
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REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Iowa School Report Card, published 12/13/17

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

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

Documentation: MOUs

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

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Memoranda of Understanding (MOUs)

Required Forms

Form A: Site Information

Form B: Assurances and Agreements

Form C: Collaborative Signatures

Form D1: Funding Requirements

Form D2: Budget Forms

Form D3: Applicant Agency Fiscal Resource Information

Form E: Minority Impact Statement

Form F: Non-Public Consultation Documentation Template

PROPOSAL ABSTRACT (MAX 2PGS)

The Waterloo Community School District (WCSD) is partnering with The Cedar Valley Readers Campaign for Grade-Level Reading (CGLR), the Family YMCA of Black Hawk County, and the YWCA of Black Hawk County to provide summer and before and after school programming to 400 students at three schools rated as “needing improvement.” Each school is positioned in a neighborhood with high rates of poverty which has led to the designation of each of the schools as Title I.

Intervention is needed to stop the trajectory of students' academic course in the Waterloo School District. As of 2015, only 54 percent of all Waterloo third graders were considered proficient in reading. The percentage of students who graduate from high school in Waterloo is only 70 percent, nearly 26 percentage points lower than neighboring Cedar Falls and 20 points lower than the state average. With the strong correlation of third grade proficiency and high school graduation rates, it's important we provide strong supports as early for students in need.

During the summer of 2017, the Y Believe Summer Academy was implemented at two high need elementary schools, where the reading proficiency scores were low. Upon completion of the pilot project, the results from the Y Believe Summer Academy were exceptional. Seventy-six percent of the participants of the Y Believe Summer Academy did not experience summer learning loss, and in fact, 70 percent of the participants experienced gains during the summer. Additionally, the percentage of Academy students who were deemed grade-level proficient increased by 10 percent during the summer program. A particularly impressive point may be hard to discern on the chart below. Academy students were found to be at 39 percent proficient for their current grade level in the spring, but they improved to 43 percent in the fall when tested on their NEXT grade level. That increase demonstrates that they came into the next school year more prepared to tackle the next level of learning.

SUMMER 2017 Y BELIEVE SUMMER ACADEMY PARTICIPANTS					
Totals	# Students Proficient Spring	# Student Gains through Summer	# Student Proficient July	# of Students Negated Summer Loss	# Student Proficient Fall
Participants Completed Academy	55/142	98/141	63/130	110/144	62/144
Percentage change from summer to fall	39%	70%	49%	76%	43%

The WCSD, YMCA, and Cedar Valley Readers would like to extend the reach of this successful model to offer two, 7-week academy programs, serving 300 K-5th grade students at Irving, Lowell, and Becker Elementary Schools during the summer of 2018. We plan to utilize the same program structure that was used during the pilot project in 2017 since it netted such great success. Participants will attend summer programming from 7:45am to 6pm Monday-Friday. Participants will receive classroom instruction during the first half of the day and after lunch they will engage in recreational activities. On Fridays the participants will go on field trips. Breakfast, lunch and a snack will be provided as well.

In addition to the Summer Learning Academy, this initiative will also provide support to 100 students in YMCA and YWCA before and after school programs at Irving, Lowell, and Becker Elementary Schools. The Y programs will implement a new model for before and after school programming, based on curriculum by the Y-USA that has been proven to address the achievement gap. The Waterloo School District, the YMCA, and the YWCA share a commitment in using a whole child model to serve students. The Y programs will utilize a whole child well-being model that includes the following key areas: achievement, belonging, character, giving, health, inspiration, meaning, relationships, and safety.

The Waterloo Community Schools has strong community partnerships. Partners in this proposal include the Family YMCA of Black Hawk County, Cedar Valley Readers, the YWCA of Black Hawk County, University of Northern Iowa, Hawkeye Community College, Operation Threshold, and the Food Bank of Northeast Iowa. We will continue to seek meaningful partnerships on an ongoing basis.

The 21st CCLC Advisory Committee will be actively engaged during the implementation and evaluation of the program. We will have a diverse group committee members who will work with the external evaluator. The evaluator has over 10 years of federal and state grant management. She is a nationally certified Results Oriented Management Accountability (ROMA) trainer.

We intend to measure the academic success of the program by tracking the reading scores of students at Irving, Lowell, and Becker Elementary Schools by using the FAST assessment. We will track the FAST assessment scores at the beginning and end of the school year for those students. We will also track the number of behavior referrals, student attendance records, social-emotional competency development, and parent engagement. Our intended outcomes for this overall CCLC project are as follows:

1. To increase the percentage of third grade students who are considered grade level proficient by 50 percent for students who participate in the Academy two or more summers, as measured by FAST assessments.
2. To prevent summer learning loss for 75 percent of the children who participate in the Summer Learning Academy, as measured by FAST assessments.
3. To increase levels of social and emotional competencies by 40 percent by the end of the school year for children in the before and after school program, as measured by the DESSA Student Strengths Assessment.
4. To decrease the number of behavior incidents at school for children in the before and after school program by 30 percent over the course of each academic year, as measured by behavior referrals.
5. To increase parents' engagement in their children's educational experience by 30 percent over the course of each academic year, as measured by attendance at school and program events.

This application requests competitive priority status because the three schools we are working in Irving, Becker and Lowell are schools designated as schools that "Need Improvement," and submitting a joint application between local educational agencies and other community-based organizations. The Waterloo Community School District receives funds under Title I.

The total amount requested \$285,000 to serve 400 students (before/afterschool and summer programming) at 3 schools in the Waterloo School District. Funds will be used to cover the cost of implementing the previously mentioned programming. It will cover staffing, program materials, transportation, administration, field trips, program evaluation, professional development, administrative costs.

STUDENT NEED (MAX 3PGS)

Stakeholder Involvement in Identifying Needs

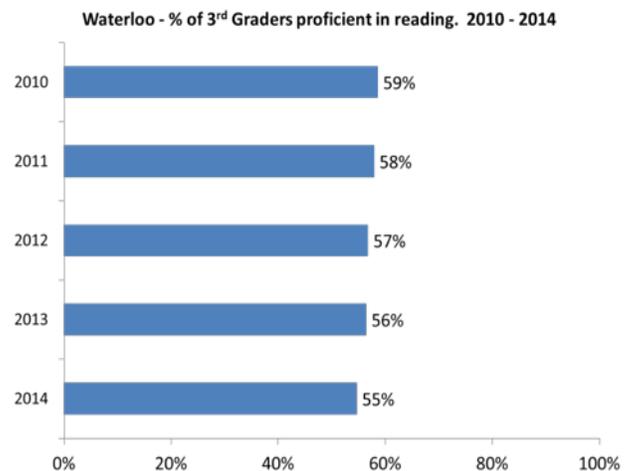
Through Cedar Valley Readers, which involves over 15 community agencies (<https://cedarvalleyreaders.org/ways-you-can-help/sponsorship/>), key stakeholders in our community, have identified the issue of 3rd grade reading proficiency as a key area for which to focus attention because of its correlation to overall learning and high school graduation rates. Through Cedar Valley Readers, coordinated efforts have been directed toward providing greater support to students. One program that evolved out of that larger community effort was the Y Believe Summer Learning Academy, which represents a strong collaborative approach by the Waterloo School District, the Campaign for Grade Level Reading - Cedar Valley Readers, and the YMCA.

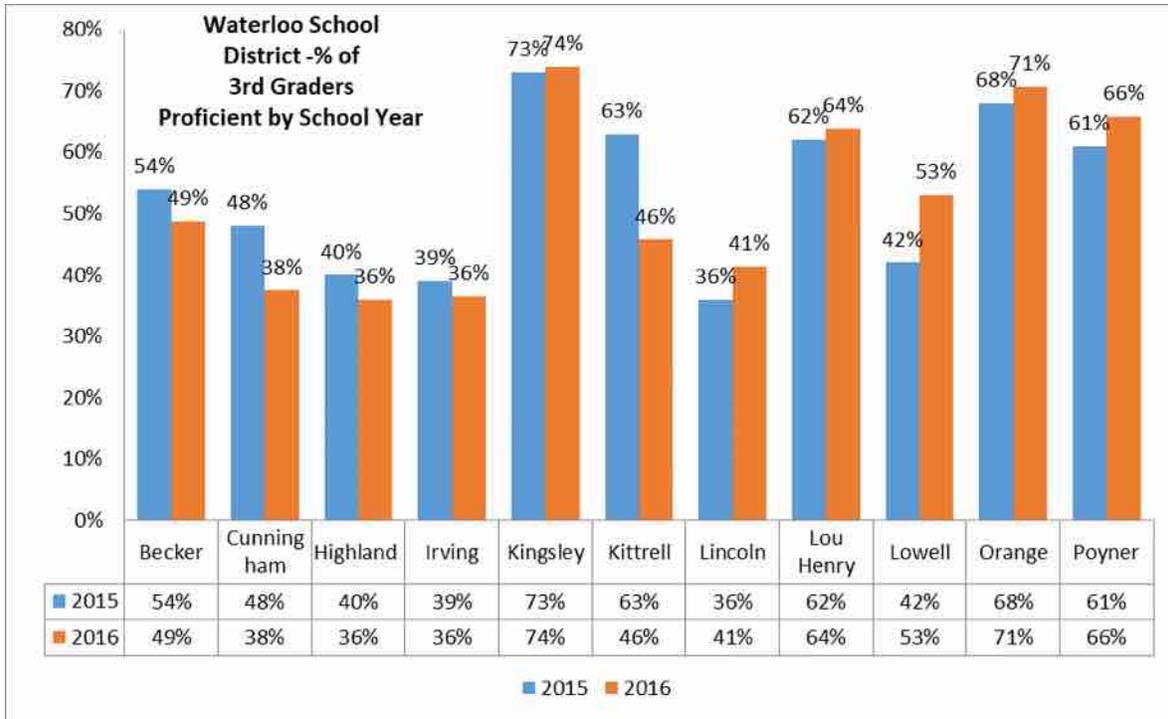
Data Demonstrated Student Needs

Local data has indicated that our students are not reading at grade level and each year that number continues to decrease. The table below shows that each year the percentage of students proficient in reading continues to decline. Students who qualify for the free and reduced lunch program represent the lowest

	2013-2014	2013-2014	2013-2014	2014-2015	2014-2015	2014-2015	2015-2016	2015-2016	2015-2016
	% Prof, All Students	% Students FRL	% Prof, FRL Students	% Prof, All Students	% Students FRL	% Prof, FRL Students	% Prof, All Students	% Students FRL	% Prof, FRL Students
Waterloo	55.03	67.15	47.29	54.09	73.92	48.46	52.99	72.99	44.25
Cedar Falls	88.02	24.74	77.89	86.41	26.21	73.15	85.48	24.19	76.19
<i>This table includes the reading proficiency for all students in the Waterloo School District and Cedar Falls, the percentage of students who are eligible for free and reduced lunch (FRL), and the reading proficiency of those who are on free and reduced lunch (FRL).</i>									

These charts demonstrate that many students in our community are not proficient in reading by the end of third grade and highlights the schools where proficiency is the lowest. Our early research indicates that children who are low income, children from racial and ethnic minority groups, and children who are receiving special education services are less likely to be proficient in reading by third grade. As of 2015, only 54% of all Waterloo third graders are proficient in reading. Over time we have seen a steady decline in reading proficiency among our kids and we believe that without community intervention the downward trend will continue.





Summer learning loss (“summer slide”), the phenomenon where young people lose academic skills over the summer, is one of the most significant causes of the achievement gap between lower and higher income youth and one of the strongest contributors to the high school dropout rate. For many kids, a few months off in the summer can lead to major setbacks in school, including loss of knowledge and lowered test scores. Research from the National Summer Learning Association and Afterschool Alliance found that:

- 1) Much of the achievement gap between disadvantaged youths and their peers can be explained by summer learning loss in elementary school.
- 2) Students with the biggest losses over the summer are in already higher-risk low income groups.
- 3) Parents and students want to engage in summer learning programs but do not have access to them.¹
- 4) As early as 1st grade, summer learning loss can be recognized. By the end of 6th grade, students who have experienced summer learning loss over the years are an average of 2 years behind their peers.
- 5) Two-thirds of income-based achievement gap is attributed to summer learning loss by the start of high school.

Summer learning loss exacerbates reading proficiency. For example, one of the schools for which we propose to deliver this CCLC project, Irving Elementary, has shown consistent summer learning loss for students from year to year. In some cases students are losing nearly 18 points and unable to reach the level they were at the year prior. As a result, a child who experiences summer learning loss over multiple years is on average 2-3 years behind their peers who have not experienced summer learning loss.

¹ A 2010 report by the Afterschool Alliance found that, while only 25% of students were currently participating in summer learning programs, many more would like the opportunity to do so. A full 83% of parents supported spending public funds on summer learning programs and 67% of low-income parents said their children would enroll in a summer program if they could.

In an article “Black Iowa: Still Unequal?” the Des Moines Register shares that across Iowa, in cities, towns and suburbs, public schools are riddled with achievement gaps that have left minorities — particularly African-Americans — lagging far behind white students academically. Statewide, only 49 percent of black fourth-graders are proficient in reading, compared with 58 percent of Hispanic students and 80 percent of white students, according to exams from the National Assessment of Educational Progress (NAEP). Moreover, according to state data, a disproportionate number of African-American teens drop out of school. In addition, black students have among the lowest rates of graduating high school, attending college or earning a bachelor’s degree. Black students are not achieving at the same levels as their peers. Research shows that an academic gap exists even after accounting for poverty. By some measures, Iowa fares worse than the national average. Black fourth-graders here earned an average score of 195 on NAEP exams, below the national average for black students of 206. Statistics show that the challenges facing Iowa schools are daunting, and Waterloo struggles even more. Only 37 percent of black third-graders in Waterloo elementary schools are proficient in reading, compared to 45 percent in Des Moines.

The achievement gap has persisted in Iowa for decades — with little to no improvement in statewide proficiency rates in the last generation — despite the passage of federal and state laws that attempted to address the issue. The achievement gap refers to the academic disparity between children and teens of differing backgrounds, particularly socio-economic. Kids from low-income households often start school unprepared and continue to fall behind without proper interventions. Despite progressing at the same rates during the school year, gaps widen each summer — and students fall farther behind each year.

While the Summer Learning Academy has proven effective in tackling summer learning loss, tackling the achievement gap requires year-round support for students most at risk. Students who do not have someone to care for them before and after school are predisposed to conduct problems. However, attendance in a high-quality afterschool program can improve school attendance and test scores, as well as decrease risky behaviors and increase positive social behaviors.²

Schools In Need of Improvement

In the recently published Iowa School Report Card, all three schools that we propose to serve through the 21st CCLC Grant, including Irving, Lowell, and Becker, are rated as “needs improvement” and are all categorized as Title I schools due to the high percentage of children from low-income families. Additionally, those schools have been selected because of their nature of being “neighborhood schools,” in other words, most students are able to walk to school, and thus the Academy. Bussing will be provided to Becker students attending the Academy at Irving and/or Lowell. The before and after school programs will be provided on-site at the school, so transportation is not a barrier.

As part of our community strategy to improve reading proficiencies we have built a model for addressing summer learning loss. We can overcome the barriers low-income families face in accessing summer learning opportunities. We also want to extend what we know to before and after school programs to provide year-round support to students who have great need.

² *Expanding Minds and Opportunities. “Leveraging the Power of Afterschool and Summer Learning for Student Success”, A compendium of articles; edited by Terry K. Peterson, Ph.D. (2013). Retrieved at <http://www.expandinglearning.org/expandingminds>*

PROJECT (MAX 3PGS)

The WCSD, UNI, YMCA, and Cedar Valley Readers will expand upon a pilot program that was initially offered during the summer of 2017 and served 200 students in the District. We want to expand the program to serve 300 students in a seven-week program during the summer of 2018 at Irving Elementary and Lowell Elementary. Students from Irving, Lowell, and Becker Elementary Schools will be invited to participate based on need. We plan to utilize the same program structure that was used during the pilot program in 2017, except this year it will be open to K-5th grade, and not just 1st – 3rd grade. In addition, we are increasing our capacity from 200 to 300 students. Students will received classroom instruction during the first half of the day and after lunch they will engage in recreational activities. On Fridays, the participants go on field trips, a highlight as some students have never visited area places of interest. Breakfast, lunch and a snack will be provided through the Waterloo School District summer feeding program.

The Academy staffing structure consists of lead teachers from within the District, pre-service teachers from UNI and surrounding colleges (elementary education majors), English Language Learner teachers, and recreational specialists. The literacy coaches at each of the schools will design the curriculum with the help of the lead teachers.

The Summer Learning Academy supports children and families around five essential components:

1. High-Quality Academic Enrichment

The Y Summer Learning Academy offers a highly individualized educational experience for students. Literacy coaches and lead teachers spend weeks in advance of the start of the Academy preparing specific learning plans for each student. Lesson planning is focused on hands-on learning in a small group environment with teacher to student ratios at 1:10. The morning Academy time focuses on literacy development and STEM programming.

2. Parent and Family Involvement

Parents and family members are the most important partners in their children’s education. The Y Summer Learning Academy will offer parents and family members the support and skills they need to help their children succeed. Caregivers will be required to demonstrate their commitment to the program and to their children’s education and development by becoming actively involved. Parents, family members and community members are invited to serve as read aloud guests, assist in the classroom, on the playground and during meals; plan and chaperone field trips; and support the children's social action and community service projects. Family members also participate in workshops throughout the summer where they learn about the educational and social development of children and gain the necessary skills to empower themselves and their families to succeed.

3. Social Action and Civic Engagement

The social action and civic engagement component of the Y Summer Learning Academy model teaches youth to engage in community service and social justice advocacy. Children learn to apply critical thinking and problem-solving skills as they become more responsible members of their communities. Program leaders encourage the children not only to explore the problems facing their communities, but also to become active in working toward solutions.

4. Intergenerational Servant Leadership Development

The Y Summer Learning Academy is a servant leadership incubator for two generations – the children

served and the college students and recent graduates who teach and serve them. Training coordinated by the District, the YMCA and partnering agencies prepares the young adults to provide an enriching experience for the children they serve. In addition, the students in the Academy will have the opportunity to serve on the Youth Believe Advisory Council where they will offer input and ideas to guide the direction of the program.

5. Nutrition, Health and Mental Health

The Y Summer Learning Academy will provide a nutritious breakfast, lunch and afternoon snack to the children we serve. Students will also participate in afternoon programming that is recreational in nature. Led by recreational specialists, students will explore a variety of activities, including arts and music, physical fitness, nature exploration, science, and technology. In addition, programming will emphasize character building lessons, the development of conflict resolution skills, drug and violence prevention, and the strengthening of resiliency skills.

Before and After School Program

In addition to the Academy, this project includes implementation of before and after school programming designed with a whole child approach, which in turn supports academic achievement. In the last 10 years, the Y at a national level has made significant strides in adapting its organization to deliver a holistic approach to youth development. The Y is one of very few organizations with capacity to create and scale conditions for healthy youth development at all levels of a socio-ecological model.

The Y Before and Afterschool Programs runs five days per week throughout the academic year. The Y Before School Program provides care beginning at 6:30am until the start of the school day. Our program provides a safe place for kids to prepare for their school day. Consistent, caring staff provide stability for kids and help them get in the right frame of mind to approach their school day.

The Y Achievement Gap Afterschool Program (AG ASP) runs 2.5-3 hours per day. A USDA-approved snack is provided for students through the Northeast Iowa Food Bank. This program is designed to support academic and physical development as well as build social-emotional competencies for children living in low-income communities. In addition, the AG ASP requires 30-minutes of daily structured physical activity to help youth stay physically active. To support youth academically, staff provide scheduled time for homework help and math and literacy enrichment daily. Small group tutoring is offered to students each week. The program framework is outlined on the next page.

A critical differentiator of Y-USA's AG ASP model from "traditional" afterschool is the ***emphasis on deep and intentional integration with schools, collection and sharing of academic, social-emotional learning (SEL) and program attendance data, strong emphasis on using evidence based assessment tools for assessing and improving program quality and in developing social and emotional skills for youth participants***. This alignment and partnership serves to buttress and reinforce the social-emotional and academic teaching and learning that occurs throughout the regular school day.³ The integration happens as AG ASP is physically located at a school that has been identified as serving high-need students, and is staffed by both local Y and school employees. A local Y staff member is assigned as a full-time site coordinator and works directly with school staff to ensure AG ASP alignment with school day learning.

³ Nagaoka, J. et al. (2015). *Foundations for Young Adult Success: A Developmental Framework*. Chicago, IL: The University of Chicago Consortium on Chicago School Research.

THE Y ACHIEVEMENT GAP AFTERSCHOOL PROGRAM FRAMEWORK

COGNITIVE DEVELOPMENT - Providing Academic Support

- Homework help (30 minutes daily)
- Math/literacy enrichment (30 minutes daily)
- Small group tutoring (30 minutes once to twice per week)

PHYSICAL DEVELOPMENT - Promoting Physical Activity

- Moderate to rigorous physical activity (30 minutes daily)

SOCIAL AND EMOTIONAL DEVELOPMENT

- Devereux Student Strengths Assessment (DESSA) administered (2x per year)
- Data driven SEL goals are selected
- DESSA data driven SEL Activities/Strategies from Aperture website and through other SEL sources are implemented (2x weekly)

Continuous Program Quality Improvement

- Assess the quality of cognitive, physical and social and emotional program implementation using the Weikart Program Quality Assessment (PQA) once a year and Scores Reporter online data system for goal monitoring throughout the year.
- Data is used to guide the development of improvement plans.

21st CCLC Project Outcomes

Our intended outcomes for this overall CCLC project are as follows:

1. To increase the percentage of third grade students who are considered grade level proficient in reading by 50 percent for students who participate in the Academy two or more summers, as measured by FAST assessments.
2. To prevent summer learning loss for 75 percent of the children who participate in the Summer Learning Academy, as measured by FAST assessments.
3. To attain 80 percent Academy attendance rates for students who attend the Summer Learning Academy.
4. To improve student attendance across the school year by 30 percent for those students involved in the Y before and after school programs.
5. To increase levels of social and emotional competencies by 15 percent by the end of the school year for children in the before and after school program, as measured by the DESSA Student Strengths Assessment.
6. To decrease the number of behavior incidents at school for children in the before and after school program by 30 percent over the course of each academic year, as measured by behavior referrals.
7. To increase parents' engagement in their children's educational experience by 30 percent over the course of each academic year, as measured by attendance at school and program events.

RESEARCH BASE (MAX 1 PG)

The educational materials that were used during the Y Believe Summer Academy pilot project was selected by the WCSD Director of Elementary Education, district literacy coaches, and math and science teachers. Waterloo School District assembled our team and identified researched based curricula for the summer academy and/or ensured that it aligned with Iowa Common Core standards. We will continue to use the following curricula at the Y Believe Summer Academy:

READING – Iowa Core Standards (Mentor Text / Complex Text)

For the reading portion of the summer academy the literacy coaches and the reading teachers developed their lesson plans directly from the common core standards. As specified by Council of Chief State School Officers (CCSSO) and the National Governors Association, the Common Core Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. During Y Believe Summer Academy, the classroom instructors used student CFA data from throughout the school year to choose essential Iowa Core standards that students had not yet shown mastery on. Teachers broke those standards apart and created explicit mini lessons using complex mentor texts. Following the framework of the workshop model, teachers began with the 10-15 minute mini lesson that focused on comprehension strategies. While the teacher met with students, the others were engaged in a variety of reading activities to strengthen their phonemic awareness, phonics, fluency, vocabulary and comprehension. The reading workshop concluded with the teacher gathering students back together to share learning from their independent activities.

STEM – Engineering is Elementary (EiE) Curriculum

For the STEM portion we used Engineering is Elementary (EiE) a nationally renowned education project developed by the Museum of Science, Boston. Engineering is Elementary (EiE) is a research-based program that has incorporated research, evaluation, and assessment into all aspects of curriculum design and testing from its inception. EiE research suggests that:

- Students who experience EiE show greater gains in science learning than students who use traditional science curricula.
- Teachers who use EiE notice their students (especially underrepresented racial minorities) are more engaged.
- Students improve their performance in science, and in school in general.

MATH – Engage-NY (Eureka Math)

Eureka Math—also known as EngageNY—is a complete, Pre-K through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. The Iowa Core Mathematics are fully covered by the Eureka Math curriculum. Eureka Math is the only curriculum found by EdReports.org to align fully with the Common Core State Standards for Mathematics for all grades, Kindergarten through Grade 8. The material *Eureka Math* is based on was originally created through a partnership with the New York State Education Department. Their expert review team included renowned mathematicians who helped write the new standards, progressions, and the much-touted “Publisher’s Criteria.”

Y Achievement Gap After School Program

Based on research conducted by Y-USA, students who were in this program for at least two years experienced a 16 percent proficiency rate increase in math and 11 percent in reading, when compared to their peers. Students with 80 percent attendance showed statistically significant increases in eight social-emotional learning domains using the DESSA Student Strengths Assessment.

MANAGEMENT AND SUSTAINABILITY (MAX 4 PGS)

Management

The Y Believe Summer Academy is a true community collaborative and a manifestation of the collective impact model. Our collaborative subscribes to a collective impact approach. The approach calls for multiple organizations or entities from different sectors to abandon their own agenda in favor of a common agenda, shared measurement, alignment of effort, and a backbone organization. Cedar Valley Readers is the umbrella in which we all operate under for the Y Believe Summer Academy, it is the backbone organization for this collaborative. The backbone organization helps maintain overall strategic coherence and coordinates and manages the day-to-day operations and implementation of work, including stakeholder engagement, communications, data collection and analysis, and other responsibilities. A community partnership requires a collaborative relationship between willing entities formed to address shared objectives and we believe we have created an ideal model. Each partner that is involved with the Y Believe Academy is able to do what they do best to make it successful.

Broad-Based Support by the District

The Waterloo Schools will provide the meeting facility (school buildings), bus transportation, food, and staffing for curriculum design and classroom instruction for the summer academy. Darren Hanna, the Director of Elementary Education for Waterloo Schools will be the 21st CCLC Program Director. The literacy coaches, lead teachers, and ELL teachers will be Waterloo School District employees who are Iowa-certified teachers. The District teachers and UNI pre-service teachers will work together to plan and implement the morning curriculum focused on literacy and STEM focused. The lead teachers will provide on-going support to the pre-service teachers by have weekly meetings to review their lesson plans. The District will also ensure that both schools that participated in the Y Believe Academy are designated summer feeding sites to ensure program participants will have access to healthy nutritious food.

Recruitment of Qualified Support Staff

The Dean of College Education at the University of Northern Iowa supports the recruitment efforts of our pre-service teachers and recreation specialists during the winter/spring semester for participation in the Y Believe Summer Academy. The students selected from UNI to participate in the program will be juniors and seniors who are preparing to enter the workforce in their respective fields upon graduation. Utilizing these students will help curb the costs of running the summer academy while still maintaining high quality classroom instruction. The District cannot afford to pay enough teachers at their contractual per diem rates to fully staff the Academy so having access to pre-service teachers allow for the project to be feasible. In addition, the YMCA works with UNI to obtain work study students who are employed at the YMCA, with the YMCA paying for only 25% of their total wages.

Program Delivery by the YMCA and YWCA

The YMCA will provide their expertise in managing childcare, before and afterschool care; and designing effective recreational programming. The YMCA has successfully provided before and after school care in the Waterloo School District for over 20 years. They currently run a Head Start program in their facility so they are familiar with managing and complying with federal/state funding. The YMCA will be responsible for planning the recreational components that occur during the afternoon of the Academy. We believe they will continue to be a great fit to run the overall day-to-day operations of the Y Believe Academy. The YMCA ran an exemplary program during the pilot project and we are confident in their ability to do so in the future. The YMCA will hire one Academy project director and

23 recreation specialists to cover both Irving and Lowell Elementary Schools during the summer. They will also hire one site coordinator and three recreation specialists for the before and afterschool program at Becker Elementary during the academic school year. A Before and After School Director will provide oversight. Student ratios of 1:15 or less will be maintained at all times.

The YWCA will deliver the before and after school program at Lowell and Irving Elementary Schools because they currently have a relationship with those schools. The YWCA will have two site coordinators and six recreation specialists to manage the two before afterschool programs during the academic school year. They will also provide a Before and After School Director to provide oversight. Like the YMCA, the YWCA has provided before and after school programming within the Waterloo School District for over 20 years as well. Student ratios of 1:15 or less will be maintained at all times.

Coordination of Collaborative Efforts and Assessment

Cedar Valley Readers will provide match funding, grant-writing, partnership coherence and overall management of the collaborative. As the backbone organization, Cedar Valley Readers ensured that each partner understands their role in helping to move forward with our shared goals and outcomes for the project. The Waterloo Community School District will also contract with the Cedar Valley Readers to complete the evaluation of the project, building upon their tools used to evaluate the pilot project. The Cedar Valley Readers coordinator will ensure compliance with 21st CCLC program outcomes and results for the project. Lekeisha Veasley is the coordinator for Cedar Valley Readers and is the person who developed the logic model for the Y Believe Summer Academy during the pilot project. She is a nationally certified Results Oriented Management Accountability (ROMA) Trainer.

Staff Training

All the Y Believe Summer Academy staff will receive joint training by the Waterloo School District and the YMCA. The joint orientation and training will include a comprehensive list of standard mandatory training such as: CPR/First Aid, mandatory child abuse certification, OSHA training, child development, and other training pertinent to their jobs. The management team for the academy, which includes the 21st CCLC Program Director, Y Believe Academy Director, Lead teachers, Literacy Coaches will also attend a leadership training called Lectio Institute in the Spring, 2018. The cornerstone of the Lectio Institute centers around guiding community leaders and stakeholders through an intensive process focused on improving the quality and results of their literacy programs, instruction, and services. We attend this training last year and it was extremely beneficial.

All YMCA and YWCA before/afterschool site coordinators and recreational specialists will also receive a comprehensive list of standard mandatory training such as: CPR/First Aid, mandatory child abuse certification, OSHA training, child development, and other training pertinent to their jobs. They will also having training that entails: behavior management, group facilitation skills, risk management, building partnerships with parents, and diversity training which is the standard.

Transportation and Accessibility

As previously mentioned, we understand the importance of accessibility for driving attendance for both students and parents. The District will provide transportation for students traveling from Becker Elementary to one of the two Academy sites, including Irving and Lowell Elementary Schools. In addition, for those families who regularly attend Becker, we will hold parent info sessions and family nights on site at Becker during the months of the Academy.

Conveniently, the before and after school programs will be housed within the schools where the YMCA and YWCA already partner with the District to deliver those programs. Program staff walk students to their classroom in the morning and pick up students in the afternoon to walk them back to the program site (typically in the cafeteria or an assigned classroom).

Sustainability

The Waterloo Community School District is committed to sustaining the 21st CCLC program through advocacy, community awareness, and resource development. To sustain this program beyond the grant period we will continue to partner and collaborate with Cedar Valley Readers, which is a community collaborative that includes the following organizations:

- Black Hawk County Gaming Association
- Cedar Falls Community Schools
- Cedar Valley United Way
- Cedar Valley's Promise
- Iowa Child Care Resource and Referral
- Community Foundation of Northeast Iowa
- Family YMCA of Black Hawk County
- Greater Cedar Valley Alliance and Chamber
- Jacobsen Center for Comprehensive Literacy
- Operation Threshold
- R.J. McElroy Trust
- SuccessLink
- Tri-County Child and Family Development Council
- UPS
- Waterloo Community Schools

This strong network brings credibility and attention to our work, so our success in reaching our outcomes can be easily disseminated. We believe the continued success of the Academy model, as well as the Achievement Gap After School Program model implemented by the YMCA and YWCA, will naturally lead to increased interest by community stakeholders, funders, businesses, and private donors. With the increased awareness of the results from the Y Believe Summer Academy pilot project, local funders have expressed some interest in potential funding, as well.

Operation Threshold will provide assistance in grant seeking and resource development. YMCA and YWCA engage in annual fundraising campaigns to support before/afterschool programming that could support the work of the 21st CCLC programs in the future. The Cedar Valley United Way has been a strong supporter of before and after school programming in the past, so that is a potential source of future funding.

The Y-USA has a tradition of investing in program models they believe have the potential to be brought to a national level, so there is great potential in that type of support as we continue to show our model is a viable one that produces meaningful, long-lasting results.

Lastly, with proven results from the Y Believe Summer Academy we believe the District could potentially scale this program and use our summer school funding to implement this model as our summer school programming.

COMMUNICATION PLAN (MAX 1 PG)

The success of the Y Believe Summer Academy and the before and after school program rests largely in our ability to bring together key stakeholders, including the collaborative planning partners, District teachers and literacy coaches, principals, and parents. The following methods will be utilized to ensure effective communication.

- 1) To recruit students, the Academy will be promoted at the three schools to help raise awareness of the opportunity and the benefits for students who attend. Parents will be notified of their child’s eligibility directly through their teachers, letters, and automated calls. Parents will be invited to attend info meetings where they will be able to review their child’s reading scores and learn more about how the Academy can help support continued learning over the summer. Likewise, parents will be contacted regarding the opportunity for their child(ren) to participate in the Y before and after school programs. All communication will be translated as appropriate to meet the language needs of the parents.
- 2) Informational meetings will be held in the spring to educate parents on the importance of summer learning and how the Academy can be a resource to ensure their children's academic success, both for the coming school year and their entire academic career. The meetings will be facilitated by the District, Cedar Valley Readers, and the YMCA.
- 3) The Waterloo School District, Cedar Valley Readers, and the YMCA will coordinate to produce webpages dedicated to Academy information that will be housed on the District’s website. All three partners will direct traffic from their own websites to the central Academy homepage to ensure accurate, consistent messaging to the community and parents. The website will include registration information, forms, weekly schedules, and an overall program calendar. It will also include links to additional resources for parents to use in promoting literacy development for their children.
- 4) The Waterloo School District, Cedar Valley Readers, and the YMCA will work together to develop content to be shared across their own social media sites, including Facebook and Twitter. Content will include information including registration details and reminders for parents, as well as daily videos, pictures, and/or quotes to highlight student learning and engagement during the programs. The social media sites will also be used to recruit community members to volunteer as guest readers and program volunteers. Finally, our social media sites will be used to disseminate program results to the greater Cedar Valley community.
- 5) Internally, the Academy staff (summer), as well as the before and after school staff (school year), will have planning time each week to debrief, share ideas, and establish strategy to ensure effectiveness.
- 6) Parents and family members are the most important partners in their children’s education. Family members will participate in workshops to build their engagement. A weekly newsletter for families will keep them informed of program highlights and reminders. For Becker Elementary students who will be attending the Academy at Irving or Lowell, a folder will travel with them to and from the Academy to provide information to their parents. The School District and the YMCA will also hold parent meetings on site at Becker Elementary to ensure connections are made with the parents of Becker students.
- 7) The 21st CCLC Advisory Committee will meet monthly to discuss program progress, outcomes, and to ensure partner agencies can coordinate their efforts effectively. In addition, parent members of the committee will serve as a voice for the families being served.

PARTNERSHIP (MAX 2PGS)

Effective partnerships leverage the strengths of each partner and apply it strategically to the shared goals and objectives at hand. The Waterloo Community School District (WCSD) has established a strong partnership with Cedar Valley Readers Campaign for Grade Level Reading. Darren Hanna, our Director of Elementary Education; serves on the steering committee for the Cedar Valley Readers (CVR). The steering committee serves as a quasi-board for CVR and includes representatives from R.J. McElroy Trust, Operation Threshold, SuccessLink, Cedar Valley United Way, Community Foundation of Northeast Iowa, and Childcare Resource and Referral. Cedar Valley Readers is a true community collaborative.

Collective Impact Approach

Our collaborative subscribes to a collective impact approach. The approach calls for multiple organizations or entities from different sectors to abandon their own agenda in favor of a common agenda, shared measurement, alignment of effort, and a backbone organization. Cedar Valley Readers was the umbrella in which we operated under for the Y Believe Summer Academy pilot project. Cedar Valley Readers funded the project with funding secured from an anonymous donor. It is the backbone organization for our collaborative. The backbone organization helps maintain overall strategic coherence and coordinates and manages the day-to-day operations and implementation of work, including stakeholder engagement, communications, data collection and analysis, and other responsibilities. Each partner that is a part of Cedar Valley Readers is able to do what they do best to advance the common agenda of the collaborative and facilitate the alignment of our goals. See attached MOUs.

Academy Partnership. The WCSD, Cedar Valley Readers, and the YMCA have developed a strong partnership that we will continue as part of the 21st CCLC. The YMCA will be a contractor and partner during the duration of the grant period. They are a key partner in the operation of the Y Believe Summer Academy and before and afterschool programming. They will continue to coordinate and manage the enrichment portion of the Y Believe Summer Academy as well as the day-to-day operations of the academy. See attached MOU.

Before and After School Partnerships. The YMCA will operate the before/afterschool programming at Becker Elementary. The YMCA currently provides before and afterschool care at other schools in the district during the school year, so we knew they would be a great fit to run the before/afterschool program at Becker. The YMCA will also work with the YWCA in ensuring consistent programming across the before and after school sites, based on Y-USA curriculum.

The YWCA is also an existing partner for the WCSD and will also be a contractor. They currently provide before and afterschool programming at Lowell and Irving Elementary and we plan on continuing the partnership under the 21st CCLC grant. They have provided quality before/afterschool care programming for youth and we look forward to them continuing to provide these services for our families. See attached MOU.

Health and Nutrition Partnership. The Food Bank of Northeast Iowa is a partner that will provide USDA-approved snacks for our before/afterschool program. In addition to delivering food items to the YMCA and YWCA, both organizations also utilize the Food Pantry to obtain fresh produce to ensure snacks are USDA-approved and meet Iowa Department of Human Services guidelines for a nutritious snack. See attached MOU.

Higher Education Partnership. Our partnership with UNI has provided quality students who are elementary education and recreation majors to provide classroom instruction and recreational programming at a reduced cost during the pilot project and we seek to maintain that partnership. Utilizing these students help curb the costs of running the summer academy while still maintaining high quality classroom instruction. It also provides a pool of potential teachers for the district that have experience in high-need schools. See attached email confirming continued support from the Dean of the UNI College of Education.

Family Literacy Partnership. Hawkeye Community College (HCC) Family Literacy Program (FLP) will support the work of the Waterloo Community School District through the instruction given to parents through FLP. After receiving instruction from FLP staff, parents will be more able to function fully as their child's first teacher. Parent engagement and instruction from FLP staff will take place at Hawkeye Community College's Metro center and at WCSD sponsored parent nights. Parents in the FLP will be effectively able to use the children's books and other literacy-based materials provided to them by the FLP. HCC FLP instruction will promote the use of the many available free learning resources such as the VROOM app for smart phones which promotes brain development activities for children. FLP staff will instruct parents on the importance of talking with their children from birth; this instruction will be based on landmark research by Hart and Risley that cites a significant word gap between children from low-income homes and their more economically advantaged peers. See attached MOU.

Long-Term Sustainability Partnership. Operation Threshold is committed to strengthen our partnership by providing support is grant-writing, and resource development to help with long-term sustainability as it pertains to the 21st CCLC grant. Also, as the Community Action Agency serving Black Hawk County, Operation Threshold has frequent contact and provides services with more 15,000 low-income people in Black Hawk County. As a community partner we believe they can definitely help increase awareness about the services and activities among our target families in our community. The visibility and outreach efforts by Operation Threshold will definitely help with recruitment for our summer academy and before/afterschool programming. See attached MOU.

Volunteer Partnerships. Although we have a robust list of existing partners we are still seeking to build more partnerships. We are currently working on tightening our partnership with Retired Senior Volunteer Program (RSVP). WCSD currently partners with RSVP under their Reading Buddies program during the school year. Reading Buddies volunteer to work with struggling readers during the school year. Last year during the Y Believe Summer Academy pilot project, retired senior volunteers and other community members assisted with the reading portion of the program. We have not secured an MOU for the this partnership, but it is in the works.

Individual volunteers are also recruited by the YMCA. Last year the Y secured more than two volunteers each day who came in to read books to the kids after lunch. Over 100 volunteers provided support to the YMCA summer programs and these programs will draw from that. The Volunteer Center of the Cedar Valley is a free resource for any community agency as well, so we can utilize them to garner additional volunteers.

Additional Programming Partners. We are also looking to engage further with the Waterloo Public Library and utilize more of their services as a part of the 21st CCLC grant. In addition, the YMCA and YWCA regularly partner with AmeriCorps GreenIowa, Girl Scouts, ISU Extension, and PetPals in providing specialty programming.

EVALUATION (MAX 2 PGS)

Outcomes

Our intended outcomes for this overall CCLC project fall into the following categories:

Academic Outcomes. Reading proficiency and summer learning loss will be tracked

Social-Emotional Outcomes. Social and emotional competencies of program participants will be measured. In addition, behavior incidents at school will be tracked.

Student Engagement Outcomes. Attendance for all students, both during the school year and also during the Summer Learning Academy, will be tracked.

Parent Engagement Outcomes. Attendance at parent meetings and family nights, as well as engagement of parents or family members as volunteers in the program, will be tracked.

As the District, we have access to much of the data for which we intend to track. We are able to maintain current records on students' proficiencies, attendance, behavior incidents, and parent involvement. We intend to measure the success of the Academy program by tracking the test scores of students at Irving, Lowell, and Becker Elementary Schools by using the FAST assessment. We will track the FAST assessment scores at the beginning and end of the school year for those students. Our primary goal is to increase the number of students who are reading proficient at grade level according to the FAST assessments.

Experienced Evaluators

We will contract with Cedar Valley Readers Campaign for Grade Level Reading to assess and conduct a comprehensive evaluation of our 21st CCLC grant program. Cedar Valley Readers currently has evaluation tools in place from the pilot program and has the capacity and experience to successfully conduct a rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education.

As the coordinator for Cedar Valley Readers, Lekeisha Veasley successfully wrote a grant to an anonymous donor that secured nearly a half-million dollars for our community. Within that grant she developed the goals and outcomes for the overall Cedar Valley Readers Campaign for Grade Level Reading as well as constructed a logic model for the Y Believe Summer Academy during the pilot project.

Lekeisha is a nationally certified Results Oriented Management Accountability (ROMA) Trainer. As a certified ROMA trainer, she successfully led the management team at Operation Threshold in implementing the federally mandated Community Service Block Grant (CSBG) organizational standards. Lekeisha coordinated and lead activities related to implementation of 52 Organizational Standards that would ensure that Operation Threshold would have the organizational capacity to meet state CSBG requirements and effectively address the needs of low-income individuals in their community. Operation Threshold successfully passed their first CSBG Organizational Standards site monitoring visit in 2016.

Ms. Veasley also has a Masters in Public Policy from the University of Northern Iowa and has over 10 years experience in federal and state grant management and compliance. She will ensure the tracking of data and outcomes for the entire project.

The Waterloo School District currently has a data agreement with SuccessLink and would be able to access and capture all data necessary for the 21st CCLC reporting requirements. SuccessLink is a well-known and respected community-wide data-management agency in our community. Our evaluator would have access to all District data and other partner agencies data listed in this grant to rigorously evaluate our 21st CCLC program outcomes.

The YMCA will evaluate the impact of its Achievement Gap After School Program (AG ASP) through its partnership with Aperture Education to collect and analyze data through the Devereux Student Strengths Assessment (DESSA) and an academic indicator called ACE. DESSA measures social-emotional competency (SEC) based on eight factors or domains: self-awareness, self-management, personal responsibility, decision-making skills, relationship skills, goal-directed behavior, optimistic thinking, and social awareness. ACE measures three interim academic indicators: school Attachment, school Conduct, and self-Efficacy.

The DESSA is a widely used, standardized, norm-referenced assessment. It uses an online system which allows ASP program staff to create reports that depict group and individual youth competencies as ‘strengths’, ‘typical’ or ‘needs’. The online system provides immediate reports for staff to access at the participant, group, or site level, as well as helps program staff foster translating data into action. These research-informed strategies include lesson plans and can be implemented at the individual, group, or site level and are intended to bolster social-emotional development in program participants.

To assess and monitor quality, the YMCA will also use the School-Age Program Quality Assessment® (PQA), developed by the David P. Weikart Center for Youth Program Quality. The PQA measures high-quality program processes, including safe and supportive climate, positive adult and peer relationships and interactions, youth engagement and appropriate programmatic structure.⁴ Staff are trained to observe and score program performance, and an online system called Scores Reporter provides overview and detailed reports of internal and external assessment scores. In addition to being trained in assessment via observation, staff are equipped to develop improvement plans based on the data, and to use an observation-reflection approach to collaborate among staff to improve practices. To reinforce the use of data and improvement plans, the Y provides staff with a series of hands-on workshops (Youth Works Methods) that are aligned with practices in the PQA and are designed to strengthen the program quality.

Dissemination of Results

The partner organizations will work together to share the results of these programs in various ways. An end-of-summer presentation will include community partners, parents, students, and local funders during which the data for student outcomes will be shared. District interpreters will assist in the development of materials for non-English speaking families.

In addition, the District and its partners will develop communication materials to use in sharing the results of the programs via online sources and through the local media outlets (television and newspaper). We will also actively seek professional conferences through our partners' network to present the results. We believe the model we have developed could serve as an example for other communities.

⁴ David P. Weikart Center for Youth Program Quality (2017), *Program Quality Assessment*. Retrieved at <http://www.cypq.org/assessment>.

BUDGET NARRATIVE (MAX 2 PGS)

Our budgets are broken down to represent 1) costs for operation of the 2018 Summer Learning Academy at Irving and Lowell Elementary Schools, and 2) costs for operation of before and after school programming at Irving, Lowell, and Becker Elementary Schools during the school year.

SUMMER LEARNING ACADEMY	Detailed Description	21st Century Funding	Cost Sharing/ In-Kind
PERSONNEL			
Academy Director	Partially funded through anonymous donor funding and partially cost shared by the YMCA		\$20,000
Site Coordinators	2 site coordinators (1 at Irving, 1 at Lowell; \$15/hr, 40 hrs/week, 9 weeks including planning & training) - Partially funded through anonymous donor grant and in-kind support from partners	\$5,400	\$5,400
Lead Teachers	2 lead teachers (1 at Irving, 1 at Lowell; \$45/hr, 30 hrs/week, 9 weeks including planning & training)	\$24,300	
Teachers	7 teachers (5 at Irving, 2 at Lowell; \$45/hr, 25 hrs/week, 8 weeks including planning and training) - Funded through anonymous donor grant and in-kind support from partners		\$63,000
ELL Teachers	3 teachers (2 at Irving, 1 at Lowell; \$45/hr, 25 hrs/week, 8 weeks including planning and training) - Funded through anonymous donor grant and in-kind support from partners		\$27,000
Pre-Service Teachers	23 pre-service teachers (15 at Irving, 8 at Lowell; \$11/hr, 25 hrs/week, 8 weeks including training) - Partially funded through anonymous donor grant	\$25,300	\$25,300
Recreation Specialists	23 recreation specialists (15 at Irving, 8 at Lowell; \$11/hr, 30 hrs/week, 8 weeks including training) - Partially funded through anonymous donor grant	\$30,360	\$30,360
FICA		\$6,530	\$13,086
Fringe Benefits		\$1,944	\$9,232
STAFF TRAVEL	To/from out of town trainings, including hotel, per diem, and mileage - \$500/staff X 6 staff - Funded by anonymous donor funding		\$3,000
MATERIALS	\$300/week at Lowell, 7 weeks; \$500/week at Irving, 7 weeks - Funded by anonymous donor funding		\$5,600
PROFESSIONAL DEVELOPMENT	Trainings to include Lectio Conference, District workshops on diversity, lesson planning, and curriculum	\$6,082	
STUDENT ACCESS, TRANSPORTATION	Transporting Becker kids to Lowell and/or Irving; \$175/day, 35 days - Funded by the Waterloo School District		\$6,125
EVALUATION	Cedar Valley Readers - Partially funded by anonymous donor funding	\$2,184	\$1,816
ADMINISTRATIVE COSTS	2.84%, Waterloo School District indirect cost rate	\$2,900	
OTHER			
Field Trips	\$10/week per child, 300 kids, 7 weeks - Partially funded through anonymous donor funding and YMCA in-kind		\$21,000
Transportation -Field Trips	\$175 per week, per site, 7 weeks – In-kind support by the Waterloo School District		\$2,450
Facility & Custodial Services	\$1500 per week, per school – In-kind support by Waterloo School District		\$21,000
Family Literacy Programming	Family nights, Vroom technology support, and educational materials - Provided by Hawkeye Community College		\$3,000
	Total	\$105,000	\$257,369

Current funding from an anonymous donor provides \$118,000/year in support to the Academy. This grant funding does not supplant, but supplements existing efforts to scale up a model that has proven effective in combating summer learning loss. The combined funding from this 21st Century Grant, the existing anonymous donor funding, and in-kind support from partners will enable us to serve more students at more schools, and extend the Academy program to kindergarten, 4th, and 5th graders.

BEFORE & AFTER SCHOOL PROGRAMS	Detailed Description	21st Century Funding	Cost Sharing/ In-Kind
PERSONNEL			
Before & After School Directors	2 at \$7,500 each - Partially cost shared by the YMCA and YWCA	\$10,000	\$5,000
Site Coordinators	3 site coordinators (1 at Irving, 1 at Lowell, 1 at Becker; \$13/hr, 40 hrs/week, 38 weeks including planning & training)	\$59,280	
Recreation Specialists	9 recreation specialists (3 at Irving, 3 at Lowell, 3 at Becker; \$10/hr, 30 hrs/week, 37 weeks including training) - Partially funded by the YMCA and YWCA	\$66,959	\$32,941
FICA		\$10,422	\$2,902
Fringe Benefits		\$5,542	\$400
STAFF TRAVEL	To/from trainings, including hotel, per diem, and mileage - \$1000/coordinator X 3 coordinators	\$3,000	
MATERIALS	\$48/week per site at Irving, Lowell, and Becker for 36 weeks	\$5,184	
PROFESSIONAL DEVELOPMENT	Trainings to include YMCA and YWCA After School trainings, National AfterSchool Association Annual Conference - Partially cost shared by the YMCA and YWCA	\$7,641	\$2,500
STUDENT ACCESS, TRANSPORTATION	N/A		
EVALUATION	Conducted by Cedar Valley Readers	\$7,000	
ADMINISTRATIVE COSTS	2.84%, Waterloo School District indirect cost rate	\$4,971	
OTHER			
Field Trips	\$10/semester per child, 100 kids, 2 semesters - Partially funded through in-kind support from the YMCA and YWCA		\$2,000
Field Trip Transportation	\$175 per semester, per site, 3 sites – In-kind support by the Waterloo School District		\$1,050
Facility & Custodial Services	\$200 per week, per school X 36 weeks – In-kind support by Waterloo School District		\$21,600
Family Literacy Programming	Family nights and educational materials - In-kind support provided by Hawkeye Community College		\$6,000
	Total	\$180,000	\$74,393

In an effort to extend the success of the Academy model, the before and after school program will serve 100 students with a focus on the whole child, as well as building the capacity of families to support student learning. Costs will be shared by partner organizations and in-kind support is provided by the Waterloo School District.

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Irving Elementary School		
Site Address: 1115 W. 5th Street		
City, State, Zip: Waterloo, IA 50701		
Phone: 319-433-2800		
Site Contact Person: Amy Schmidt, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
N/A	0490	160
21CCLC Site Name: Lowell Elementary		
Site Address: 1628 Washington Street		
City, State, Zip: Waterloo, IA 50702		
Phone: 319-433-1900		
Site Contact Person: Carrie Heinzerling, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
N/A	0553	100
21CCLC Site Name: Becker Elementary		
Site Address: 1239 Sheldon Street		
City, State, Zip: Waterloo, IA 50701		
Phone: 319-433-2180		
Site Contact Person: Melissa Steggall, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
N/A	0436	140
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>3</u>	<u>300</u>	<u>\$ 285,000</u>	<u>\$ 855,000</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	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
Irving Elementary	\$127,548	\$127,548	\$127,548	\$382,644	235
Lowell Elementary	\$85,452	\$85,452	\$85,452	\$256,356	125
Becker Elementary	\$72,000	\$72,000	\$72,000	\$216,000	40
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 400

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

Applicant Agency: Waterloo Community School Distri

Site: Irving Elementary School

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 235

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	110,451		110,451		110,451		\$331,353
Staff Travel	1,050		1,050		1,050		\$3,150
Materials	1,814		1,814		1,814		\$5,442
Professional Development (minimum 5% per year)	6,688		6,688		6,680		\$20,064
Student Access, Transportation etc. (maximum 8% per year)	0		0		0		0
Evaluation (maximum 4% per year)	3,891		3,891		3,891		11,673
Administrative/ Indirect Costs (maximum 8% per year)	3,654		3,654		3,654		\$10,962
Totals	\$127,548		\$127,548		\$127,548		\$382,644

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

NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.

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

Applicant Agency: Waterloo Community School Distri

Site: Lowell Elementary School

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 125

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	74,706		74,706		74,706		224,118
Staff Travel	750		750		750		2,250
Materials	1,296		1,296		1,296		3,888
Professional Development (minimum 5% per year)	3,978		3,978		3,978		11,934
Student Access, Transportation etc. (maximum 8% per year)	0		0		0		0
Evaluation (maximum 4% per year)	2,493		2,493		2,493		7,479
Administrative/ Indirect Costs (maximum 8% per year)	2,229		2,229		2,229		6,687
Totals	85,452		85,452		85,452		256,356

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

NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.

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

Applicant Agency: Waterloo Community School District

Site: Becker Elementary School

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 40

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	60,882		60,882		60,882		121,766
Staff Travel	1,200		1,200		1,200		3,600
Materials	2,074		2,074		2,074		6,222
Professional Development (minimum 5% per year)	3,056		3,056		3,056		9,168
Student Access, Transportation etc. (maximum 8% per year)	0		0		0		0
Evaluation (maximum 4% per year)	2,800		2,800		2,800		8,400
Administrative/ Indirect Costs (maximum 8% per year)	1,988		1,988		1,988		5,964
Totals	72,000		72,000		72,000		\$216,000

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

NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.

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.

The Waterloo Community School District currently have funding from our Early Literacy Grant and funding from Cedar Valley Readers Anonymous Donor grant that could 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.)*

* 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 F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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



Private School Consultation Meeting Log

Date: 11/28/2017

Time: 11:00 – 12:00

Location: Waterloo School Admin Building 1516 Washington ST

Meeting called by: Darren Hanna/Lekeisha Veasley **Type of meeting:** Individual Meeting
Catholic Schools

Attendees: (Attach attendance sign-in sheet)—Attendees signed their agenda form at the bottom.
(see attachment)

----- Agenda Topics -----		
<p>Welcome [Darren Hanna] [1 hour]</p> <p><u>Discussion:</u> <u>Handed out agenda and shared the purpose of the meeting. Angie Beck, the principal from Sacred Heart and Joanne Schares the director for curriculum designed attended on behalf of all of catholic elementary schools in Waterloo. We explain what the 21st Century Learning grant was, shared information about the Y Believe Academy and the results achieve for the students who participated. We also shared that that we would like to extend an invitation to invite them to be partner with us for this grant if they were interested. We explained how we would like to take it to scale because of the positive results. Angie informed us that she was familiar with the grant because they had partnered with the boys and girls club for before/afterschool programming. We asked Joanne if any other schools with be interested, she did not believe any other schools would be income eligible.</u></p> <p><u>Conclusions:</u> <u>Although they are interested in partnering with us for summer academy and would be willing to host a summer academy at Sacred Heart, due to existing partnership with Boys and Girls club they may not be able to take advantage of the partnership.</u></p>		
<p><u>Action Items:</u></p> <p>Lekeisha will see if Sacred Heart can work with Boys & Girls Club and Waterloo School District/Cedar Valley Readers</p>	<p>Person responsible:</p> <p>___Lekeisha___</p>	<p>Deadline:</p> <p>___1-2 days___</p>
<p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> _____</p> <p>_____</p> <p><u>Conclusions:</u></p> <p>_____</p> <p>_____</p>		
<p><u>Action Items:</u></p>	<p>Person responsible:</p>	<p>Deadline:</p>

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Continues on next page.

Consultation Procedures [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
Questions All Staff [Insert time allocation]		
<u>Discussion:</u> Both Joanne and Angie wanted to know if it was possible to work with both of us under the same grant and I told her I was not sure and would follow with Vic Jaras and/or re-read the RFA to see if it provided any clarification.		
<u>Conclusions:</u> After following up with Vic Jaras (at a later date) we found out we can't do anything with Sacred Heart because existing partnership with Boys and Girls 21 st CCLC grant.		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
		X tentative no because of existing 21st CCLC partnerships

Other Information

Resource persons:	
Special notes:	

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

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

Consultation Procedures [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
Questions All Staff [Insert time allocation]		
<u>Discussion:</u> _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____

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

Other Information

Resource persons:	
Special notes:	

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

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<i>Jane Lindaman, Superintendent</i>	Waterloo Community Schools

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Jane Lindaman</i>	Waterloo Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>[Signature]</i>	Irving Elementary
<i>[Signature]</i>	Lowell Elementary
<i>[Signature]</i>	Becker Elementary

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:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other Multi-racial

Describe the positive impact expected from this project: The project will improve reading proficiency among elementary students in schools with higher percentages of minorities compared to the community as a whole. In the schools, 40% of the students are Black, 13% of the students are multi-racial, and 16% are Hispanic, compared to 7%, 2% and 4% for the community.

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons.

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

- Alaskan Native Americans
 Other

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact.

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

Name: Jane Lindaman Jane Lindaman
Title: Superintendent

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.

AGENDA

21st CCLC Private and Non-Public Schools Consultation Meeting
November 28, 2017

Welcome and Overview

- Introductions
- Background - Cedar Valley Readers
- Purpose of 21st Century Schools Grant
 - Two to Four Sites
 - Inclusion of Non Public Schools an Option
- Identification Procedures

Resources for Non-Public Schools

Partners

- Waterloo Community School District
- Cedar Valley Readers
- YMCA
- University of Northern Iowa

Length

Six Weeks

Schedule

7:45-8:15am: Breakfast:

8:15am – 8:45am: Let's clean up, take roll, and Y-Huddle!

8:45am-10:15am: Reading Lessons/Activities

10:15am-10:30am: Brain Break

10:30-11:30: STEM Lessons Activities

11:30-12:00pm: Lunch

12:00-12:15pm: Read Aloud Guest

12:15-2:30: Extra Curricular Activities

2:30-3:00: Reflection-Time to write in our journals

3:00-3:30 Y-Huddle/Roll Call <https://www.myigdis.com/iowa-early-literacy-assessment-prek/#4>

YMCA After Care Program

3:30pm – 3:45pm Restroom Break Handwashing to prepare for snack

3:45pm - 4:00pm Snack Time Staff serve and clean up afternoon snack.

4:00pm - 5:00pm Large Group Game (weather permitting outside)

5:00pm - 5:55pm Afternoon Stations

Questions.

- Questions from Non-Public
- Input from Non-Public

Private / Non-Public Participation

• Yes _____

No X _____

Signature: _____

Joanne M. Schwarz
Angie Beck

MEMORANDUM OF UNDERSTANDING

Between

Waterloo Community Schools

And

Black Hawk County YMCA

And

Cedar Valley Readers

This Memorandum of Understanding (MOU) sets forth the roles and responsibilities between the Waterloo Community Schools (WCS) and the Black Hawk County YMCA (YMCA) and the Cedar Valley Readers to implement the Y Believe Summer Academies from July 1, 2018 through June 30, 2023.

Partner Name: YMCA
Partner Representative: Angela Widner
Title: Chief Executive Officer
Address: 669 South Hackett Road
Waterloo, IA 50701
Telephone: (319)233-3531 extension 205

Partner Name: WCS
Partner Representative: Dr. Jane Lindaman
Title: Superintendent
Address: 1516 Washington
Waterloo, IA 50702
Telephone: (319)433-1800

Partner Name: Cedar Valley Readers
Partner Representative: Lekeisha Veasley
Title: Coordinator
Partner Representative: Barbara A. Grant
Title: Executive Director
Address: 1535 Lafayette
Waterloo, IA 50703
Telephone: (319)292-1867

The 7 week Y Believe Summer Academies will serve students from Becker, Irving, and Lowell Elementary Schools and be held at Irving and Lowell Schools. The Y Believe Summer Academies will be lead by the YMCA.

The Summer Academies will include:

- Enrichment Activities
- STEM Lessons and Activities
- Staff Development
- Reading Lessons and Activities
- Math
- Literacy
- Parent Engagement Events
- Student Support
- Family Literacy
- Communication between the Academies and the participants' schools
- Hands On Learning
- Data Collection
- Recreational Activities
- Arts/Crafts/Dramatic Activities
- Clubs

Duties:

YMCA will operate the Y Believe Summer Academies including:

- a. Jointly plan the overall Summer Academies with the WCS and Cedar Valley Readers, including curricula, staffing, enrichment activities, and parent engagement events.
- b. Assist the WCS with participant recruitment
- c. Recruit, select, and train pre-service teachers from UNI
- d. Recruit and train volunteers
- e. Schedule and coordinate all volunteers and pre-service teachers
- f. Coordinate all enrichment activities including field trips, recreational, arts, and club activities
- g. Ensure appropriate volunteer/staff to child ratios are maintained at all times
- h. Bill the WCS for Y Believe Summer Academy Services
- i. Collect data for quality improvement and evaluation
- j. Participate in monthly advisory committee meetings
- k. Solicit student and parent feedback for use in the quality improvement process and evaluation

WCS will support the Y Believe Summer Academies including:

- a. Jointly plan the overall Summer Academies with the YMCA and Cedar Valley Readers including curricula, staff, enrichment activities, and parent engagement events.
- b. Provide lead teaching staff for each grade in each Academy as well as Literacy Coaches for the Academies
- c. Provide staff development in coordination with the YMCA
- d. Provide curricula
- e. Provide custodians, secretarial services, etc. for both locations of the Summer Academies
- f. Transport children to and from the Academies, as applicable
- g. Transport children to and from the enrichment/field trips

- h. Provide meals and snacks
- i. Provide the use of safe, accessible space for the Academies at Irving and Lowell Elementary Schools
- j. Student recruitment: Identify/refer children to the Y Believe Summer Academies
- k. Include Y Believe Summer Academy recruitment information in Parent Engagement Nights at Irving, Lowell, and Becker Elementary Schools[
- l. Pay the YMCA for Y Believe Summer Academy services
- m. Provide aggregate pre and post Academy scores for the children by school

Cedar Valley Readers will support the Y Believe Summer Academies including:

- a. Jointly plan the overall Summer Academies with the YMCA and WCS including curricula, staff, enrichment activities, and parent engagement events.
- b. Analyze the data and provide feedback to evaluate the programming
- c. Promote the Y Believe Summer Academies in the community including publicizing the results and leading efforts to garner additional community support

A. Widner 12/14/17
 Angela Widner Date
 Black Hawk County YMCA

Jane Lindaman 12-14-2017
 Dr. Jane Lindaman Date
 Waterloo Community Schools

[Signature] 12/14/17
 Barbara A. Grant Date
 Executive Director

Memorandum of Understanding

between

**Waterloo Community School District
(WCSD)**

and

**Hawkeye Community College
Family Literacy Program (FLP)**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Waterloo Community School District and Hawkeye Community College, who will collaborate to provide 21st CCLC services to students.

Partner name: Waterloo Community School District

Partner representative: Dr. Jane Lindaman

Position: Superintendent

Address: 1516 Washington, Waterloo, IA

Telephone: 319.433.1800

Partner name: Hawkeye Community College

Partner representative: Dr. Jane Bradley

Position: Provost and Vice-President of Academic Affairs

Address: 1501 E Orange Rd, PO Box 8015 Waterloo, IA

Telephone: 319.296.2320

Purpose

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

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

- 1) Parent engagement with parents enrolled in HCC Family Literacy Program and parents that attend parent night events,
- 2) Increase access and awareness to literacy tools to support children in home,
- 3) Hands on program activities with parents and students.

21st Century Community Learning Centers Vision

The purpose of our partnership is to meet our vision of creating a safe environment that engages and motivates Cedar Valley Youth in reaching their full potential. The WCSD and Hawkeye Community College Family Literacy Program envision a community where more students are reading proficiently, parents are empowered, and the community is engaged to support a literacy rich environment. These steps will allow us to inspire and enable all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.

Duties of Parties

Hawkeye Community College Family Literacy Program will:

Hawkeye Community College (HCC) Family Literacy Program (FLP) will support the work of the Waterloo Community School District through the instruction given to parents in the FLP. After receiving instruction from FLP staff, parents will be more able to function fully as their child's first teacher. Parent engagement and instruction from FLP staff will take place at Hawkeye Community College's Metro and Waverly Centers. Parents in the FLP will be effectively able to use the children's books and other literacy-based materials provided to them by the FLP. FLP staff will instruct parents on age and developmentally appropriate ways to encourage and build the literacy and school readiness skills their children need. HCC FLP instruction will promote the use of the many available free learning resources such as the VROOM app for smart phones. FLP staff will instruct parents on the importance of talking with their children from birth; this instruction will be based on landmark research by Hart and Risley that cites a significant word gap between children from low-income homes and their more economically advantaged peers. This parent engagement and instruction will benefit up to 200 parents in the Cedar Valley who enroll in HCC's FLP.

FLP will also attend up to four (4) parent events held at area schools during the course of the school year. They will represent the FLP and promote Hawkeye's High School Completion (HSC) and English Language Learning (ELL) classes to parents who might need the assistance of such classes. They will inform parents that Hawkeye Community College's Family Literacy Program is an optional activity for parents in HSC and ELL classes. Staff will engage parents in conversation about completing their own education in order for parents to model for their children the importance of education.

The FLP will report on the use of books purchased by WCSD and the number of parents and children who benefit from these resources. We will report the educational gains of the parents enrolled in the FLP. We will assist Waterloo Community School District, as it is possible for us, by linking our data to K-12 data on parent engagement. In this way, we will seek to provide a clearer picture of the impact of parent engagement efforts in the Cedar Valley in general and within the 21st Century Community Learning Center initiative specifically.

Lastly, FLP will designate a representative to serve on the advisory team for the 21st CCLC grant to advise and plan academic, parental, and enrichment activities for families in the community.

Waterloo Community Schools:

The Waterloo Community Schools (WCSD) will manage all other aspects outlined in the 21st Century Community Learning Center (CCLC) grant pertaining to compliance and oversight. WCSD will also host the parent nights and provide space at Irving and Lowell elementary for the events. We will also formulate the advisory team for 21st CCLC and facilitate the meetings at one or more of the participating schools.

Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU.

This group will be made up of Waterloo Community Schools, Hawkeye Community College Family Literacy Program, Cedar Valley Readers, YMCA, and parents of the youth who are being served.

Funding and Support

A portion of the support given to the WCSD by HCC Family Literacy Program, is considered in-kind. The Waterloo Community School District will purchase \$4,000 worth of books for the HCC Family Literacy Program. The HCC Family Literacy Program will select the books for the participants in their program as they have the experience and expertise in selecting books that are most beneficial to their families. This agreement will last the length of the 21st Century Grant (if awarded), July 1, 2018 through June 30, 2023; however, this agreement will be reviewed at the end of each year by both parties.

Signatures

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

Jane Bradley
Partner Signature

Date 12/15/17

Jane Bradley
Printed Name

Provost and VPAA
Position

Hawkeye Community College
Organization

Jane Lindaman
Waterloo School District Signature

Date 12-15-17

Jane Lindaman
Printed Name

Superintendent
Position

MEMORANDUM OF UNDERSTANDING

Between

Waterloo Community Schools

And

Operation Threshold

This Memorandum of Understanding (MOU) sets forth the roles and responsibilities between the Waterloo Community Schools (WCS) and the Black Hawk County YMCA (YMCA) and the Cedar Valley Readers to implement the Y Believe Summer Academies from July 1, 2018 through June 30, 2023.

Partner Name: WCS
Partner Representative: Dr. Jane Lindaman
Title: Superintendent
Address: 1516 Washington
Waterloo, IA 50702
Telephone: (319)433-1800

Partner Name: Operation Threshold
Partner Representative: Barbara A. Grant
Title: Executive Director
Address: 1535 Lafayette
Waterloo, IA 50703
Telephone: (319)292-1877

Partner Name: Cedar Valley Readers
Partner Representative: Lekeisha Veasley
Title: Coordinator
Address: 1535 Lafayette
Waterloo, IA 50703
Telephone: (319)292-1867

Partner Name: YMCA
Partner Representative: Angela Widner
Title: Chief Executive Officer
Address: 669 South Hackett Road
Waterloo, IA 50701
Telephone: (319)233-3531 extension 205

Operation Threshold is committed to the efforts of Cedar Valley Readers and its efforts to combat intergenerational poverty through increasing reading proficiency of students in our community by the

end of third grade. As such, we have partnered with the Cedar Valley Readers collaborative to support all of their efforts, including the provision of the Y Believe Summer Academy. For the next 5 years, we commit to continuing to support Cedar Valley Readers' efforts by seeking additional funding, resources, and community support to maintain and expand the Y Believe Summer Academies through, amongst other things, grant writing and providing fiscal agent services if needed.

Angela Widner 12/14/17 Dr. Jane Lindaman 12-14-17
Angela Widner Date Dr. Jane Lindaman Date
Black Hawk County YMCA Waterloo Community Schools

Barbara A. Grant 12/14/17
Barbara A. Grant Date
Executive Director

Lekeisha Veasley 12/14/17
Lekeisha Veasley Date
Coordinator

MEMORANDUM OF UNDERSTANDING

Between

Waterloo Community Schools

And

Black Hawk County YMCA

And

The Northeast Iowa Food Bank

This Memorandum of Understanding (MOU) sets forth the roles and responsibilities between the Waterloo Community Schools (WCS), the Black Hawk County YMCA (YMCA), and the Northeast Iowa Food Bank to implement the Before and After School Programming from July 1, 2018 through June 30, 2023.

Partner Name: YMCA
Partner Representative: Angela Widner
Title: Chief Executive Officer
Address: 669 South Hackett Road
Waterloo, IA 50701
Telephone: (319)233-3531 extension 205

Partner Name: Northeast Iowa Food Bank
Partner Representative: Barbara Prather
Title: Executive Director
Address: PO Box 2397
Waterloo, IA 50704
Telephone: (319)235-0507

Partner Name: WCS
Partner Representative: Dr. Jane Lindaman
Title: Superintendent
Address: 1516 Washington
Waterloo, IA 50702
Telephone: (319)433-1800

The Before and After School Programming at Becker Elementary School will be implemented by the YMCA. A component of the programming will include the provision of healthy snacks to the participants with food from the Northeast Iowa Food Bank.

Duties:

YMCA will operate the Before and After School Programming at Becker including:

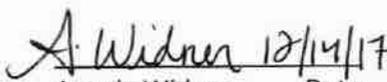
- a. Provide the staffing to operate the programming
- b. Provide enrichment activities for the participants
- c. Attend food handling training provided by the Northeast Iowa Food Bank
- d. Maintain its status as a member in good standing of the Northeast Iowa Food Bank
- e. Provide an area for the participants to eat
- f. Pick up fresh produce from the Northeast Iowa Food Bank
- g. Explore options for incorporating healthy living content into the content of the programming
- h. Make referrals to the Northeast Iowa Food Bank of food insecure families

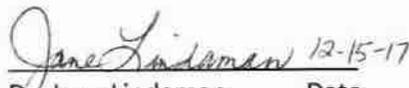
The Northeast Iowa Food Bank will provide snacks for the Before and After School Programming at Becker Elementary including:

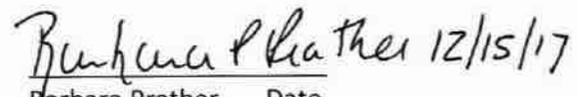
- a. Provide snacks
- b. Allow the YMCA to pick up fresh produce to serve to participants, as available
- c. Receive referrals from the YMCA for families that are experiencing food insecurity
- d. Explore options with the YMCA to incorporate healthy living content into programming
- e. Provide a representative to serve on, and give input to, the CCLC Advisory Committee

WCS will support the Before and After School Programming including:

- a. Provide the use of safe, accessible space for the Before and After School programming at Elementary Schools
- b. Provide custodial services for the area utilized for the Before and After School programming.
- c. Make referrals to the Northeast Iowa Food Bank of food insecure families
- d. Organize and host the CCLC Advisory Committee which provides input and direction for the Y Believe Academy and the Before and After School programs at Becker, Lowell, and Irving Schools.


Angela Widner Date
Black Hawk County YMCA


Dr. Jane Lindaman Date
Waterloo Community Schools


Barbara Prather Date
Executive Director

MEMORANDUM OF UNDERSTANDING

Between

Waterloo Community Schools

And

Black Hawk County YMCA

And

YWCA of Black Hawk County

And

Cedar Valley Readers

This Memorandum of Understanding (MOU) sets forth the roles and responsibilities between the Waterloo Community Schools (WCS) and the Black Hawk County YMCA (YMCA), the YWCA of Black Hawk County, and the Cedar Valley Readers to implement the Before and After School Programming from July 1, 2018 through June 30, 2023.

Partner Name: YMCA
Partner Representative: Angela Widner
Title: Chief Executive Officer
Address: 669 South Hackett Road
Waterloo, IA 50701
Telephone: (319)233-3531 extension 205

Partner Name: YWCA of Black Hawk County
Partner Representative: Lucinda Mohr
Title: Executive Director
Address: 425 Lafayette
Waterloo, IA 50703
Telephone: (319)234-7589

Partner Name: WCS
Partner Representative: Dr. Jane Lindaman
Title: Superintendent
Address: 1516 Washington
Waterloo, IA 50702
Telephone: (319)433-1800

Partner Name: Cedar Valley Readers
Partner Representative: Lekeisha Veasley
Title: Coordinator
Partner Representative: Barbara A. Grant
Title: Executive Director
Address: 1535 Lafayette
Waterloo, IA 50703
Telephone: (319)292-1867

The Before and After School Programming will serve students from Becker, Irving, and Lowell Elementary Schools. The Before and After School Programming at Becker will be lead by the YMCA. The Before and After School Programming at Irving and Lowell will be lead by the YWCA.

The Before and After School Programming will include:

- Enrichment Activities
- Reading Lessons and Activities
- Parent Engagement Events
- Student Support
- Family Literacy
- Family Support
- Hands On Learning
- Recreational Activities
- Arts/Crafts/Dramatic Activities
- Clubs

Duties:

YMCA will operate the Before and After School Programming at Becker including:

- a. Jointly plan the overall program, including curricula, staffing, enrichment activities, and parent engagement events.
- b. Assist the WCS with participant recruitment
- c. Recruit, select, and train staff
- d. Recruit and train volunteers
- e. Schedule and coordinate all staff and volunteers
- f. Coordinate all enrichment activities including field trips, recreational, arts, and club activities
- g. Ensure appropriate volunteer/staff to child ratios are maintained at all times
- h. Bill the WCS in a timely manner for program expenses
- i. Collect data for quality improvement and evaluation
- j. Participate in monthly advisory committee meetings
- k. Solicit student and parent feedback for use in the quality improvement process and evaluation
- l. Offer a minimum of four opportunities (i.e. volunteer, meetings, fun nights) for parents to get involved

YWCA will operate the Before and After School Programming at Irving and Lowell including:

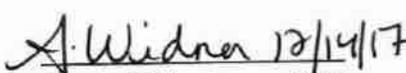
- a. Jointly plan the overall program, including curricula, staffing, enrichment activities, and parent engagement events.
- b. Assist the WCS with participant recruitment
- c. Recruit, select, and train staff
- d. Recruit and train volunteers
- e. Schedule and coordinate all staff and volunteers
- f. Coordinate all enrichment activities including field trips, recreational, arts, and club activities
- g. Ensure appropriate volunteer/staff to child ratios are maintained at all times
- h. Bill the WCS in a timely manner for program expenses
- i. Collect data for quality improvement and evaluation
- j. Participate in monthly advisory committee meetings
- k. Solicit student and parent feedback for use in the quality improvement process and evaluation
- l. Offer a minimum of four opportunities (i.e. volunteer, meetings, fun nights) for parents to get involved

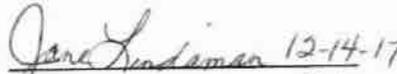
WCS will support the Before and After School Programming including:

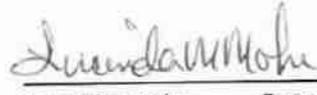
- a. Transport children to and from one enrichment/field trip per semester
- b. Provide the use of safe, accessible space for the Academies at Irving and Lowell Elementary Schools
- c. Student recruitment: Identify/refer children to the Before and After School Programming
- d. Pay the YMCA and YWCA for program services
- e. Provide aggregate pre and post scores for the children in the program

Cedar Valley Readers will support the Before and After School Programming including:

- a. Analyze the data and provide feedback to evaluate the programming
- b. Promote the Before and After School Programming in the community including publicizing the results and leading efforts to garner additional community support


Angela Widner Date
Black Hawk County YMCA


Dr. Jane Lindaman Date
Waterloo Community Schools


Lucinda Mohr Date
Executive Director


Barbara A. Grant Date
Executive Director

From: Gaetane Jean-Marie <gaetane.jean-marie@uni.edu>
Date: Thu, Dec 14, 2017 at 4:50 PM
Subject: Summer Learning Academy/Recruitment Efforts at UNI
To: Angela Widner <widner@blackhawkymca.org>

Dear Dr. Widner,

The College of Education at the University of Northern Iowa agrees to support recruitment efforts of our pre-service teachers during the Winter/Spring semester for participation in the Summer Learning Academy. This is a great opportunity for our students to participate in community engagement and build relationships with K-12 students in the Summer Learning Academy from the Waterloo Community Schools Districts. We look forward to being involved again this year. If you have any questions, please feel free to contact me. Thank you.

Sincerely,

Gaëtane Jean-Marie

Gaëtane Jean-Marie, Ph.D.
Dean and Richard O. Jacobson Endowed Chair of Leadership in Education
Interim Director, Center for Educational Transformation
Professor of Educational Leadership
College of Education – Dean's Office
University of Northern Iowa
150 Schindler Education Center
1227 W. 27th St.
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Website: www.uni.edu/coe

Series Editor, *Studies on Educational Administration*
Emerald Publishing

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply.
Being willing is not enough; we must do." -Leonardo da Vinci