

**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

Iowa Department of Education
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)
Boys and Girls Clubs of the Cedar Valley

County: Black Hawk		Amount Requested: \$ 364,500 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Chuck Rowe, CEO		Grant Contact/Project Director: Laura Kann, Director of Development	
Agency Name: Boys and Girls Clubs of the Cedar Valley		Agency Name: Boys and Girls Clubs of the Cedar Valley	
Address: 515 Lime Street		Address: 515 Lime Street	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50703
Phone: 319.234.2839	FAX: 319.235.5656	Phone: 319.234.2839	FAX: 319.235.5656
Email: chuck@cedarvalleyclubs.org		Email: laura@cedarvalleyclubs.org	

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

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

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation 49
- Private For-Profit Organization
Number of years in operation _____

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

<i>(If applicable)</i> Enter Child Care License #: N/A.

REQUEST FOR COMPETITIVE PRIORITY

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

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

X Documentation: The Iowa Department of Education has designated the schools proposed as sites in this application as follows:

<i>Student Achievement</i> School	2012-13 SINA Status	
	Math	Reading
Central Middle School	SINA-9	SINA-9
George Washington Carver Academy	SINA-8	SINA-8
Lincoln Elementary	Delay-4	SINA-5

Source: 2013-14 Iowa SINA Schools (<https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina>).

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

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

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

Table of Contents

Narrative Text (total possible 100)	4
1. Proposal Abstract (not scored) – maximum 2 pages	4
2. Student Needs Assessment (20) – maximum 3 pages	6
3. Project (20) – maximum 3 pages	9
4. Research Base (5) – maximum 1 page	12
5. Management Plan (20) – maximum 3 pages	13
6. Communication Plan (5) – maximum 1 page	16
7. Partnerships (10) – maximum 2 pages	17
8. Evaluation (10) – maximum 2 pages	19
9. Budget Narrative (10) – maximum 2 pages	21
Letters of Support from Partners	23
Required Forms	23
Form A: Site Information	23
Form B: Assurances and Agreements	24
Form C: Collaborative Signatories	27
Form D1: Funding Requirements	32
Form D2: Budget Forms	33
Form D3: Applicant Agency Fiscal Resource Information	34
Form E: Minority Impact Statement	35
Form F: Non-Public Consultation Documentation	37

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

BGC consulted a wide variety of stakeholders to propose services based on student, family, and community needs. In this application, BGC proposes afterschool programs for 90 students in grades 1-8 from Central Middle School (82.3% free/reduced lunch), George Washington Carver Academy (90.4%), and Lincoln Elementary (86.4%) in the Waterloo Community School District. Primarily, the extreme poverty at these three schools means that students and their families struggle to live from day to day, making a focus on academic achievement difficult at best. Many parents are at least intermittently unemployed and, when they do work, may hold multiple very low-wage jobs, often on the second or third shift. Even when they have the time to help their children academically, parents may not have sufficient resources to do this effectively. Very few of the parents have attended or graduated from college, so to help with homework or help a child who is struggling in a certain subject area is out of their reach. Each school has at least one SINA designation, the Iowa Department of Education lists all three as “persistently lowest-achieving schools” for FY13, and there are achievement gaps among student subgroups. Waterloo residents have multiple disadvantages, including less education, more single parent households, lower income, higher unemployment, and higher poverty than other Iowa residents. From this evidence and consultations with stakeholders, these students have the following needs, in order of priority, and their families can not afford to pay for help with them:

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

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

BGC proposes that the program operates for four hours after school every day school is in session plus 8.5 hours on each of ten non-school days during the year. Partners in this proposal have collaborated to plan substantial educational enrichment for the students. Program goals are:

Goal 1: Increase academic achievement.

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

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

BGC has nearly five decades of experience in afterschool programs that evaluations show increase academic performance and positive youth development. The current BGC programs already serve a very limited number of students from the proposed schools, but with only a minimal and non-professional focus on academics. 21st CCLC support will enable high quality programs for the students that emphasize academics strongly. Throughout its experience, BGC has used current afterschool research to design, improve, and enhance programming.

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

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

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

Partners in this proposal are BGC, the Waterloo Community School District, the Northeast Iowa Food Bank, the University of Northern Iowa, Hawkeye Community College, the Volunteer Center of the Cedar Valley, the Waterloo Black Hawks USHL Hockey Team, the Waterloo Police Department, and the AARP Foundation Work Search. Many community-based organizations provide in-kind donations and enrichment programming and BGC has a long history of successfully recruiting volunteers. BGC will design and use an electronic system to capture all data necessary for 21st CCLC reporting requirements, and has engaged an experienced independent evaluator to develop and implement detailed evaluation plans. Overall, 69% of the requested budget will support the professional staff necessary to provide students with a safe environment and high-quality academic and enrichment services.

This application requests competitive priority status because (1) all three schools have at least one SINA designation and (2) a collaboration of BGC and the Waterloo Community School District, which receives funds under Title I, and other community-based organizations jointly submit this application.

Student Needs Assessment

Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools		
School	% of total students	Official 2013-14 Enrollment
Central Middle School	82.3%	504
George Washington Carver Academy	90.4%	450
Lincoln Elementary School	86.4%	459

Sources: Iowa Department of Education, Bureau of Information and Analysis Service. "2013-2014 Iowa Public School PK-12 Students Eligible for Free and Reduced-Price Lunch by School."

Primarily, the extreme poverty at these three schools means that students and their families struggle to live from day to day, making a focus on academic achievement difficult at best. They may move frequently to maintain a place to live and some experience bouts of doubling (or tripling) up in living quarters with others and/or homelessness. Students may not have appropriate or warm enough clothing and the clothing they do have may not be clean because private laundry equipment is a luxury for many. Students may have minimal nutrition at home and some return to school hungry on Mondays and in the mornings. Many parents are at least intermittently unemployed and, when they do work, may hold multiple very low-wage jobs, often on the second or third shift. Many students lack the social skills they need. All of these factors create concerns about adequate supervision and support for the students.

Even when they have the time to help their children academically, parents may not have sufficient resources to do this effectively. Very few of the parents have attended or graduated from college, so to help with homework or help a child who is struggling in a certain subject area is out of their reach. Many parents report that if the Boys and Girls Club (BGC) weren't helping the students with their homework, it either wouldn't get done or it wouldn't get done correctly. Several parents/guardians use the large library of books at BGC to help their children when they are struggling with reading. When families move as much as they do, books and educational workbooks are a luxury that most of them cannot afford or do not have the space to keep around.

Student Achievement School	2012-13 SINA Status		Noteworthy Student Achievement Data
	Math	Reading	
Central Middle School	SINA-9	SINA-9	The IA DE lists the Waterloo CSD as DINA-8 for math and reading in its "2013-14 Iowa DINA List."
GWC Academy	SINA-8	SINA-8	
Lincoln Elementary	Delay-4	SINA-5	

SINA Source: Iowa Department of Education. "2013-2014 Iowa SINA Schools."

The Iowa Department of Education lists the three public schools as "persistently lowest-achieving schools" for FY13: GWC Academy as Tier I, Central as Tier II, and Lincoln as Tier III (<https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-persistently-lowest-achieving-schools>).

2014 Proficiency Percentages by School and Grade Level												
Grades	Central			GWC Academy			Lincoln			Cunningham		
	6	7	8	6	7	8	3	4	5	3	4	5
Reading	50.4	55.8	55.9	38.7	44.8	49.6	53.3	64.4	66.1	44.8	46.6	59.9
Math	64.8	66.2	51.7	58.7	74.5	58.7	66.7	72.9	72.9	43.3	31.0	48.2

The table of proficiency percentages below shows that students at Lincoln have academic deficiencies, including major achievement gaps among categories of students. Neither the District nor the principals provided subgroup percentages for the other two schools, but it is

certain that they have achievement gaps as well, based on the proficiency percentages by school and grade level that the District did provide for 2014 (above).

2012 – 2013 Proficiency Percentages												
Grades	Lincoln Elementary						Iowa					
	Reading			Math			Reading			Math		
	3	4	5	3	4	5	3	4	5	3	4	5
ALL	52.4	64.9	46.2	60.3	75.4	56.9	76.5	75.7	75.9	78.0	79.1	79.2
African Am.	40.9	66.7	45.5	50.0	76.2	54.6	52.7	49.2	48.5	49.0	51.0	51.4
Am.Indian	NA	NA	NA	NA	NA	NA	70.3	64.2	67.0	70.3	68.9	63.1
Asian	NA	NA	0.0	NA	NA	100	76.8	76.1	74.4	82.3	84.5	82.8
Hispanic	60.0	70.0	50.0	70.0	90.0	75.0	59.3	58.2	60.2	67.1	67.2	66.2
White	57.1	58.8	60.9	71.4	82.4	56.5	80.3	79.5	79.7	81.4	82.4	82.7
Male	50.0	58.8	60.9	66.7	77.8	67.6	74.3	73.3	73.9	78.4	79.4	80.1
Female	54.6	66.7	39.3	54.6	73.3	67.6	78.9	78.1	77.9	77.7	78.8	78.3
Disability	18.2	50.0	20.0	27.3	50.0	40.0	39.1	35.9	36.8	50.0	47.1	45.4
ELL	66.7	66.7	44.4	66.7	83.3	66.8	49.5	49.3	46.4	62.0	62.0	58.2

Waterloo residents have the multiple disadvantages that the table below displays, including less education, more single parent households, lower income, higher unemployment, and higher poverty than other Iowa residents.

<i>Family Needs</i>	Waterloo	Iowa
Language other than English at home, age 5+	11.2%	7.4%
Educational attainment ages 25 and over – less than high school	13.2%	8.4%
High school diploma or equivalent	40.0%	32.7%
Some college or associate degree	29.4%	32.5%
Bachelor’s degree or higher	17.4%	26.5%
Married couple families as a % of all households	38.2%	50.6%
Single householder, no spouse present, with own children < 18	11.0%	8.7%
Fertility per 1,000 unmarried women	52	30
Income - Median household income	\$38,902	\$52,229
Median family income	\$52,082	\$66,684
Per capita income	\$21,416	\$27,740
With cash public assistance income	9.0%	2.6%
With Food Stamp/SNAP benefits in the past year	20.9%	12.1%
Population ages 16+ unemployed	7.2%	3.3%
Poverty in the past 12 months – all families	16.1%	8.1%
Families with related children under 18 years	31.6%	13.9%
Families with female householder, no spouse present	44.7%	31.3%
Female householder with related children under 18 years	56.3%	40.7%
Source: U.S. Census Bureau, 2013 American Community Survey 1-year Estimates; *IA Dept. of Education for Students less than proficient in English.		

In planning the program proposed in this application, BGC surveyed 67 students in grades 1-9 and 44 parents of 86 students. Nearly all the parents said their children do homework and read books after school, but only about eight of each 10 students (80.6%) said they do homework and just over half (51.2%) said they read books. When asked whether someone was at home with them after school, only just over eight of each ten students (83.6%) said someone was at home

with them. Only six of each ten students (61.2%) said someone helps them with their homework after school. When asked what is important about an afterschool program, parents and students agreed that the most important thing is a “safe place outside of school time.” Parents said academic tutoring (88.8%) and homework help (84.9%) were “very important.” Nearly three-fourths of the parents (72.1%) said their families were willing to attend four literacy events each year to learn more about how to help their children in school. When asked which activities they would like, all respondents rated field trips highest. Parents ranked arts and crafts next, followed by sports, fitness activities, music, and dance. Students ranked sports after field trips, followed by computer activities, cooking, and fitness activities.

In addition to surveying parents, BGC talked informally with many other parents and students. For example, a single mother of two recently came in to the BGC facility to say that she is now back on her feet and the support and help she received during her most difficult time kept her going. When she picked up the children at the Club each afternoon, she didn’t have to worry about what she was going to feed them or how she was going to help them get their homework done. She knew the Club program would take care of both and that was a huge relief for her.

BGC also consulted with principals of the schools proposed in this application for their views about what their students need. They said their students struggle academically because families have inadequate resources to support academics. One principal said students need to have a specific plan for academic success and need an environment supportive of academics to succeed and grow. Principals said their students need increased attachment to their schools and to the community, along with an increased ability to solve problems in a socially acceptable way. One said, “Students need more structured time and conversations on how to act socially. The more practice the students get, the better they will become at it. The more students are involved with groups of people, it helps them learn social behavior.”

BGC consulted with a variety of other partners in planning this proposed application, including Hawkeye Community College and the Iowa Workforce Development. They identified academic support for youth, as well as dropout prevention, as high needs. Iowa Workforce Development specifically stated that lack of a high school diploma and lack of “soft skills” (social media usage, offender status, substance abuse) are barriers to employment.

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

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

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

Project. Spark: Igniting Youth Success will provide the safe and stimulating environment that responds to family and community needs and the mentoring and advocacy that engage and support the high needs students. Spark will work closely with the school district to address student needs in three areas: academics, social skill building, and physical well-being. To increase academic achievement, Iowa-certified teachers will assess each student individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio. Spark will align programming with school instruction through regular input from district administrators, based on CSIP goals, and regular communication with school staff. To build social skills, Spark will emphasize character development in activities that increase cultural awareness, such as music, dance, and cooking. Spark activities will increase social competence through the same research-based “The Leader in Me” and Positive Behavioral Interventions and Supports that the district uses during the day. Spark staff will promote a positive and respectful environment. The front-line Spark Youth Development Coaches will supervise students at no more than a 1:15 ratio whenever students are not working with teachers, advocate for students, and act as role models. To improve physical well-being, Spark provides healthy food every day the program operates. Daily, students participate in a variety of recreational activities that combine learning with exercise and develop teamwork skills. School staff will refer students with academic needs to Spark, especially when the students may lack a safe environment after school, and Spark gives enrollment preference to the students the schools refer. Evaluations demonstrate that BGC programs increase academic achievement, social skills, school attendance, and school safety.

Spark will operate from 3:00 to 7:00 pm every day school is in session (180 days), plus ten non-school days during the year from 8:30 am to 5:00 pm. The District dismisses students one hour early on Wednesdays for staff professional development and Spark will operate during that hour as well. On arrival, students will have a snack each day, followed by about 20 minutes of recreation, including skill games focused on group interaction, team building, respect, and cooperative effort, either in the BGC facility or on adjacent grounds. Next, students will participate in academics and enrichment. Spark serves an evening meal to participants daily.

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

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

- 🌀 **Math:** such activities as math games, chess, cooking (measurements), and flash cards.
- 🌀 **Science:** such activities as science experiments, marine biology, and animal photography.
- 🌀 **Technology:** including computers, LEGOs, Photoshop, and Netsmartz (internet safety).
- 🌀 **Literacy:** includes book clubs, spelling bees, and Education City computer activities.
- 🌀 **Power Hour (PH)** is an interactive, afterschool homework assistance program developed by the Boys & Girls Clubs of America (BGCA) that is non-threatening and fun and uses staff and older students as “Homework Helpers” to supervise homework time. All students will

complete one PH session daily. When students complete their homework or have none, they help others and/or Spark staff will provide them with other academic activities.

Spark intentionally centers academic and enrichment activities on quarterly themes. During the first fall quarter, the theme will be nutrition/fitness and students will travel to the University of Northern Iowa for football and volleyball clinics with UNI teams and coaches. They will tour the Northeast Iowa Food Bank, assist with work there, and learn about nutrition and cost-effective snack and meal planning. Spark will introduce students to Triple Play, a comprehensive health and wellness program developed by BGCA that supports increased physical activity, healthy relationships, good nutrition, and leadership development. Students will read about nutrition, sports, and fitness, and exercise will include other sports, dance, and fitness DVDs.

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

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

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

Throughout the year, Spark will use the BGCA SMART Moves (SM) character development and substance use prevention program to assist youth in resisting alcohol, tobacco and other drugs and to overcome obstacles to leading successful lives and achieving their goals, including bullying. Through age-appropriate modules, SM provides youth with the knowledge, skills, and self-esteem to help them make healthy choices and practice responsible behaviors.

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

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

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

Family Literacy Services. Spark will offer four Family Literacy Nights annually to promote parent/student/school interaction, where families, Spark staff, and school staff share a meal and participate in literacy activities. At the events, families receive books and/or games to take home and speakers increase their awareness of local resources, such as state child care benefits and the local community college's high school equivalency program. Spark provides services to families through collaboration with community agencies, such as Operation Threshold, the local Community Action Agency, which offers people assistance with food, housing, and utilities. Parents can participate in general skill development sessions, such as basic computers and parenting skills. Low average Waterloo educational attainment and high poverty provide evidence of need for these services. At partner sites, parents can work toward economic self-sufficiency and gain the literacy that helps them teach their children.

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

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

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

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

Objective 1c: For Spark participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency category by the second year.

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

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

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

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

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

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

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

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

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

For well over 40 years, the Boys & Girls Clubs of the Cedar Valley has been at the forefront of youth development, working with young people from disadvantaged economic, social, and family circumstances. The BCG Mission is to inspire and enable all young people, especially those who need us most, to reach their full potential as productive, responsible, and caring citizens. We actively seek to enrich the lives of youth other agencies have had difficulty in reaching. BGC serves more than 600 youth annually at four locations and is dedicated to ensuring that our community's disadvantaged young people have greater access to quality programs and services that will enhance their lives and shape their futures. Credentialed and experienced BGC staff will oversee Spark staff and collaborate with them in program planning and implementation. BGC program evaluations show that nearly all participants (95%) had stable or increasing reading comprehension and fluency scores compared with the previous year, BGC students had higher school attendance than the school average, and BGC students' average GPA was 2.75 compared with the schools' average GPA of 2.59.

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

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

(http://www.boysgirlsclubsm.org/resources/1/pdfs/power_hour_5-2011.pdf). A national BGCA study in 2009 found that participants “completed their homework more often, had better school attendance, and better grades... that Power Hour participants who received tutoring... had more positive attitudes about... themselves... [and] that participants... were more engaged in school, were more likely to arrive to class prepared, and [had] higher self-esteem”

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

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

BGCA’s **SMART Moves** (SM) character development and substance use prevention program has a 25 year record of successful operation. A three-year longitudinal study showed that SM youth improved over time in their self-reported ability to refuse alcohol and marijuana (BGCA 2004:47). Another study showed that SM promoted “involvement in healthy and constructive educational, social and recreational activities” (BGCA 2004:56).

In addition to these BGCA programs, Spark will use “The Leader in Me” (TLIM) and PBIS. TLIM is a “whole-school transformational model” that “improves all other programs... TLIM equips students with the self-confidence and skills they need to thrive in the 21st century economy” (<http://www.theleaderinme.org/what-is-the-leader-in-me/>). Teachers and principals say TLIM improved school climate and student behavior; students say TLIM “increased order and security” and decreased bullying; and teachers, principals, and parents reported “fewer arguments, fights, disciplinary actions, and suspensions”(Johns Hopkins University 2012:5-6). Principals also report that TLIM reduces discipline problems and “improved student behavior. ‘We have seen student’s behavior turn around as much as 180 degrees. With that, their academics improved as well’” (Westgate Research 2014:3).

In 2011, SAMHSA’s National Registry of Evidence-based Programs and Practices (www.nrepp.samhsa.gov) said **PBIS** “is a multicomponent, multitiered, comprehensive approach to schoolwide improvement” and rates PBIS as 4.0 on a 4-point scale in implementation materials, training/support resources, quality assurance, and overall rating, with no weaknesses identified by reviewers. The table below presents a sample of recent PBIS research.

A study randomly assigned 33 elementary schools to intervention or control groups. Compared with control schools, intervention schools had an increase in teachers reporting that students followed classroom rules consistently and a decrease in teachers reporting frequent problems with disorder in the classroom (Ward & Gersten, 2010 www.nrepp.samhsa.gov).
--

A randomized control trial documents experimentally that SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance (Bradshaw, Mitchell, & Leaf in press, <i>Journal of Positive Behavior Interventions</i> 2014 www.pbis.org).
--

The American Psychological Association (2012 (http://www.apadivisions.org/)) says PBIS has “the potential, when implemented with fidelity, to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time.”
--

Management Plan. BGC recruits, hires, trains, and works to retain effective and highly-qualified staff who treat participants with respect, advocate for them, and act as mentors for them to increase their potential for healthy and socially competent behavior. The Spark Program Director (PD) prepares a staffing plan for the sites to identify and schedule the number of staff the program will need to maintain appropriate staff-student ratios. BGC uses existing job descriptions and standard BGC hiring procedures to secure highly-qualified applicants for Spark positions. The PD dedicates 0.25 FTE to Spark, overseeing all staff, planning, and program implementation. In addition, the PD facilitates collaborations with Spark partners, convenes regular Spark staff meetings, assesses site staff, schedules staff development, and recruits, trains, and supports Spark volunteers.

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

- Plans, schedules, and facilitates all site activities and supervises staff on a daily basis;
 - Records daily attendance for each site;
 - Ensures adequate staffing daily to meet staff-to-student ratios, supervises Youth Development Coaches, oversees site budgets, purchases supplies, and works with site staff to plan and schedule activities and monitor students' and program progress toward goals;
 - Serves as a resource for and a communications link with school personnel;
 - Meets with daytime teachers about student academic progress, concerns, and referrals;
 - Meets with students at their schools over lunch and recess to discuss the program;
 - Communicates regularly with families about students' academic progress;
 - Leads planning and facilitation of Family Literacy events; analyzes parents' adult and parenting education needs through a family assessment; connects families with existing community resources and those developed for this program; coordinates other opportunities for families, such as field trips; and communicates with families to explain available services; and
 - Provides support for all Spark activities.
- *Qualifications:* Bachelor's degree in a discipline related to Spark programming; ability to work independently and within established budgets, meet deadlines, and communicate effectively; experience working with school children; pass a background check; bilingual skills preferred.
- *Recruitment:* Through the Area Education Agency, the LEA, and local media advertising; seek recommendations from current school and BGC staff.

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

- *Qualifications:* Iowa teaching certification and teaching experience; prefer bilingual skills and experience at the schools Spark participants attend.
- *Recruitment:* Certified teachers seek afterschool positions regularly. BGC advertises unfilled teaching positions through the AEA and recruits teachers from schools participants attend.

Youth Development Coaches (YDCs) supervise students at a no more than a 1:15 ratio whenever the students are not working with teachers. In addition, YDCs:

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

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

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

- *Qualifications:* Pass a criminal background check, be interested in and have experience working with school-age children. Bilingual skills and some college preferred.
- *Recruitment:* Spark actively recruits, trains, places, and evaluates volunteers for all site programs, recruiting volunteers through AARP, the Volunteer Center of the Cedar Valley, local colleges and universities, the business community, faith-based organizations, and the community at large.

Training/retention. BGC conducts orientations for new staff and volunteers at least three times per year or as needed. Staff complete mandatory training such as CPR/First Aid, child development, and other training pertinent to their jobs. BGC provides quarterly professional development using outside speakers, such as local law enforcement, the school district, local behavioral services agencies, and counselors. One example of a recent training in partnership with the schools was “Leader in Me,” which is a District initiative to teach Stephen Covey’s “7 Habits of Highly Successful People.” Attending this training ensures that BGC uses the same principles and language afterschool as the District uses during the day. As quality control, BGC administrators assess staff and volunteers’ work regularly, based on input from school and other BGC staff, volunteers, parents, students, and evaluation results, to determine areas for future staff development. BGC staff attend state and national afterschool conferences and workshops so that they can share information with other staff and volunteers. BGC retains effective staff and volunteers by attending to their needs and concerns, seeking their input in planning, and generally promoting their investment in and ownership of the programs.

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

Transportation and access. Spark will offer the proposed programming in its facility at 515 Lime Street in Waterloo. The facility is safe and ADA compliant except that it does not have an elevator to accommodate participants. Spark will accommodate participants with physical disabilities by delivering program components generally offered on the upper floor to them on the fully accessible main floor, including holding group activities on the main floor. This assures that everyone has safe and easy access to full programming, including those with disabilities. To assure safe travel, regular District school buses transport students from their schools to the BGC facility and BGC vans transport students on field trips. Families take responsibility for arranging and supervising transportation for the students from the facility to their homes. Spark will assist families in making these arrangements if they wish and ensures that only those families designate may pick up students after the program. At sites where a significant number of students and their families speak a language other than English, at least one BGC staff member at that site is bilingual. Although the program targets students with academic deficiencies, BGC does not deny

program access to any student. All BGC programming is free from discrimination and provides equal opportunity for all.

Stakeholder advisory group. Partners, stakeholders (including district administrators, teachers, and parents), and supporters (including community-based organizations and businesses) will participate in the Spark Advisory Committee, which will provide program vision, goal setting, and strong management. This Committee will meet regularly to establish and review program policies, identify and resolve challenges, and monitor program success. Members will promote high-quality afterschool programming throughout the community. Representing diverse segments of the community, Committee members will advocate for Spark, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability.

Sustainability. The Boys & Girls Clubs of the Cedar Valley (BGC) has an annual budget of nearly \$650,000 based on grants, donations, and special events. BGC raises more than \$150,000 annually through its “It Just Takes One” solicitation campaign alone and a local donor provides support for youth scholarships. In an effort to increase sustainability, BGC has recently created an endowment with the Community Foundation of Northeast Iowa to ensure that youth have the opportunity to receive programming for many years to come. The BGC Board reviews the organization’s established sustainability plan continuously to ensure that the Club does not become too dependent on one source in this ever changing economic environment. More than 500 volunteers contributed to BGC programs last year, increasing sustainability. BGC does not use membership fees as a part of financial sustainability and maintains a low membership cost, \$25/year, to ensure that every child and family has the opportunity to use the program.

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

BGC uses state and federal resources effectively. 21st CCLC currently supports programming at one site, the University of Northern Iowa provides work-study employees to BGC and the Club pays 25% of their wages, and a current grant from the Office of Juvenile Justice and Delinquency Prevention provides funding for one-on-one mentorships. BGC refers families to Iowa Workforce Development for employment assistance; to the Black Hawk County Community Action Agency for Early Head Start, Head Start, money management, financial assistance, and other benefits; and to Hawkeye Community College for Adult Basic Education, ESL, and high school equivalency programs.

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

Communication Plan. BGC disseminates information about its program systemically. BGC staff communicate personally with students, school staff, and families and staff communicate regularly with each other. BGC distributes its flyers and letters to parents as handouts in school for students to take home to their families and at school events, including PTA meetings and the twice-yearly parent-teacher conferences. BGC's long-standing partnership with the school district and record of effectiveness means that teachers, administrators, and counselors refer academically needy students to the program regularly. Program staff confer regularly with school staff about students' academic progress. Since the program operates every school day, staff can make daily contact with students and families. BGC staff contact families directly when the school refers students to the program at any time during the school year. BGC sends program calendars to families monthly. Parents, students, and school staff have regular input into BGC programming, since BGC surveys each of these key stakeholders annually in addition to conducting considerable informal communication with each. When asked how they heard about the program, parents identify direct communication from their child's teacher, principal, or BGC staff as most important. Word-of-mouth is another important source many parents mention, saying they heard about the program from friends, neighbors, or coworkers. Generally, students learn about BGC from their teachers and principals, but perhaps most importantly, from their peers. As BGC continues to provide engaging and stimulating programming that students describe as "fun," the students themselves become the program's best ambassadors. Combined, these activities effectively increase awareness of BGC programs for students, families, and school staff.

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

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

BGC's Advisory Board, consisting of members of the broader community, parents, and partners, meets regularly to monitor the program. BGC's independent evaluator provides the Board with annual reports on the school year programs. The Board uses the reports to monitor trends and progress toward goals, identify and resolve challenges, and maintain/increase program quality. When the evaluator finalizes reports in response to Board feedback, if any, Board members post the reports on their websites for public perusal and communicate the results to increase community-wide awareness of BGC programs and pursue sustainability. In addition, BGC shares key evaluation findings on its website and in social media. The Board issues an Annual Report to all funders, families, and partners.

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

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

The **Waterloo Community School District** supports BGC in multiple ways, including cooperative planning, transportation of students from their schools to the BGC facility, and provision of summer lunches, professional development, and technical assistance. In 2011, the Club opened a free-standing facility and the District provided BGC with furniture and fixtures to help get the building ready for occupancy. The District will provide curriculum consultation from the Educational Services Team to ensure that Spark educational and enrichment activities align with the District CSIP, standards, and benchmarks. The District allocates time for principals and teachers to consult with Spark staff about students from their schools who participate in the program. Equally importantly, District administrators, teachers, and counselors will refer students to Spark for academic and/or social skills assistance.

Daily, the **Northeast Iowa Food Bank** provides a healthy snack and a hot nutritious evening meal for the program participants at no cost to students, families, or BGC. The Food Bank delivers the meal and paper products to the site each day. Twice each month, Food Bank staff teach a nutrition class to the participants. Frequently, this class features less common fruits and vegetables and allows for the youth to become familiar with new foods and try them. This makes the participants more likely to choose fresh fruits and vegetables more often. The Food Bank also hosts field trips where students learn about operations and assist with the work.

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

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

Volunteer Center of the Cedar Valley (VCCV) staff meet weekly with BGC students to increase their awareness of and attachment to the community. Each week, students learn about

five or six community organizations with needs. The students identify projects that interest them and VCCV staff guide them through a service learning project where the students visit the organization they select to learn how to help. This partnership has enabled BGC students to assist such nonprofits as the Salvation Army, the Food Bank, and the humane society.

Since 2011, the **Waterloo Black Hawks USHL Hockey Team** has partnered with **United Sport and Athlete (USA) Inc.** and BGC in a “Bench Buddies” program to promote youth health and fitness activities. Members of the Black Hawks team pair up with a BGC participant for a twelve week fitness program of four, three-week sessions. Participants receive training in Tae Kwondo, boxing, Olympic weight lifting, and group fitness at USA Inc.’s Waterloo facility. Trainers from USA Inc. instruct the pairs during each session. USA, Inc. is a non-profit company devoted to the betterment of youth in communities through elite sports. USA, Inc. brings high-level coaching and athletic opportunities to youth regardless of socio-economic status. BGC participants also receive a free t-shirt and ticket vouchers to Black Hawks games.

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

AARP Foundation Work Search provides senior volunteers to the Club in the areas of program and administration.

BGC has invited all partners described above to provide representatives who participate actively in the Spark Advisory Committee, along with parents and representatives of other community-based organizations and businesses. Throughout their history, BGC partners have established and met timelines for program design, implementation, evaluation, fiscal management, and sustainability. Today, dedicated partners, including the Waterloo Community School District, are committed to continuing and expanding quality programming and meeting project timelines. The Advisory Committee intends to engage partners meaningfully over the lifetime of the grant and of the program, maintaining current partnerships and recruiting new partners from such sectors as city government, faith-based and community service organizations, and music and drama groups. The Committee sets goals for the number of new partners to recruit in a year, makes a list of contacts, and arranges to meet with potential new partners to recruit their support.

In addition to the partners described above, BGC collaborates with many other community-based organizations to provide educational enhancement programming, such as field trips to public swimming pools, bowling alleys, golf courses, libraries, and the art center. Volunteers enhance BGC programming through one-on-one tutoring, field trip accompaniment to ensure student safety, and presenting programs for BGC participants. Additional partnership examples include:

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

Evaluation

SuccessLink began an initiative twelve years ago that focused around developing a data tracking system that would allow the community to measure many different types of outcomes using local data. This data could range in complexity from individual school and health data to census and large aggregate data. The design was to allow quick retrieval of information demonstrating what was happening in the Cedar Valley community. Its primary purpose is to track the progress of community wide goals and objectives set forth in the Cedar Valley's Promise comprehensive plan.

SuccessLink currently collects individual data from both Waterloo and Cedar Falls Community School Districts, as well as data from the majority of the youth serving agencies in the community. Data collected from the school districts ranges from demographic data, grade point averages and attendance to behavior referrals and Iowa Assessment data. The local agencies provide the names of participants and program and attendance data specific to that agency. All the different data sets are then placed into a data "universe". The data is all stored in a SQL Server and accessed using Business Objects, a business intelligence software. Most of the data is in the form of tables, much like large Excel files. These tables are gathered and then reconstructed to fit into this universe. The tables are then linked together using the person's name and birth date, or student ID if used by local agencies. This allows for thousands of different queries to be run, asking questions that could not be answered using the data in its unconnected state. For example, because the data is now connected, we can answer in a matter of minutes the following type of question:

"How many Caucasian students attending Carver Middle School, who are in the 7th grade, have a grade point average between 3.2 and 4.0, who are a member of the Boys & Girls Club, have a sibling that attends East High School and has been seen by the Health Department for a sports physical any time in 2013-2014 school year. Show me their current math proficiency level and how it compares to the previous two school years."

This is a very complex question that is very difficult to answer using community wide data before it's connected. This is only a sample of the type of queries this system can answer. Once more data sets are deposited into the universe on a regular basis, more complex questions can be answered. This system is used throughout the community to assist all involved agencies with measuring different types of outcomes using a data driven system.

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

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

Objective	Responsible Agency - Timeline
<i>Objective 1a:</i> In annual surveys, daytime teachers report that at least half the Spark participants who needed to improve academically did improve academically.	BGCCV agrees to collect this data annually.
<i>Objective 1b:</i> Spark participants' literacy and math achievements increase over the year and summer as measured by Spark and the LEA.	SuccessLink agrees to collect and provide this data in May 2016. SuccessLink collects all proficiency data annually.

<i>Objective 1c:</i> For Spark participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency category by the second year.	SuccessLink agrees to collect and provide this data in May 2017. SuccessLink collects all Iowa Assessment data annually.

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

Objective	Responsible Agency - Timeline
<i>Objective 2a:</i> At least 40 families attend one or more Family Literacy events.	BGCCV will host one family literacy event each quarter
<i>Objective 2b:</i> Spark students and parents report increased communication with their schools.	BGCCV will survey parents twice per year to determine increase in communication
<i>Objective 2c:</i> Spark parents and school staff participate in the Spark Advisory Committee.	BGCCV will recruit at minimum 4 parents and school staff to participate on Spark Advisory Committee

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

Objective	Responsible Agency - Timeline
<i>Objective 3a:</i> Spark participants have greater average school attendance and fewer tardies and discipline referrals than non-participants.	SuccessLink agrees to collect and provide this data in May 2016. SuccessLink collects attendance and behavior on all students.
<i>Objective 3b:</i> At least 30 students participate in service learning projects.	BGCCV will track and monitor this
<i>Objective 3c:</i> In annual surveys, school-day teachers report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others.	SuccessLink agrees to collect and provide this data in May 2016. SuccessLink collects attendance and behavior on all students

Budget Narrative

Personnel. BGC requests support for high-quality dedicated staff to provide the proposed programming. The request will serve 90 students for 180 days during the school year, plus an additional ten non-school days during the school year.

- ☞ The Program Director will dedicate 10 hours per week to the Spark program for 38 weeks during the school year. This position reports to the BGC Unit Director, the program Advisory Committee, and the school principals, administers all program operations, facilitates partner collaborations, and manages Spark volunteers. Salary for this position is \$15 per hour, the standard BGC salary for this position.
- ☞ The Site Coordinator will work for 21 hours/week for 36 weeks during the school year plus 8 hours/day on the 10 non-school days. This position reports to the Program Director and manages day-to-day operations. Salary for this position will be the standard BGC \$12/hour.
- ☞ Iowa-certified teachers will tutor students for 4 hours/week for 36 weeks during the school year at the standard teacher salary of \$25/hour. This enables teachers to tutor each student who needs assistance for 30 minutes/day, four days/week at no greater than a 1:10 ratio. This application requests support for six teachers during the school year, plus three teachers to assist at the four annual Family literacy events for 2 hours per event.
- ☞ College students who are music education majors will offer instrumental music lessons to Spark students for 6 hours/week for 36 weeks during the school year at the standard BGC salary of \$7.50/hour. This application requests support for three music education majors to teach students who choose to take the lessons.
- ☞ Youth Development Coaches (YDCs) will work with students whenever they are not with teachers at the standard BGC salary of \$7.50/hour. This application requests support for three YDC positions to work 21 hours/week and two YDC positions to work for 23.5 hours/week during the 36 weeks of the school year. The difference in hours is because some students arrive earlier than others at the BGC facility. This allows for two YDCs to begin work at 2:30 to serve early arrivals and three YDCs to begin work at 3:00. During the ten non-school days, the YDCs will work for 8 hours/day. Three YDCs will assist at the four annual Family literacy events for 2 hours per event. This request enables YDCs to supervise students and lead activities at no more than a 1:15 staff to student ratio.

Benefits for certified teachers are FICA (7.65% x salary) and IPERS (Iowa Public Employee Retirement System at 8.93% x salary) for total benefits of 16.58% of the salaries listed. All other staff receive FICA (7.65% x salary) and workers comp (1.96% x salary) for total benefits of 9.61% of salaries. The total personnel request is \$83,397 annually for student programs and \$897 annually for Family Literacy. The personnel portion of the budget request is 69.4%.

Staff travel. In addition to traveling to and from work, for which the program does not pay mileage, program staff visit families at home (when needed) and transport materials to support site operations. BGC requests support for 1,300 miles/year at the standard Iowa mileage rate of \$.56 per mile, for a total of \$728 per year. Mileage requested allows for 62 miles per month during the school year (1,000 miles), and 300 miles for family literacy. Funds requested for staff travel constitute 0.6% of the total budget request.

Materials. BGC requests \$6,884 per year for student program materials and supplies. The amount will support new curricula to remain aligned with the District, along with the paper, crayons, scissors, rulers, glue, and other supplies to support enrichment activities for 90 students. Within the requested amount, the program plans to provide educational software aligned with the curricula for students to use in the BGC computer lab. BGC requests \$800 per year for Family

Literacy (\$200 per event). This will provide the materials for the family activities at the four Family Literacy events, along with support for the books and games families use at the events and take home with them. Support for materials constitutes 6.3% of the budget request.

Professional development is important for training and retaining high-quality staff, and BGC requests \$6,080 per year for this purpose (\$5,580 for student programs and \$500 for Family Literacy programs). This is 5.0% of the overall budget. Spark will use these funds for in-person and online training from professionals, materials for Spark training, travel for 21st CCLC meetings and conferences, and for sending staff to other local, regional, state, and national afterschool conferences so that they can share information with other staff.

Student access is vital to effective programming and constitutes 6.4% of the budget request. The school district buses students from their schools to the BGC facility at no cost, so this entire request is for transporting students on three to four field trips per week. For most field trips, BGC will use one or more of its 15-passenger vans, but even all three can not transport 90 students simultaneously. Once a month, BGC plans to rent buses to enable transportation of all 90 students at the same time. The table below lists the calculations for the transportation costs. Field trips are an important component of Spark’s enrichment activities.

For three 15-passenger vans	Cost	Buses for monthly field trips		
Fuel: 2,000 miles x \$.52	1,040.00	Mileage: 30 miles/month x 9 months		
Driver: 4 hrs/wk x 36 wks x 10.42/hr	1,500.48	Hourly rate: \$23.71		
Maintenance and repairs	2,000.00	4 hours per field trip		
Insurance: 40% x \$5,000/year	2,000.00	Miles	270	
Registration: 40% x \$1,000/year	400.00	Hours	36	
Van Cost	\$6,940.48	Bus Cost	\$853.56	Total \$7,794.04

Evaluation enables program improvement and sustainability. The program has identified an experienced independent evaluator who will conduct evaluations at the rate shown below. In addition to the independent evaluator, the program requests support for data entry assistance from BGC staff not already paid by the program. Evaluation is 4.3% of the budget request.

Evaluation	Hours	\$/hour	Total
Independent evaluator	100	\$40	\$4,000
Clerical/data entry	100	\$12	\$1,200
			\$5,200

Administration. BGC acts as employer of record for program staff, providing all human resources and payroll administration functions. In addition, BGC provides grant and fiscal management, maintaining the budgets and providing all required fiscal reporting. All are vital to a successful program and BGC will provide these functions for 8.0% of the requested budget (\$9,720 per year). BGC and other partners provide in-kind administrative services with no compensation, including community relations, advocacy, and regular additional consultation about program planning, implementation, monitoring, and sustainability.

With this request for 21st CCLC support, BGC seeks to supplement, rather than supplant, current funding. Program services are equally accessible to all students targeted for services, regardless of their ability to pay, and the program charges \$25 per year for students to become “members” of the Club. If families can not afford the membership fee, BGC applies a sliding scale or waives the fee entirely based on the families’ situation.

The BGC thanks 21st CCLC for considering this application.



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



*Serving the
 Counties of:*

Allamakee

Black Hawk

Bremer

Buchanan

Butler

Chickasaw

Clayton

Delaware

Fayette

Floyd

Grundy

Howard

Mitchell

Poweshiek

Tama

Winneshiek

December 8, 2014

To Whom It May Concern:

The mission of the Northeast Iowa Food Bank is to provide nutritious food and grocery products to nonprofit organizations and individuals in Northeast Iowa, while offering hunger education programs to the community and those in need. The Northeast Iowa Food Bank is a member of Feeding America, which is the nation's largest charitable hunger-relief organization with a network of more than 200 member food banks and food-rescue organizations serving all 50 states, the District of Columbia, and Puerto Rico, and a member of the Iowa Food Bank Association.

Since its origins in 1981 as a food pantry, the organization has evolved into a Food Bank, which now distributes millions of pounds of food to over 200 agencies through 16 Northeast Iowa counties, including Black Hawk County. Programs such as Kids Cafe, the Backpack Program (formerly Operation Family Pack), Elderly Nutrition Boxes, Mobile Food Pantries, Chef Charles, and Pick-A-Better Snack also evolved to meet the growing needs of a growing community.

Kids Cafe is a program of Feeding America and is now the largest charitable meal service of its kind. Kids Cafe began in Savannah, GA after a police officer caught two young children stealing food from a housing project's community center. There are more than 1,600 Kids Cafe sites serving over 12 million meals each year to children in 42 states and Washington D.C. Locally, Kids Cafe welcomes any child who is in need of a nutritious meal. Last fiscal year, Kids Cafe provided more than 40,000 meals and snacks to children in Black Hawk County, including children at the Boys and Girls Clubs of the Cedar Valley sites. Cafe participants can join in all activities or just come for the meal. The Kids Cafe purpose is to provide meals to children in an environment that is safe, accessible, and convenient. Kids Cafe goals are:

- To feed children at risk of hunger
- To provide nutrition education to children
- To educate the community about the perils of childhood hunger.



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



Every month, the Northeast Iowa Food Bank provides a minimum of one hour of nutrition education at each Kids Cafe site. We do this through Iowa Nutrition Network's social marketing campaign Pick a Better Snack™ and ACT. Pick a Better Snack™ encourages fruit vegetable choices for snacks. The "ACT" represents the importance of daily physical activity.

The Northeast Iowa Food Bank commits to continued support for the Boys and Girls Clubs of the Cedar Valley (BGC) as a Kids Cafe site, so long as BGC continues to qualify for this assistance. This means that the Food Bank will continue to provide BGC with healthy snacks and a hot nutritious evening meal and a minimum of one hour of nutrition education monthly at no cost to BGC or children's families.

The Food Bank will also provide volunteer activities for children in BGC programs and provide a member for the program's Advisory Committee. This commitment serves as support for BGC's 21st Century Community Learning Centers grant application for service to children at Central Middle School, George Washington Carver Academy, and Lincoln Elementary School.

Sincerely,

A handwritten signature in black ink that reads "Barbara Prather". The signature is written in a cursive style with a large initial 'B'.

Barbara Prather
Executive Director
Northeast Iowa Food Bank



FOUNDATION Senior Community Service Employment Program

223 East 4th Street, Waterloo IA 50703

319-234-0206

cmoffett@aarp.org

December 5, 2014

AARP Foundation Senior Community Service Employment Program is a nonprofit, nonpartisan training program for people age 55 and over. AARP Foundation is dedicated to enhancing quality of life for all as we age. We lead positive social change and deliver value to participants, non profit agencies, and communities through education, job training, advocacy, and service.

One training opportunity that Creates the Good in Waterloo is providing a training program and administration assistance to the Boys and Girls Clubs of the Cedar Valley (BGC), and Waterloo's AARP Foundation regularly recruits volunteers for this purpose. Today, the Waterloo AARP Foundation supports BGC's grant application to 21st Century Community Learning Centers for afterschool programs to serve students from Central Middle School, George Washington Carver Academy, and Lincoln Elementary School. Specifically, AARP Foundation supports BGC's application by committing to continue to recruit volunteers who can assist with BGC's programs. Like AARP Foundation, BGC programs Create the Good for disadvantaged Americans, children and families in Waterloo.

Sincerely,

A handwritten signature in black ink that reads "Carole Moffett". The signature is written in a cursive style.

Carole Moffett, Assistant Project Director for Iowa

AARP Foundation Senior Employment

December 5, 2014

To Whom it may Concern:

The University of Northern Iowa has a long and rich history of service dating back to the mid-1800's. In 1866, an orphanage for children affected by the Civil War was established in Cedar Falls. In a few years' time, it became apparent that the building's usefulness would be coming to an end as orphans grew up and moved out into the world. Iowans saw an opportunity and seized it; the Iowa State Normal School – an institution created for and devoted to the training of teachers – was founded in 1876. Since its inception, the institution has also gone by the names of the Iowa State Normal School, Iowa State Teachers College, State College of Iowa, and most currently, University of Northern Iowa.

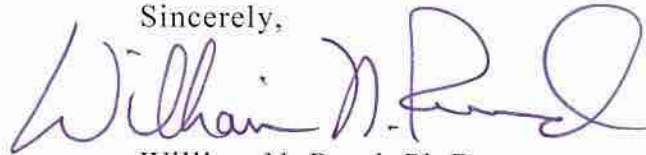
True to its roots, UNI continues to emphasize hands-on service learning and retains the proud distinction of leading Iowa's number-one teacher education program. Today's UNI also offers more than 90 majors to choose from, giving students the opportunity to explore a variety of interests and prepare for success after college. According to The Princeton Review, UNI is one of the best colleges and universities in the Midwest. The education services company selected the school as one of the institutions it profiles in its "Best in the Midwest" section of its website feature 2012 Best Colleges: Region by Region. UNI received The President's Higher Education Community Service Honor Roll again in 2013. Launched in 2006, the Honor Roll annually recognizes institutions of higher education for their commitment to and achievement in community service. UNI has consistently made the honor roll. The Carnegie Foundation granted the University of Northern Iowa a special designation in Community Engagement: Curricular Engagement and Outreach and Partnerships. This new designation reflects the foundation's recognition of UNI's strong commitment to community service on a local, regional, national, and global level. UNI serves and shares its expertise with the larger community in a variety of ways, as well as involving students in this important process. Research shows that the more students participate in meaningful experiences inside and outside of the classroom, the more they gain from their education.

In keeping with its community service tradition, UNI is pleased to support the Boys and Girls Clubs of the Cedar Valley (BGC) in its application to 21st Century Community Learning Centers for a grant for an afterschool program serving students from Central Middle School, George Washington Carver Academy, and Lincoln Elementary School. UNI is a longtime partner with BGC and intends to sustain the partnership by continuing to:

- Identify students with appropriate majors and sending them to BGC to teach music and art classes for participants;
- Recruit volunteers among UNI students to assist with BGC programs;
- Provide annual football, volleyball, and track/field clinics where BGC participants visit the UNI campus and interact with UNI coaches and athletic team members; and
- Provide free or low-cost admission for BGC participants to attend athletic, theater, and music events on the UNI campus.

In addition, UNI will provide a representative to actively participate in the new program's Advisory Committee. UNI strongly urges the Iowa Department of Education to support BGC's application for afterschool because BGC programs provide participating students with meaningful experiences in academics and in life.

Sincerely,

A handwritten signature in blue ink that reads "William N. Ruud". The signature is fluid and cursive, with a large, stylized "R" at the end.

William N. Ruud, Ph.D.
President



Volunteer Center of Cedar Valley

December 1, 2014

The Mission: The mission of the Volunteer Center of Cedar Valley (VCCV) is to promote and support effective volunteerism and to serve as the resource and coordination center for volunteers and community partnerships.

Lauren Finke
Executive Director

Anne Nass
Communications
Coordinator

Jean Seeland
Program Coordinator

Board of Directors

Laura Folkerts
President

Stacey Hall
Vice President

Bev Degenhardt
Secretary

Carrie Moorman
Treasurer

Alan Stalnaker
Past President

Nathan Clapham

Mandy Franken

Julianne Gassman

Julie Kacher

Jason Pence

Chelley Pratt

Ellen Vanderloo

Floyd Winter

Bob Wright

Lindy Zars

The Volunteer Center of Cedar Valley:

Believes in service to help others. We believe that through service, people have the capacity to enrich their own lives and improve the quality of life in their communities. We believe that an active volunteer community creates an environment in which all people thrive.

Strives for excellence in our work and in our lives. We value effective practices and strategies for accomplishing our work by sharing time, knowledge, expertise, and resources with others. We are good stewards of our time, talents, and finances and hold ourselves accountable for results to achieve our organizational goals.

Shows respect to others through consideration for their work and values. We honor different backgrounds and experiences and recognize that all people have time and talents to share and that communities are strengthened when people connect across their differences through volunteer service.

Believes in collaboration to achieve a common vision of better communities. We realize that we are at our best when we engage in collaborative efforts that bring together individuals, neighborhoods, schools, businesses, government, non-profit, faith-based, and other community organizations to achieve a common vision of better communities.

Believes in youth as a resource. We are committed to empowering youth to lead.

The VCCV is dedicated to helping organizations maximize the potential of volunteers. Registering with the VCCV enables organizations to participate in volunteer fairs, workshops, and special events to teach your staff how to best recruit, retain, manage and train volunteers of all ages. It also gives organizations access to training and recruitment materials provided through our affiliation with the Hands on Network and Points of Light Institute.

As a registered organization, the VCCV supports the Boys and Girls Clubs of the Cedar Valley (BGC) and its application to 21st Century Community Learning Centers for an afterschool programming grant for students from Central Middle School, George Washington Carver Academy, and Lincoln Elementary School. In support of the new program BGC is proposing, VCCV will:

- Continue to assist BGC in recruiting, training, managing, and retaining volunteers;
- Continue to provide BGC participants with information about local volunteer opportunities;
- Continue to lead service learning projects for BGC participants; and
- Provide a representative to participate actively with the new program's Advisory Committee.

BGC programs share VCCV's vision and beliefs, including service to others, excellence, respect, collaboration, and empowering youth to lead. Therefore, VCCV asks the Iowa Department of Education to support BGC's proposed program as well.

Sincerely,

Lauren Finke, Executive Director





CITY OF WATERLOO, IOWA

WATERLOO POLICE DEPARTMENT

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

December 5, 2014

Re: Waterloo Police and Fire's support of grant funds for the Boys & Girls Club

To whom it may concern,

I was asked to write a letter of support in regard to grant funds for the Cedar Valley Boys & Girls Club. I wholeheartedly do so! Chuck Rowe and the Club has been an instrumental partner with my departments (police, fire, and safety) and the Club has been an asset to the Cedar Valley. The primary partnerships have been in matters and topics of "safety". The successes that have been achieved in the Cedar Valley over the past five years would not have been successful without our partnership with the Club. The following Waterloo statistics are the most notable:

- Juvenile arrests down 49%.
- Calls for service at public high schools down 43%.
- Suicide/attempted suicides down 33% (suicide is the 3rd leading cause of death for those ages 10-24 according to the CDC).
- Total reported crime down 18% (according to FBI statistics, the age of a person most likely to engage in criminal behavior is 16-24).

Not only does the Cedar Valley Boys & Girls Club talk the talk in regard to their mission statement,

"To inspire and enable all young people, especially those who need us the most, to reach their full potential as responsible, caring, and productive citizens",

They walk the walk.

Sincerely,

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



WPD WEBSITE: www.waterloopolice.com

WE'RE WORKING FOR YOU!

An Equal Opportunity/Affirmative Action Employer

FORM A: SITE INFORMATION

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

21CCLC Site Name: Central Middle School		
Site Address: 515 Lime Street		
City, State, Zip: Waterloo, Iowa 50703		
Phone: 319.234.2839		
Site Contact Person: Laura Kann, Boys and Girls Clubs of the Cedar Valley		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
None		
21CCLC Site Name: George Washington Carver Academy		
Site Address: 515 Lime Street		
City, State, Zip: Waterloo, Iowa 50703		
Phone: 319.234.2839		
Site Contact Person: Laura Kann, Boys and Girls Clubs of the Cedar Valley		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
None		
21CCLC Site Name: Lincoln Elementary School		
Site Address: 515 Lime Street		
City, State, Zip: Waterloo, Iowa 50703		
Phone: 319.234.2839		
Site Contact Person: Laura Kann, Boys and Girls Clubs of the Cedar Valley		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
None		
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

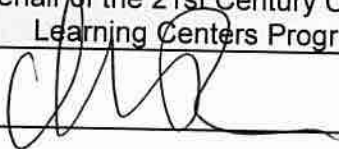
Part M: Private and Public School Consultation

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

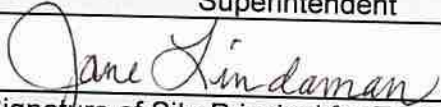

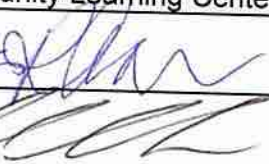

Part N: Grant Termination (Additional conditions in appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Chuck Rowe, CEO Boys and Girls Clubs of the Cedar Valley

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Dr. Jane Lindaman, Superintendent Waterloo Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Alissa Richards, Head Principal Central Middle School
	Mike Landers, Principal George Washington Carver Academy
	Brad Schweppe, Principal Lincoln Elementary School

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. Need to know how many Form C pages there are in order to make subsequent page numbers accurate.

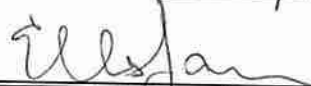

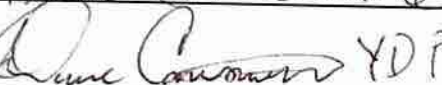
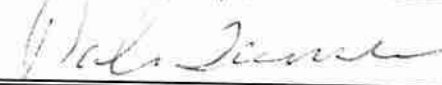
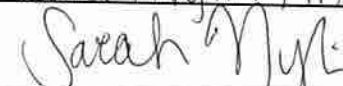
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title <i>Jessie Small</i>	Agency	
Signature <i>Jessie</i>	Address	
	City/Zip	Phone
Name/Title <i>Keilani Sanders</i>	Agency	
Signature <i>Keilani</i>	Address	
	City/Zip	Phone
Name/Title <i>Martaves Kets</i>	Agency	
Signature <i>Martave</i>	Address	
	City/Zip	Phone
Name/Title <i>Avery Kets</i>	Agency	
Signature <i>Avery</i>	Address	
	City/Zip	Phone
Name/Title <i>Ke'Aniea Galea</i>	Agency	
Signature <i>Ke'Aniea</i>	Address	
	City/Zip	Phone
Name/Title <i>Jada Smith</i>	Agency	
Signature <i>Jada Smith</i>	Address	
	City/Zip	Phone
Name/Title <i>Emisha Ross</i>	Agency	
Signature <i>Emisha Ross</i>	Address	
	City/Zip	Phone
Name/Title <i>Seven Scott</i>	Agency	
Signature <i>Seven Scott</i>	Address	
	City/Zip	Phone
Name/Title <i>Marquesha Brown</i>	Agency	
Signature <i>Marquesha Brown</i>	Address	
	City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. Need to know how many Form C pages there are in order to make subsequent page numbers accurate.

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

Name/Signature		Agency Affiliation	
Name/Title	Elle Jane / Unit Director	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Tessa Ware / Teen Director	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Front Desk	Agency	
Signature	Gloria Wilder-Wilder	Address	
		City/Zip	Phone
Name/Title	Dave Cantonino	Agency	
Signature	 YDP?	Address	
		City/Zip	Phone
Name/Title	DALE TANNER	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Sarah Nylind / Intern	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

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): School year: 90	Total three-year funding request (all sites):
3	\$ 121,500	\$ 364,500
	Total first-year funding request (all sites):	
	\$ 121,500	

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
Central Middle School	\$ 40,500	\$ 40,500	\$ 40,500	\$ 121,500	30
George Washington Carver Academy	\$ 40,500	\$ 40,500	\$ 40,500	\$ 121,500	30
Lincoln Elementary School	\$ 40,500	\$ 40,500	\$ 40,500	\$ 121,500	30
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 90

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: Boys & Girls Clubs of the Cedar Valley (BGC) **Site:** Central Middle 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:** 30

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	27,799	299	27,799	299	27,799	299	84,294
Staff Travel	187	56	187	56	187	56	728
Materials	2,295	267	2,295	267	2,295	267	7,684
Professional Development (minimum 4% per year)	1,860	167	1,860	167	1,860	167	6,080
Student Access, Transportation etc. (maximum 8% per year)	2,598	-	2,598	-	2,598	-	7,794
Evaluation (about 4% per year)	1,560	173	1,560	173	1,560	173	5,200
Administrative/ Indirect Costs (maximum 8% per year)	3,073	167	3,073	167	3,073	167	9,720
Totals	39,372	1,128	39,372	1,128	39,372	1,128	121,500

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

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

Applicant Agency:

Boys & Girls Clubs of the Cedar Valley (BGC)

Site: George Washington Carver Academy

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: 30

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
	Personnel	27,799	299	27,799	299	27,799	
Staff Travel	187	56	187	56	187	56	728
Materials	2,295	267	2,295	267	2,295	267	7,684
Professional Development (minimum 4% per year)	1,860	167	1,860	167	1,860	167	6,080
Student Access, Transportation etc. (maximum 8% per year)	2,598	-	2,598	-	2,598	-	7,794
Evaluation (about 4% per year)	1,560	173	1,560	173	1,560	173	5,200
Administrative/ Indirect Costs (maximum 8% per year)	3,073	167	3,073	167	3,073	167	9,720
Totals	39,372	1,128	39,372	1,128	39,372	1,128	121,500

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency:
Boys & Girls Clubs of the Cedar Valley (BGC) Site: Lincoln 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: 30

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	27,799	299	27,799	299	27,799	299	84,294
Staff Travel	187	56	187	56	187	56	728
Materials	2,295	267	2,295	267	2,295	267	7,684
Professional Development (minimum 4% per year)	1,860	167	1,860	167	1,860	167	6,080
Student Access, Transportation etc. (maximum 8% per year)	2,598	-	2,598	-	2,598	-	7,794
Evaluation (about 4% per year)	1,560	173	1,560	173	1,560	173	5,200
Administrative/ Indirect Costs (maximum 8% per year)	3,073	167	3,073	167	3,073	167	9,720
Totals	39,372	1,128	39,372	1,128	39,372	1,128	121,500

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

1. BGC has been incorporated as a non-profit corporation since 1965 and responsively uses funds to meet all financial responsibilities. The Statement of Accounts for the 2014 independent audit reflects the financial capacities of the organization: Total Revenue - \$707,328; Total Expenses - \$612,937; and Net Assets - \$1,060,204.
2. Farmer's State Bank, Waterloo, Iowa serves as BGC financial institution.
The bank provides for the secure holding of BGC funds.
3. Banking Information: Farmer's State Bank, 224 W. 6th Street, Waterloo, Iowa 50701
4. Checking Account Balance (June 30, 2014) \$69,977.16
5. Savings Account Balance (June 30, 2014) \$425,915.42

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

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

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

Form E: Minority Impact Statement

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

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

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

Indicate which group is impacted:

- | | |
|---|---|
| <input type="checkbox"/> Women | <input checked="" type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input checked="" type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input checked="" type="checkbox"/> Pacific Islanders | <input checked="" type="checkbox"/> Other – 2 or more races |
| <input checked="" type="checkbox"/> Blacks | |

Boys and Girls Clubs of the Cedar Valley (BGC) proposes to target students at Title I schools who have academic deficiencies and are performing below grade level. Often, these students are from racial minority categories. The table below displays the percentages by race/ethnicity, for the four schools that BGC proposes to serve in this application, for the Waterloo Community School District (WCSD), for the city of Waterloo, and for the state of Iowa. Demographics for the four schools and for the District come from “2013-2014 Iowa Public School Building PreK-12 Enrollments by School, Grade, Race and Gender” and “2013-2014 Iowa Public School PreK-12 Enrollments by District, Grade, Race and Gender,” both from the Iowa Department of Education (<https://www.educateiowa.gov/education-statistics>). Waterloo and Iowa percentages come from the U.S. Census Bureau 2013 American Community Survey One-Year Estimates. BGC has designed the program in this application to increase school attendance and academic proficiency, and these are the positive impacts BGC disproportionately provides to the minority students it serves.

2013	Central	Carver	Lincoln	WCSD	Waterloo	Iowa
White	39.1%	23.3%	30.3%	54.0%	79.2%	91.4%
Black/African Am.	37.7%	54.2%	42.5%	25.6%	17.6%	3.3%
American Indian	0.6%	0.4%	0.0%	0.3%	0.2%	0.2%
Asian	2.6%	0.9%	0.4%	1.7%	0.8%	2.1%
Hispanic or Latino	13.9%	14.0%	14.6%	10.8%	4.6%	5.4%
Pacific Islander	1.6%	1.6%	1.1%	0.8%	0.3%	1.2%
Two or more races	4.6%	5.6%	11.1%	6.8%	1.9%	1.7%

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

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

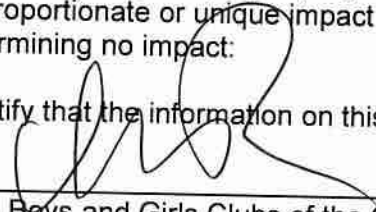
Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

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

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

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

Name: 

Title: CEO, Boys and Girls Clubs of the Cedar Valley

Definitions

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

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


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

"Disability" does not include any of the following:

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date June 17, 2014 Time – 12:30 Location – The Screaming Eagle</p>
---	---

Meeting called by: Chuck Rowe
Attendees: Nicole Recker (Boys & Girls Club), Brenda Vavroch (Boys & Girls Club), and Cathy Stainbrook (Sacred Heart)

----- Agenda Topics -----		
<p>Welcome [Nicole Recker]</p> <p><u>Discussion:</u> What will our partnership look like this upcoming year</p> <p><u>Conclusions:</u> Sacred Heart would like to continue our current partnership with Cardinal Club.</p>		
<p><u>Action Items:</u></p> <p>Simply continue with Cardinal Club but include 4th graders this year.</p>	<p><u>Person responsible:</u></p> <p>Brenda and Cathy</p>	<p><u>Deadline:</u></p> <p>9/1/14</p>
<p>Resources for Non-Public Schools [Nicole Recker]</p> <p><u>Discussion:</u> Would Sacred Heart students take part at our 515 Lime St location?</p> <p><u>Conclusions:</u> Due to other programs that Sacred Heart runs after school, they are not interested in taking part in our programming at 515 Lime St.</p>		
<p><u>Action Items:</u></p> <p>N/A</p>	<p><u>Person responsible:</u></p> <p>N/A</p>	<p><u>Deadline:</u></p> <p>N/A</p>

[continues on next page]

<p>Consultation Procedures [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> N/A</p> <p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p>	<p><u>Person responsible:</u></p>	<p><u>Deadline:</u></p>

_____	_____	_____
Questions	All Staff	[Insert <i>time allocation</i>]
Discussion: None		
Action Items:	Person responsible:	Deadline:
_____	_____	_____
-	-	-

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.