

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

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Burlington Community School District

County: Des Moines		Amount Requested: \$ 899,700.00 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Jane Evans		Grant Contact/Project Director: Laurie Noll	
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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 _____
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: _____ <i>OR</i> Enter School District Code _0882_
<i>(If applicable)</i> Enter Child Care License #: _____

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov. Aldo Leopold is a SINA designated school in Math & Reading. Edward Stone is a SINA designated school in Math and Reading. North Hill is a SINA 1 in Reading.

- ✓ 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: The Burlington Community School District is jointly submitting this application along with the Iowa State University Extension and Outreach, Southeastern Community College, Great River Medical Center, City of Burlington, Burlington Public Library, Greater Burlington Partnership and Iowa Department of Natural Resources Law Enforcement Bureau. (see Form C: Collaborative Signatures)



Burlington Community School District
21st Century Community Learning Centers Grant

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Memorandums of Understanding / Letters of Support

Required Forms

- Form A: Site Information
- Form B: Assurances & Agreements
- Form C: Collaborative Signatories
- Form D1: Funding Requirements
- Form D2: Budget Forms
- Form D3: Applicant Agency Fiscal Resource Information
- Form E: Minority Impact Statement
- Form F: Non-Public Consultation Documentation

1. PROPOSAL ABSTRACT

Partners In Education, Community Educating Students (PIECES) is a **joint application** by the Burlington Community School District (BCSD), the City of Burlington, Southeastern Community College (SCC), Iowa State Extension (ISU), and the Kiwanis Club who have come together not only to write and submit the present application, but to guide and shape the program. PIECES serves Burlington students and families of Aldo Leopold Middle School, Edward Stone Middle School and North Hill Elementary.

Burlington students are struggling to maintain their academic proficiency. **All three schools** are identified as **Schools in Need of Assistance (SINA)** for subgroup performance on the Iowa Assessment. Student classroom performance and the graduation rate are very low, and do not reflect the importance of education to our community. The state has cited BCSD due to the number of minority students placed on suspension. The academic problems are made worse by above average levels of poverty, drugs, delinquency, a lack of employment opportunity, and single parent households. While the school is struggling to maintain acceptable proficiency ratings, teachers must confront the effects of major social issues on a daily basis. Students often cannot obtain the help from their parents. In order to succeed, students must stay extra motivated and focused. Caring staff must consistently build the relationships with minority and impoverished students, and emphasize both academic and enrichment activities.

Programming provides students: (1) academic assistance to help close the achievement gap; (2) enrichment activities, (3) family literacy and parent involvement. Students participating in evidence-based targeted and integrated instruction will increase reading and math proficiency by 1 year's growth as measured by STAR assessments and Iowa Assessment Scores. Behavioral improvement will be measured using School-Wide Information System (SWIS) data collection at Positive Behavioral Interventions and Supports (PBIS) participating schools. An evaluation plan is based on the district's C-Plan and evaluation templates, parents, students and teacher surveys. Outcomes and academic performances are measured based on STAR reading and math, Iowa Assessment, attendance and office interventions. Teachers, para-educators along with community volunteers, senior citizens, retired teachers and business officials will support students in all locations.

As a District in Need of Assistance, (DINA), Burlington has a great need for the 21st Century Grant. Although there are bright spots at every level, the district needs a systematic way to raise the quality of extended day instruction and thereby raise student achievement. Through an extensive collaboration of teachers, parents, collaborating agencies, community volunteers, senior citizens, retired teachers and business officials, and administrators, PIECES has developed a before/after and summer school program to dramatically improve instruction, and thereby raise student achievement.

2. STUDENT NEED

2.1 Academic: Burlington elementary and middle school students need extra help to become proficient. North Hill, Aldo Leopold, and Edward Stone qualify for Title 1 services based on Free and Reduced data, and are classified as Schools in Need of Assistance (SINA) based on student achievement. Title I is a federally funded program that provides additional funds and resources to schools that serve low income families.

2013 Data	Aldo Leopold	Edward Stone	North Hill	BCSD
Title Designation Reading	SINA 3 49.83% Proficient	SINA 3 55.1% Proficient	SINA 2 70.16% Proficient	DINA 2
Title Designation Math	SINA 5 64.23% Proficient	SINA 3 64.92% Proficient	76.6% Proficient	DINA 3

Of additional concern, the test results **show disparities by race and socioeconomic status (SES)**. For example, only 25% of the district's African-American middle schools students were proficient readers on the 2013 Iowa Assessment **compared** to 58% of white middle school students. Among low SES students, only 43.6% were proficient in reading **compared** to white with 80.86% proficient. According to the Iowa Department of Education, the reading scores of fourth and eighth graders declined by 5.4% from 2009-11, and 8.5% from 2011-13. **African American middle school students had 37.6% proficient in Math** on the Iowa Assessment in 2013 **compared to their white peers with 71.5% proficient**. According to a parent/teacher/student educational engagement survey, 40% believe that students go to school unprepared. More than 25% of students feel that they do not belong at school. Extended day programs reverse these trends by ensuring that students develop both preparedness, and a relationship that promotes a sense of belonging.

The Burlington School District has one of the five lowest high school graduation rates in the state of Iowa. The low percentage of students graduating may be attributable to many of the regional and socioeconomic problems facing students. Students need the additional help that they can receive from a structured extended day program alternative.

Intervening Variable	Des Moines County	State of Iowa
Unemployment	7.2%	4.4%
Education Level-High School Graduation	80%	87%
Children in Poverty	24%	17%
Free and Reduced Lunch	62%	40%
Children in Single Parent Households	35%	26%
Inadequate Social Support	22%	16%
Food Assistance	22%	13%
Median Family Income	\$43,427	\$51,129

Demographic: There are several intervening socioeconomic factors that affect academic achievement which are essential to consider in determining the needs of the students in Des Moines County. Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront. Their brains have adapted to suboptimal conditions in ways that undermine good school performance. The importance of longer school days, through an afterschool program, support the need for more time, which in turn will help to close the achievement gap between students of poverty and other students.

The lives of children in Burlington are made more challenging because of high levels of poverty. The disparity between Des Moines County and the state of Iowa becomes even more pronounced as 21.4 percent of Burlington families live on less than \$25,000 per year as compared to a statewide average of 12.3 percent. Of greater concern is the fact that even though the population growth has been stagnant between 2000 and 2013, the number of Des Moines county children living in poverty rose 61% percent.

Risk and Protective Factors:

Research shows community based programs reduce delinquency rates by nearly 73%. During 2013, Burlington Police Department reported 352 incidents of youth offenses that include: assault, simple assault, burglary, larceny, motor vehicle theft, vandalism, weapons, drugs, and disorderly conduct. In 2011, the juvenile detention center worked with 509 youth between the ages of 10-17. They have found that a disproportionate number of minorities is over represented within the juvenile detention centers, and that minorities have a higher rate of recidivism in the detention system than their white peers.

There are limited accessible/affordable alcohol and drug avoidance programs, family mental health, or parenting programs in our school community area. In addition, the availability of extended day programming is very limited. Support service grants and organizations that have funded these programs in the past are no longer in existence.

Program Meets Student Needs

The PIECES program will increase student success, raise student achievement, and reduce juvenile delinquency by providing a safe and structured learning environment. By providing one-on-one assistance, PIECES will raise student performance. By raising achievement, students' self-confidence will increase. By integrating community volunteers alongside teachers, students are exposed to a diverse array of opportunities. STEM, fine arts, physical literacy, family literacy, drug/violence prevention, healthy living, entrepreneurship, career readiness, and service learning are areas that will be explored throughout the program, as determined by the Student Advisory Committee (SAC). The SAC will also be responsible for identifying other areas of interest based on the feedback of fellow students. USDA approved snacks and meals are served at all programs to meet nutritional requirements.

Transportation: The program was developed with the understanding that many parents would need help with transportation and accessibility. PIECES will utilize both Burlington Urban Services (BUS) and the school district's transportation department to ensure that safe transportation to and from programming is accessible to both students and parents. The extended day staff phone, email, and recruit students as well as parents. Phone calls ensure communication between parents and PIECES staff so the safety of all children is upheld, and provides information for enrollment records. This also builds relationships between parents, students and PIECES staff.

2.2 Stakeholders Engaged in the Needs Assessment

A diversity of community organizations recognize and support the PIECES afterschool program and have **contributed to the overall needs assessment**. Several of these organizations collect and analyze external qualitative data that reflect the needs of youth in Des Moines County. These include Community Action/Head Start, ISU Extension, Young House Family Services, Des Moines County law enforcement, and the Burlington Education Foundation. The data contributed by these organizations has been utilized to develop the structure, content, and location of the PIECES program during partnership meetings held quarterly and the development of this funding proposal. These meetings **provide the avenue of communication between stakeholders, PIECES staff, students, and parents**. Along with The Kiwanis Club of Burlington, other local service organizations, churches and businesses have contributed volunteers as well as financial support. The City of Burlington provides public transit at a reduced rate. In addition to working as partners, the listed organizations also provide programming options and volunteers. The number of community partners involved ensures a diverse range of experiences and opportunities for the students participating in the program. The parents of the students participating have also provided guidance in shaping the program through parent surveys that are administered quarterly.

3. PROJECT

3.1 Link to Student Need: Before/after, and summer school programming will impact academically challenged students, will target risk and protective factors, and will improve family literacy. The broad goal for PIECES is that participating youth will behave as positive, contributing members within the social, environmental, and economic fabric of their communities. Through targeted instruction and enrichment activities, students will improve reading and math scores; increase school attendance; and reduce disruptive classroom behaviors. Through the needs assessment, the following activities support the needs of students attending the PIECES Program.

Needs Assessment	Program Components
Academic Challenges	<ul style="list-style-type: none"> - Small group reading and math instruction (Common Core, LETRS) - English Language Learners services provided as needed - Individual tutoring, homework assistance, STEM, art, and music enrichment activities
Risk and Protective Factors	<ul style="list-style-type: none"> - Daily USDA approved snacks/dinner - Leadership opportunities - Civic engagement - Expansion of Positive Behavioral Intervention and Supports (PBIS) - Character Counts activities - Enrichment activities - Service Learning - Entrepreneurial programs - Increase supervision
Family Literacy	<ul style="list-style-type: none"> - Parent engagement and family literacy activities - Parent handbook and promotional materials for community supports

3.2 Academic Assistance: The proposed programs align with the before and after school, summer school, and school day curriculum and projects as well as reinforce district standards and academic goals.

PIECES Elementary and Middle School Extended Day Programming

Program Activities Overview: Targeted instruction and enrichment activities will take place during extended school day programming and during select weekends at both the elementary and middle school levels. Before/after school programming will be offered for middle school students. Before/after, and summer school will be offered for elementary school students. All afterschool programming will employ *Common Elements of Quality Before & Afterschool Programs* outlined on the educateiowa.gov website. The partnership with Southeastern Community College and their adult literacy program, Workforce Investment Act Partners, along with ISU extension will build a strong family literacy component.

PIECES Extended Day Middle School Project

Targeted instruction will take place during before/after school programming at both middle schools operating 5 mornings/week from 6:50 a.m. – 7:50 a.m. as well as nightly from 3:05 until 5:05 p.m. for approximately 100 days. The program will average 60 hours/month. Approximately 130 students will receive a minimum of 90 minutes/day in research-based reading and math instruction as well as homework assistance. A healthy dinner will be provided one night a week. Students will be given weekly opportunities for “real-world” relevance in reading, math, and STEM through enrichment activities with volunteers.

All students will participate in: 1) Flexible grouping 2) Weekly book club 3) Instructional tech 4) One on one & small group tutoring 5) Expanded school library hours 6) Activities targeting STEM components 6) Burlington Public Library Book Talks.

Outside organizations, business partners, and volunteers will provide enrichment opportunities such as: 1) Drug and alcohol abuse prevention 2) Character Counts programs 3) VAPA Art and Music 4) STEM projects 5) Remedial education activities 6) Academic enrichment programs 7) Entrepreneurial education through ISU extension services 8) Nutrition and physical literacy provided by certified trainer.

Field trip experiences will include: 1) Burlington's Capitol Theater 2) The Art Guild of Burlington 3) Des Moines County Historical Center 4) Starr's Cave Nature Center.

Students that need more intense social, emotional or behavioral support will be offered counseling services through the school district or may be referred to community partners for extensive services.

PIECES Elementary School Extended Day Projects

Elementary Before School Programming

The before school program will accommodate up to 60 students, 5 days per week for 160 days with enrichment activities on select weekends for three hours per weekend activity. The program will operate from 7:15 a.m. until 8:15 a.m. The program will provide the following activities: Individual and small group tutoring; homework assistance; physical and healthy lifestyle education; a weekly STEM-based activity and a chess/game club.

Elementary After School Programming

Targeted instruction will take place during an after school program that operates from 3:15 to 5:15 p.m. Monday through Thursday for approximately 135 days. *Targeted differentiated reading instruction for 60 minutes a day will include:* LETRS techniques; flexible grouping; one to one tutoring; small group tutorials; instructional technology and monthly parent education.

Math instruction will include research based instruction programming and techniques including: Rocket Math; Virtual Math and Math-o-Matics.

The additional 30 minutes each day will be used for programming that has been demonstrated to *enhance cognitive abilities* including, but not limited to: STEM focused instruction; music creation/listening; physical literacy activities and art creation/education activities.

Elementary Summer School Programming

The summer program will impact 143 elementary students with instruction provided during two sessions per day, 5 days per week for 6 weeks. The summer program will operate from 8:15 a.m. until 12:15 p.m. with a USDA approved breakfast and lunch. Instruction will include: Individual and small group reading and math; physical and healthy lifestyle education; daily activity emphasizing music, art and STEM; family literacy programs and structured computer time with activities and applications utilizing STEM initiatives.

3.3 Goals, Objectives and Activities

The goals of the PIECES program are:

1) Improve academic achievement in reading and math by one year's growth.

Objectives: Students within the PIECES will **make a .5 gain**, as measured on the **STAR Math** and **STAR Reading** programs by January 2015, and an **additional .5 gain** by the end of May 2015.

Students within PIECES will achieve one year's growth based on Iowa Assessment standard score by the end of May 2015.

2) Decrease risk factor and improve protective factors.

Objectives: By May 2015, students in the program will have 6 or less unexcused absences per year. Students will **decrease** out of school suspensions and office referrals by **10%** for the 2014-2015 academic school year. By May 2015, students in the PIECES program will demonstrate significant improvement in the following protective areas: confidence, persistence, organization and getting along with others as measured by the student surveys. By May 2015, students will be exposed to a minimum of five enrichment activities as measured by the number of community stakeholders contributing activities.

3) Provide resources for improving parenting skills and family literacy.

Objectives: By May 2015, 75% of our parents will report positive increases in their parent role and greater involvement in their children's education, as measured by evaluation surveys. By May 2015, a minimum of 100 parent/non-parent community members will have participated in a minimum of 1 program/service area in the areas of parenting skills, adult literacy, computer/technology or vocational training as measured by attendance logs.

The specific **strategies/activities to help students achieve these goals** are: small group reading and math instruction; English language services; individual tutoring and homework assistance; and enrichment activities in the areas of STEM, art, entrepreneurship, health, leadership, civics and music. Specific strategies/activities to help parents achieve these goals are: parenting programs, family literacy programs, computer instruction, and access to GED completion resources.

3.4 PIECES aligns with the district's comprehensive school improvement plan (CSIP), the district and superintendent's goals for improved academic achievement. School day academics are aligned with Iowa Core and 21st Century Learning that include universal constructs: critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability. There is continuity with the school day academics because school day staff work within the extended day program, including teachers and para-educators at all sites. The program is aligned with the school day through input from district and building administration. Daily communication from day teachers to extended day program teachers occurs daily to assist students in academic and social needs. Daily student progress is provided by day school teachers to PIECES staff to support skill enhancement and work completion. PIECES program coordinators work flexible hours from 10 am – 6 pm to build consistency from day programs to afterschool programs checking in with students during the school day and then following up with school day teachers. Parent engagement takes place with a commitment to parent input and time in programs through activities with their children. Community partnerships are broadened through enrichment programs and tutoring support.

3.5 The BCSD has extensive experience managing grant programs. PIECES has demonstrated successful collaboration with local community agencies for four years. The current extended day program received a 2nd place award for community collaboration during the 2012-13 school year from Iowa Network of Community School Partnerships. Various programs within PIECES partner with PIECES Advisory Board to provide volunteers and financial support. A defined management and advisory function holds all parties accountable for administration of PIECES. The school district possesses the financial, material and human resources necessary to fulfill proposed project on time and within budget.

4. RESEARCH

Based on research from *Impact After School*, effective afterschool programming includes a balance of “academics, homework assistance, and enrichment programming” all of which are designed within PIECES. The program strives for an effective system to keep students engaged and to select this program over idle time. Students are given the opportunity to receive homework assistance, skill development in reading and math, and enrichment activities provided by community partners and volunteers. Burlington students have a high number of incidents reported by the Burlington Police Dept. They found a disproportionate number of minorities over represented within the juvenile detention centers and found minorities experience greater recidivism within the system than their white peers. A goal of PIECES is to positively affect these numbers. Students’ learning environment influences their ability to achieve (Furgeson et al., 2011). Therefore, building the extended day environment and providing basic needs helps support students who feel unsafe or emotionally insecure. Once provided, learning takes place (Goodwind & Hubbell, 2013).

School day staff provides opportunities for students to strengthen their academic skills. Staff utilizes the middle school reading series by Holt, Rinehart, and Winston and math series, by Houghton Mifflin Harcourt. The elementary math series by Pearson and the reading series by Holt, along with trade books and workshops using Serravallo, Dorn, Boushey, and Moser’s research follow Common Core Standards. The same successful series are used within the extended school day programs for continuity of academic skills. Feeder schools for Aldo include North Hill, which has the highest number of free and reduced lunch and Sunnyside Elementary, which is SINA-4 designated. Students in poverty, statistically, are behind in vocabulary and skills. Hart and Risley (2003) found that disadvantaged children entering kindergarten know half as many words as children in an average socio-economic range. Hart and Risley’s study identified a 30 million-word gap between welfare families and professional families. This research on quality before/afterschool programs supports high quality staff, student voice, and activities similar to day school programs. These students need additional time developing their reading and math skills. Wyner, Bridgeland, and DiIulio (2007) discovered only 56% of low income students maintain high reading achievement in early grades, and 25% of low-income students, who were high achievers in middle school, drop out of high school. PIECES will provide additional time for reading and math development with certified staff and trained volunteers.

The Harvard Family Research Project found that building relationships with students is a key component of afterschool programs. This research is supported by Marzano (2000), Furgeson et al. (2011) and Goodwin & Hubbell (2013). The current PIECES Program has maintained the same community partners over the last 4 years. The current program coordinator has been a part of the program since it started, building student, parent, and community relationships. The partnership with Southeastern Community College and their adult literacy program, Workforce Investment Act Partners, along with ISU extension services helps to build a strong family literacy component. All of these factors are critical for development of Des Moines County as it has the largest number (40%) of single parents in the state, and the largest number of adults with the lowest achievement in education in the state according to our CEO and President of Greater Burlington Partners. This program will positively affect single parent families of children within the extended day program.

5. MANAGEMENT PLAN

5.1 Staffing, Professional Development, Leadership and Volunteerism (Support of Programming)

Effective Staffing and Retention – A model for future afterschool programs will be based on the successful programs currently operating in the district. Teacher recruitment will focus first on hiring teachers with certification/experience within the targeted instruction areas and secondly on hiring teachers within the buildings that are housing the programs. To retain quality teaching and support staff, program leadership will provide appropriate compensation, high quality professional development, and valuable support within the school. Program evaluation will be used in making recommendations to support professional development. Building principals and program coordinators at each program site will be responsible for recruiting, hiring, and retaining program staff. Building principals will be responsible for direct supervision of all PIECES staff and volunteers. Flexible scheduling will be utilized at all sites to ensure suitable communication between before, day, and afterschool programming. All parties involved will work together to ensure effective staffing and professional development for the afterschool program, maintain alignment with school day instruction, and coordinate volunteers to support high quality programming.

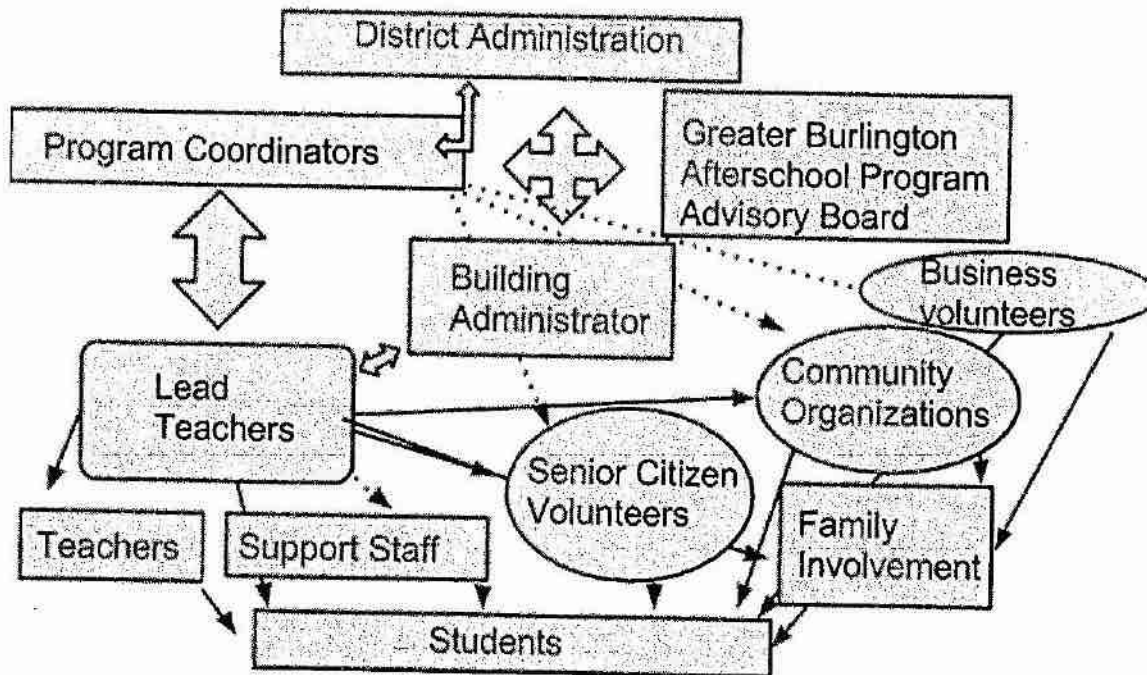
Professional Development

PIECES program coordinators will collaborate with each other, the external evaluator and administration to identify professional development based on current needs and best practices of 21CCLC. Program coordinators will also provide/arrange in-services for volunteers and staff members to ensure consistency and continuity of programming. Staff and volunteer handbooks will be created in order to clearly define expectations and responsibilities. Opportunities for conferences will be considered for additional training. Currently, best practices are given to the coordinator via administration. Additional PD hours will be added so volunteers receive additional training via the grant coordinator. Professional development will include training specific to targeted instruction areas as well as training specific to the population being served.

Leadership

The PIECES Advisory Board consists of individuals from area services clubs, law firms, and businesses as well as representatives from the school district. The advisory board also includes senior volunteers and retired teachers. The board serves to review data, make formative decisions based on results, problem solve and review eligibility criteria. The board currently meets quarterly, but upon receipt of grant funding will meet monthly to accommodate program needs. School district administration will ultimately be responsible for overseeing all aspects of program management, but a strong collaborative relationship with the PIECES Advisory Board ensures program fidelity and links to the community.

Communication and Responsibilities Flow Chart



Seniors and Other Volunteers

The Greater Burlington area has a rich volunteer pool to draw from. Burlington's Retired Senior Volunteer Program has a strong relationship with Burlington Schools and is committed to extended day programming. Additional volunteers include retired teachers, community members, retired business owners, business employees, Iowa State University volunteers and various program coordinators. The volunteers are organized and scheduled by the program coordinator to ensure a well-rounded membership for areas of interest including math, science, reading, enrichment, areas of employment and the arts. Volunteers provide many services within the extended day programming; some work directly with students, others work to recruit additional volunteers. Some assist with meal and snack preparation while others share their expertise through presentations in arts, science, technology, and cultural experiences. All volunteers will be trained through ISU Extension and supervised by the program coordinator.

5.2 Safe Transportation, Safe and Accessible Facilities and Services

Transportation - Accessible safe transportation to and from PIECES programs is arranged through the school district transportation and city bussing services. Program managers call parents daily if a student does not show up for the program. The city bus and school district transportation department have contact with the program managers if discipline problems occur on the buses. This communication ensures student's safety on the buses.

Safe and Accessible Facilities and Services - All program facilities and transportation services are ADA approved to ensure accessibility to all students, staff and volunteers. The district utilizes Positive Behavioral Interventions and Supports (PBIS) to train and monitor student behavior. There will be continuity between day school and extended day programming. All schools have up-to-date safety plans on file and evacuation routes posted in every room and common area. Routine drills will be conducted during extended day programming.

5.3 Development of Advisory Group

Quarterly reports are provided to the Advisory Board by program coordinators and the external evaluator. The coordinator of PIECES consults with this organization on suggestions or improvements. This group meets monthly. The stakeholder advisory group, along with the volunteering organization groups, includes Kiwanis, Rotary, and the Burlington Education Foundation. In addition to the quarterly reports, students and teachers meet with Kiwanis and Rotary to provide updates through PowerPoint presentations on an annual basis, which includes academic progress of students, behavior improvement, and student attendance. This report states how many volunteers help and the activities within the program and has been met with a positive response by volunteers, both current and prospective, who come forward with the desire to get involved. Currently, in the extended day program, a teacher and program evaluator coordinate the programs by placing teachers and volunteers in needed areas to work with students. The teacher organizes the structure of the program, volunteers, and coordinates with school day teachers on techniques to provide information for the afterschool staff. The teachers maintain data to share with stakeholders and advisory groups. Data collection includes student attendance, student growth in achievement, and grades. In addition, student and parent engagement information, lists of volunteers, and hours each organization volunteered is also collected. Community organizations volunteer and provide services to students through enrichment activities, business awareness, and Science, Technology, Engineering, and Math (STEM) activities.

5.4 Plan for Continuous Program Improvement

The afterschool program coordinator assures the structure of the program will be maintained through PIECES. The data collection system, volunteer coordination, student needs assessments, and program evaluations will continue. Community partners providing enrichment and healthy activities, such as ISU Extension, the Des Moines County Nature Center, businesses, the YMCA and other civic groups will remain engaged with the programming outside of specific funding streams. The components of STEM activities and healthy snacks will continue. Additionally, academic awareness to close the achievement gap in reading and math will remain a strong focus. Current programming has been in place for five years and has provided enough growth to justify additional sites. The financial and volunteer support of Kiwanis, Rotary, and Educational Foundation will continue to support the extended day program beyond specific funding streams as well. Other community stakeholders and contributors include: Des Moines County Conservation; Alcohol and Drug Dependency; Girl Scouts/Boy Scouts; YMCA; Burlington Public Library; Burlington Urban Service; Great River Medical Center; Greater Burlington Young Professionals; and, Retired Teachers Organization. In addition to this, the following business currently support the family nights: Hy-Vee, Mazziio's Pepsi, Coke, and Sarducci's. The Imagine It campaign ensures student a safe afterschool setting, which also supports the sustainability of the afterschool program within BCSD. BCSD provides several resources as in-kind that support the infrastructure of the PIECES program as well. These include phone, computers, copy services, accounting services, and building space. These will be maintained regardless of external funding streams which contribute to the overall sustainability of the program. Volunteer training and youth-adult partnership training provided by ISU Extension assures that a trained volunteer base is sustained as well.

6. COMMUNICATION PLAN

The purpose of the communication plan is to provide information to and receive feedback from families, and recruit new students and families. The plan also establishes a method to provide and disseminate information to parents, students, staff, volunteers, and community partners about needed and ongoing information with the extended day program. In order to build and maintain relationships for a successful foundation, it is necessary to establish and maintain open communication with everyone involved in the program.

Targeted students are recruited through developing an at-risk student list by teachers, counselors, and administrators. Students are added to this list based on indicators such as below proficient scores on Iowa Assessments, failing core classes, 6 or more unexcused absences, and behaviors that cause disruptions to their learning environment. The afterschool program is open to all students; however, the students on this list receive at least two personal phone calls from the program coordinators and letters are sent home detailing the afterschool program and its benefits to both the student and parent. Through the phone calls, emails and messaging staff are able to answer questions, address concerns and help solve barriers that may otherwise prevent students from attending the extended day programming. Once the students are enrolled in extended day programming, progress reports are sent home for the parents to review. Students participating in middle school programming have an advisory group that meets with the program coordinator. This group seeks input from their peers and contributes to continuous program quality improvement.

Students, in collaboration with program coordinators, provide program updates, celebrations, evaluations of the program and milestones to community organizations through PowerPoint presentations, newsletters, Facebook page updates, parent newsletters, district newsletters, school board presentations, and through the local TV station. The school marquee runs a ticker of the afterschool program time and start dates, celebration events, and milestones. Information is posted on the school district web site. School Improvement Advisory Committee (SIAC) members (parents, students, teachers, administrators, community members) receive annual updates on the progress of the afterschool program. Newsletters are sent to participating families with program information, activities, success stories, percentage of students using the afterschool program, family night information, adult literacy support nights, and upcoming field trips. Through parent/student/staff surveys, phone calls, conference nights, and family nights, there is ample opportunity to receive feedback and make improvements within the program. Success of an extended day program is based on positive communication within the community, families and students reinforcing the continuation of students attendance and engagement within the program. Through the joint partnership with Greater Burlington Partners and the City of Burlington, more communication and opportunities to share information will occur. Also, with the additional personnel through the grant and more students receiving services, more communication will be taking place with students and families. Exit slips with reflection of nightly programs from parent nights will help to evaluate programs and services on an ongoing basis.

7. PARTNERSHIP

7.1 Existing Partnerships - The Burlington Community School District in partnership with community members, parents and volunteers formed the formerly named Greater Burlington Afterschool Program Advisory Board in 2009 which is now called the PIECES Advisory Board. The purpose of the PIECES Advisory Board is to gain support, strengthen the program, and support a larger extended day program to include a before/afterschool and summer program within the greater Burlington area. Organizations forming the PIECES partnership include representatives from the City of Burlington, Burlington Public Library, Young House Family Services, Great River Medical Center, ISU Extension, Iowa DNR, Greater Burlington Partnership and Southeastern Community College. In addition, the Advisory Board has individual representation from the organizations listed below. This group's role is to promote the extended school day program, set the vision based on community needs, develop strategies for program sustainability, monitor and evaluate program data (attendance, parent/student involvement, volunteer participation, community business volunteers and alignment with BCSD goals), and problem solve implementation and management issues. The PIECES Advisory Board writes local grants for financial support. As the program matures, the PIECES Advisory Board will utilize Burlington Education Foundation as the fiscal agent for local funding received. Revenue sources include in-kind partnership contributions, local and national grants and charitable contributions. An affordable sliding fee will be phased in over time to support the funding. Student scholarships will be awarded through the Educational Foundation. The PIECES Advisory Board recruits volunteers from their civic organizations and helps promote extended day program keeping it alive in the community. Advisory Board members promote extended day programming through speaking engagements, as well as soliciting funds from local organizations. This group also volunteers their time or services during the extended day program.

- Burlington Area Homeless Shelter
- BCSD & Administrators
- Burlington Public Library
- City of Burlington
- Community Action of Southeast Iowa
- Hope Haven Area Development Corporation

Many additional organizations support the extended day programs by providing volunteers, monetary donations and supplies including the Burlington Police Department, Burlington Urban Service, Community Agencies, and the Greater Burlington Young Professionals. During second semester, over 400 hours of volunteer service were tallied in assisting the current extended day programs.

Community service organization such as Kiwanis, Rotary, and Optimist Club collaborate in many ways with the afterschool program. These groups assist by providing financial support, volunteering, and by presenting material to students during the program hours. Current donations of \$15,000 for the 2012-13 school year have been raised from these groups and are able to sustain a small portion of the program. This amount continues to grow each year. The start of the PIECES program advisory board raised \$1,000 during the 2008-09 school year to the current \$15,000 which includes secured grants they have received for the extended day programs and donations.

The Extended Day Program has been gaining momentum from the civic organizations within our community. These organizations have made the program a priority along with literacy programs a primary cause for donations. The Burlington community, business leaders and city officials recently created the

“Imagine our Future” Campaign, which created five visions for the Burlington community. Included in the top five goals was “begin programs to ensure every young person has the opportunity to succeed.” This campaign involves influential stakeholders in the community and can greatly assist in furthering this goal, which would include the afterschool program.

Many organizations are involved with the afterschool program throughout the year to provide educational opportunities to the students. Enrichment includes a visit to a large telescope, police department training on safety, financial literacy, and character education. Students are provided enrichment through the following various community organizations:

- Alcohol, Drug & Dependency Agency
- Art Guild
- Astrology Club
- Boy Scouts/Girl Scouts
- Des Moines County Conservation
- Des Moines County Historical Society
- Education Foundation

The more publicity there is surrounding the afterschool program, the more organizations that want to become involved. The Burlington Capitol Theatre contacted the afterschool program with the desire to provide theatrical experiences for the students involved. Local banks are collaborating on providing funding and volunteers to the program. Through the extended day program, students are giving back to the community by volunteering for the service organizations. They are building the relationships with the various civic organizations within the community and learning how to help others. In the past, students have helped serve during a pancake breakfast fundraiser for the Kiwanis organization, raked leaves for the elderly and written letters to military personnel overseas. Students within the program are now receiving better grades, developing relationships with adults in the community, and making connections with future employers. Students have more confidence, education and skills, therefore, miss school less often, know to ask for support and willingly stay after school.

7.2 Engagement of Partners

The PIECES Advisory Board exists to support extended day programming and actively recruits new partners and maintains relationships with current organizations that benefit the extended school day programs. This advisory board meets monthly with an emphasis on how to support the extended school day programming, and how they can recruit a different group of adults to volunteer or solicit money. Individuals within the group assist with activities including field trips, book talks, substance abuse education, job skills, and safety skills. Through this partnership, members promote and encourage other organizations to donate time, resources, services and funding to the extended school day programs. The organizations involved are committed to assisting with the program for the long term and are interested in helping when additional programs are started. When funded, this group would become even more active and promote more community involvement to support the additional students. Members of the PIECES Advisory Board present information to civic organizations with the aim of educating, promoting, fundraising, and recruiting others. They are dedicated to the success of the PIECES program and to involve as many community members as possible to make the program a diverse and worthwhile experience for students for years to come. This advisory board would also support the addition of more programs.

8. EVALUATION

8.1 External Evaluator

The Burlington School District will conduct comprehensive program evaluation at the local level using an external evaluator through Iowa State University Extension as well as providing all requested data and program information to the Iowa Department of Education using the PPICS system of reporting. In partnership with ISU, evaluation will be conducted to collect data using multiple data sources including survey results, program observation and interviews and focus groups. The collection of data using both qualitative and quantitative measures will ensure that the program goals are being met and provide information for continuous program improvement. Data will be converted into electronic format for analysis using software provided by ISU Extension. The software allows for cross-tabulation of data to link student behavior and academic data with implementation data and has the capacity to generate numerous reports. Jennifer Lehman, Youth Program Specialist has worked with ISU Extension for 14 years in the areas of community and youth development. She has had extensive experience with data collection, strategic planning and program quality improvement based on evaluation. The Burlington School District has a student information system in place to track attendance and the required DOE PPICS data. The following evaluation instruments will be used to gather program data. Program evaluation will be conducted quarterly each school year.

Outcomes to be Measured	Data Source(s)
Student Achievement	Grades, test scores, teacher reports
Student Behavior	Attendance and behavior data, surveys
Perceptions of benefits, enjoyment and quality of programs	Student, parent, staff, and teacher surveys and focus groups; adult participant surveys
Perceptions of program quality in core academic areas and satisfaction with enrichment and support activities, including the link with the regular school day	Student, parent, staff, and teacher surveys and focus groups
Satisfaction with services directed specifically at them	Parent surveys and focus groups; adult participants surveys
Effective communication among stakeholders	Student, parent, staff, and teacher surveys and focus groups
Success of partnerships, building of relationships	Staff surveys and focus groups; partnership surveys
Operational support for program effectiveness	Staff surveys and focus groups; partnership surveys
Implementation of positive youth development principles	Program observational assessment

8.2 Evaluation Results

After reviewing qualitative and quantitative evaluation results, outcomes will be evaluated to determine if goals and objectives outlined in the program section are being met in the timeframe set. Support will be provided in areas in need of improvement to sustain and strengthen the program. Areas for continuous program improvement will include: changing objectives or how objectives are measured; operational changes; recommendations to address concerns of parents, staff, students and community partners; and programmatic changes.

Surveys

The extended day program will be continuously refined through ongoing program surveys, communication and based upon student and family needs. Quarterly program satisfaction surveys are given to students and parents involved in the program which rank the programs offered and give an opportunity to offer suggestions of additional programs.

Advisory Council

The extended day program will have an advisory council composed of students, parents, community volunteers, extended day program personnel and school personnel. The Advisory Council will receive quarterly reports summarizing evaluation results. This group will then provide input and feedback relating to the programs and services being offered. Students on the advisory council will consult with their peers to bring suggestions and idea to implement in the program.

Communication

Quarterly updates for the extended day program and its successes, statistics and changes are publicized in the student & parent newsletters, Burlington Community School District website, Facebook announcements, Channel 11, and local church bulletin boards. All of these methods provide public feedback options to give suggestions and ideas to the advisory council.

9. BUDGET NARRATIVE

9.1 Justification and Alignment of Proposed Activities

The estimated budget is based on the daily cost for services to meet funding standards (\$10.00 per day x 400 anticipated participating students x 130 program days = \$299,900.00).

Personnel (68%): The PIECES program is evaluated on improving academic skills in reading and math according to the STAR Assessments and Iowa Assessments. It will also measure attendance, social and behavior goals of students. Therefore, it is important to provide as many resources as possible that are student centered and focused on student achievement and the well-being of the child. For the student to successfully develop, it is crucial to have continuity between day school and extended day programming for the highest gain of academic achievement. For this intensive academic instructional focus, the teachers employed within the school during the day will be a part of the extended day program. The teachers know the curriculum and participating students and are able to provide a seamless transition for continued instructional time outside of regular school hours. In order to provide the intense academic focus with small group instruction, personnel supports are the largest portion of the grant at \$203,932.00. This funding includes program coordinators, teachers, para-educators and family literacy educational support. Additionally, funding will be used for 3 program coordinators to support the managerial portion of the extended program. Program coordinators will help schedule staff time with the community organizations and programs, special events, planning, snacks, behavior issues.

Staff Travel (3%): Staff travel costs are based on the amount for key staff involved with the extended day program to attend professional development sessions that benefit their involvement with the program. Staff members will attend the 21st CCLC Summer Institute annually in Des Moines, which includes registration, lodging, mileage and meals for three 2-day trips. Staff members will also travel to the national 21st CCLC 4 day conference at approximately \$520 per person registration fees, plus lodging, meals and travel. This training is a requested need from current staff members, part of the requirements of the grant and to provide a better program and best practices for the students involved. As the district has not been awarded the grant this training would be new for current staff. The teachers will learn to maintain a high-quality extended day program, stay current on research and find new ways to sustain and receive ongoing knowledge about extended day learning programs. These costs will encompass 3% of the funding, or \$8,997.00, and will be used to cover staff travel. Any remaining travel expenses will be covered by the school district.

Materials (8%): Materials for the extended day program include: Daily USDA approved nutritious snacks, breakfast snacks, family literacy events, and special Saturday events. The extended day program has completed the At-Risk Afterschool Meal component of the Child and Adult Care Food Program (CACFP). This program will feed more students in a cost effective manner that may not have the meal at home. Project supplies such as: art supplies, FIRST LEGO supplies, science supplies, community service supplies (garbage bags, paper, paint), enrichment supplies and recreational supplies that coincide with the academic focus such as books for students. Parent/Student handbooks, volunteer handbook and staff handbook, parenting program/family literacy implementation including facilitators, food, reproducibles, and incentives will also be a part of this cost. Materials for the grant totals 8% of total cost or \$23,992.00.

Professional Development (5%): Staff and volunteers involved in the PIECES program will have a specific 4 hour training for all individual involved in the program. The course will include information on policies, emergency procedures, youth development, conflict resolution, academic strategies, and social well-being of a middle school student. Program leaders will review the handbooks with expectations of students, parents, volunteers, teachers and program leaders. Ongoing professional development training will include access to the district professional development, specific training quarterly for staff to learn strategies for the extended day program. Training may include but is not limited to Mandt training (a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others), mandatory reporter training, Iowa Core training, Write Tools training, and other district initiatives that would provide support for the extended day instructors. A minimum of 8 hours of training will occur throughout the year with the potential of an additional 26 hours available through the district's early out schedule. This professional development is necessary to run a high quality extended day program. Due to the nature of the PIECES program and the scope of its difference from other school programs, training and support is essential for the extended day program's success. The cost of these programs will be \$13,588.75.

Student Access, Transportation (8%): The afterschool component and weekend activities supply bussing through district buses or the city bus. This cost also supports parents who need transportation to the school for family literacy activities and for any planned Saturday field trips. Transportation is a large need for our population. Included in this funding will be opportunities for families to learn the operation of the city bus system, and will allow them to visit various community events through the transit option. Total transportation costs will be 8% of the afterschool program funding at \$23,992.00.

Evaluation (4%): An external evaluator is contracted at \$900 quarterly for 5 full days to conduct required state and local evaluations for PIECES. This evaluation helps with the sustainability of the program, provides information to the PIECES Advisory board for continuous program improvement and provides the required information to the state. The contracted external evaluator will receive \$3,600.00 per year for these services. The remaining \$8,836.00 will be used for evaluation and data collection by the program coordinators, software resources and communication of evaluation data to community stakeholders. Four percent of the funds are needed to fulfill evaluation needs which total \$11,996.00.

Administrative/Indirect Cost (4%): Indirect costs include general expenses required to operate programming at 3 facilities. These costs might include expenses associated with the use of computers, phone, internet, copiers, accounting services janitorial services, heating and lighting. This will total 4% of program funds or \$11,996.00.

9.2 Supplement vs. Supplant

Funding awarded to Burlington Community School's PIECES Program will supplement the current running programs to provide additional services and resources in order to accommodate more students in the program areas. The supplemental funds will be used to reach many students and families not currently receiving services. Students will have opportunities for enrichment activities, and extended opportunities for learning. The funding will also allow for the expansion of the hours of operation.

Memorandum of Understanding

Between

Burlington Community School District

and

Iowa State University Extension and Outreach, Des Moines County

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District and Iowa State University Extension to provide evaluation services and enrichment curricula and volunteers to the PIECES Extended Day Program.

Background

ISU Extension provides county-wide K-12 outreach opportunities for positive youth development. The current priorities of the K-12 outreach are the areas of STEM, healthy living, citizenship and leadership, and communication and the arts. ISU provides volunteer training and screening for adults wishing to assist with programming. The Burlington PIECES Extended Day program allows for ISU's K-12 outreach to reach a new and underserved audience. ISU also has evaluation experience and resources that will assist with the program's continuous quality improvement.

Purpose

This MOU will allow for 4-H research-based curricula to be implemented in and after-school setting.

The above goals will be accomplished by undertaking the following activities:
Recruitment and screening of volunteers to address the 4 overarching priority areas.
Bi-annual program assessment and evaluation by ISU staff. Continuous quality improvement plan developed with the PIECES Advisory Board.

Funding

This MOU is not a commitment of funds.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the Burlington School District and/or ISU Extension, Des Moines County. This MOU shall become effective upon signature by the authorized officials from the Burlington School District and ISU Extension, Des Moines County and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials

from Burlington School District and/or ISU Extension, Des Moines County this MOU shall end on May 31, 2015

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Tara Abel

Date 1/27/2014

Tara Abel
Chairperson
Des Moines County Agricultural Extension District

Laurie Noll

Date 1/27/2014

Laurie Noll
Director of Curriculum
Burlington Community School District

Memorandum of Understanding

Between

Burlington Community School District

and

Southeastern Community College, Merged Area XVI

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the above mentioned parties regarding the Burlington Community School District PIECES Extended Day Program.

Background

SCC provides Adult Education and Literacy (AEL) services, including High School Equivalency Diploma preparation, to individuals in southeast Iowa. Program personnel assist adults in obtaining the knowledge and skills necessary for employment and self-sufficiency and in acquiring the educational skills necessary to become full partners in the educational development of their children. The BCSD PIECES Extended Day Program serves youth who could directly benefit from their parent's participation in family literacy activities and AEL services.

Purpose

This MOU will allow adult family members of students participating in PIECES access to family literacy services and/or Adult Education and Literacy services.

The above goals will be accomplished by undertaking the following activities:

- Update the Burlington Community School District about the Southeastern Community College Adult Education and Literacy program annually to facilitate the referral of students' adult family members who may benefit from AEL services.
- Present information about AEL program opportunities directly to adult family members of students participating in the PIECES Extended Day Program.
- Cooperate in the development of a family literacy services component for the PIECES Extended Day Program, should funding to support the services become available, and seek opportunities to link those services with Southeastern Community College's AEL program.
- Continue to cooperate with the Regional Workforce Investment Board (Region 16) and the Region 16 Workforce Development Partners, which include school district sector representation.

Funding

This MOU is not a commitment of funds.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the Burlington School District and/or Southeastern Community College. This MOU shall become effective upon signature by the authorized officials from the Burlington School District and Southeastern Community College and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Burlington School District and/or Southeastern Community College this MOU shall end on June 30, 2015


Contact Information


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Southeastern Community College

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Laurie Noll, Ed.D.
Burlington Community School District


Teresa García, Ph.D.
Southeastern Community College

Date

January 28, 2014

Date

Memorandum of Understanding

Between

Burlington Community School District

and

Great River Health Systems, West Burlington, Iowa

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District and Great River Health Systems trainers at the schools once a month to teach students about health and physical fitness. The trainers provide safe and inclusive physical activity. They lead individual and group games. Besides increasing physical activity, the trainers help children learn how to resolve conflicts, cooperate, handle competition, and feel physically and emotionally safer at school.

Background

Great River Health Systems is a regional integrated health care system based in West Burlington, Iowa. More than 120 physicians and 1,900 employees share Great River Health Systems' commitment to excellence in patient care and community service.

The Burlington PIECES Extended Day program allows for GRHS' s outreach to reach children to educate on, reinforce and improve healthy lifestyle choices. GRHS also has experience and resources that will assist with the program's continuous quality improvement.

Purpose

This MOU will allow for research-based curricula to be implemented in and after-school setting.

Our health care providers now treat obese children for diseases that they once saw only in adults. Obesity causes greater risk for arthritis, certain cancers, heart disease, lung problems, sleep apnea, stroke, Type 2 diabetes and other health problems. Besides health problems, the emotional and economic consequences of obesity include feelings of rejection, shame and depression, and discrimination and prejudice. Research indicates that establishing healthy habits at an early age can help reduce childhood and, later, adult obesity. Continuous quality improvement plan developed with the PIECES Advisory Board.

Funding

This MOU is not a commitment of funds.


Duration

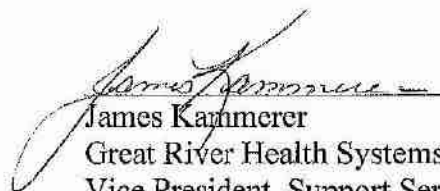
This MOU is at-will and may be modified by mutual consent of authorized officials from the Burlington School District and/or GRHS. This MOU shall become effective upon signature by the authorized officials from the Burlington School District and GRHS and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Burlington School District and/or GRHS this MOU shall end on May 31, 2015

Contact Information

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 Date: 01/29/2014
Laurie Noll
Burlington Community School District
Director of Curriculum

 Date: 01/29/2014
James Kammerer
Great River Health Systems
Vice President, Support Services

Memorandum of Understanding

Between

Burlington Community School District

and

City of Burlington Iowa

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District and City of Burlington, Iowa to provide transportation and volunteers to the PIECES Extended Day Program.

Background

The City of Burlington, Iowa provides transportation services within the City of Burlington region. During the past four years, we have coordinated with the PIECES Extended Day Program to assist in the transportation needs of their program participants. We have also had volunteers from within our police department available to participate in activities during the course of the year with the PIECES Extended Day Program. The City of Burlington, Iowa desires to continue this level of cooperation in the PIECES Extended Day Program into the future. We see the program as mutually beneficial, as the provision of rides to participants in the program enhances our transportation system, and the volunteer efforts that our police department members have had in the program has strengthened ties between our force and the community at large.

Funding

This MOU is not a commitment of funds.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the Burlington School District and/or The City of Burlington, Iowa. This MOU shall become effective upon signature by the authorized officials from the Burlington School District and The City of Burlington, Iowa and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Burlington School District and/or The City of Burlington, Iowa this MOU shall end on May 31, 2015.

Contact Information


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The City of Burlington Iowa
Jim Ferneau
City Manager
400 Washington
Burlington, IA 52601
319-753-8120

 Date: 1/27/14

(Partner signature)

(Laurie Noll, Burlington Community School District, Director of Curriculum)

 Date: 1/27/14

(Partner signature)

(Jim Ferneau, City of Burlington Iowa, City Manager)

Memorandum of Understanding

Between

Burlington Community School District

and

Burlington Public Library

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District and Burlington Public Library to provide enrichment curricula, extended library time and resources for youth and adult literacy to the PIECES Extended Day Program.

Background

The Burlington Public Library provides opportunities for people of all ages to connect with others, to learn about the world around them, and to imagine the futures before them. The library's service priorities are early literacy development, school readiness, and student support, as well as lifelong learning, technology access, and information and digital literacy.

The library has partnered with the school district in many ways. In recent years, a library staff member has prepared a monthly activity and visited each of the middle school after school programs. Her programs focus on books, creativity, and teamwork. This same staff person also visits the middle schools once a month during the school day to give book talks or tech talks. Thanks to these outreach efforts, she has developed relationships with students and increased participation in the weekly teen/tween events held at the library.

The library also works with the elementary schools to provide library tours, story times, and an annual summer reading assembly. The summer and winter reading programs provide activities and incentives to keep young people reading so that they retain or enhance their literacy skills.

Purpose

This MOU will allow for the Burlington Public Library to support family literacy and lifelong learning throughout our community by undertaking the following activities:

- Continuing library staff outreach visits to the extended day program.
- Working with school staff to partner on activities such as the library's monthly LEGO club which is part of the library's STEM enrichment opportunities.

- Involving extended day program students in the summer and winter reading programs, both to encourage independent reading as well as to have students attend special events and classes offered at the library.
- Providing meeting space for tutoring and other activities.
- Offering technology classes for students and parents.
- Making collection resources available for student homework support and family support through the job center and other tools.
- Involving the whole family in literacy enrichment opportunities.

Funding

This MOU is not a commitment of funds.

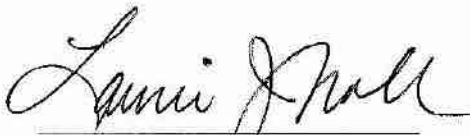
Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the Burlington School District and/or Burlington Public Library. This MOU shall become effective upon signature by the authorized officials from the Burlington School District and Burlington Public Library and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Burlington School District and/or Burlington Public Library this MOU shall end on May 31, 2015

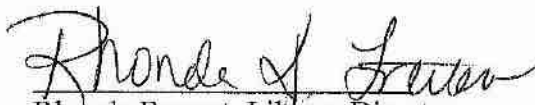
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Burlington Public Library
 Rhonda Frevert
 Library Director
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 rfrevert@burlington.lib.ia.us


 Laurie Noll, Director of Curriculum
 Burlington Community School District

Date: 1/28/14


 Rhonda Frevert, Library Director
 Burlington Public Library

Date: 1-28-14

Memorandum of Understanding

Between

Burlington Community School District

and

Iowa Department of Natural Resources Law Enforcement Bureau

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District (BCSD) and Iowa Department of Natural Resources Law Enforcement Bureau (DNR) to provide evaluation services and enrichment curricula and volunteers to the PIECES Extended Day Program.

Background

DNR provides county-wide K-12 outreach opportunities for positive youth development. The current priorities of the K-12 outreach are the areas of STEM, healthy living, citizenship and leadership, and communication and the arts. DNR provides volunteer training and screening for adults wishing to assist with programming. The Burlington PIECES Extended Day program allows for DNR's K-12 outreach to reach a new and underserved audience. DNR also has evaluation experience and resources that will assist with the program's continuous quality improvement.

Purpose

This MOU will allow for conservation based curricula to be implemented in and after-school setting.

The above goals will be accomplished by undertaking the following activities:

Recruitment and retention mentoring programs, outdoor based recreation program introductions and general conservation based education taught by Conservation Officers within the Iowa Department of Natural Resources Law Enforcement Bureau.

Funding

This MOU is not a commitment of funds.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the BCSD and/or DNR. This MOU shall become effective upon signature by the authorized officials from the BCSD and DNR and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from BCSD and/or DNR this MOU shall end on May 31, 2015

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Paul Kay
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Date: 1/27/14

Paul Kay
Iowa Department of Natural Resources
Conservation Officer



Date: 1/27/14

Laurie Noll, Director of Curriculum
Burlington Community School District

Memorandum of Understanding

Between

Burlington Community School District

and

Greater Burlington Partnership

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Burlington Community School District and the Greater Burlington Partnership to provide program communication assistance and volunteer resources to the PIECES Extended Day Program.

Background

The Greater Burlington Partnership is the identity for the overall organization which includes the Chamber of Commerce, Economic Development, Convention and Visitors Bureau and Downtown Partners, Inc. Each division has a separate mission, but the entities share one vision: to ensure Greater Burlington is a growing regional center of commerce, industry, *education*, health care, entertainment and culture which provides a great place to live and work.

Purpose

This MOU recognizes the collaborative relationship between the Greater Burlington Partnership and the Burlington Community School District. The Partnership appreciates the role the Burlington School District plays in educating the future workforce and creating an education system that promotes the attraction of new families to the area. The Partnership will assist with communication about the PIECES program with the Partnership's community partners and potential volunteer base as well as provide feedback for continuous program improvement.

Funding

This MOU is not a commitment of funds.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the Burlington School District and/or the Greater Burlington Partnership. This MOU shall become effective upon signature by the authorized officials from the Burlington School District and Greater Burlington Partnership and will remain in effect until modified or terminated by any one


of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Burlington School District and/or Greater Burlington Partnership this MOU shall end on May 31, 2015

Contact Information

Burlington Community School District
Laurie Noll
Director of Curriculum
1429 West Avenue
Burlington, IA 52601
319-753-6791
lnoll@burlington.k12.ia.us

Greater Burlington Partnership
Jason Hutcheson
President and CEO
610 N. 4th Street Suite 200
Burlington, IA 52601

 Date:
Laurie Noll, BCSD, Director of Curriculum

 Date:
Jason Hutcheson, Greater Burlington Partnership, President and CEO



January 28, 2014

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

To Whom It May Concern:

On behalf of the Burlington Community School District, I strongly support the 21st Century Extended Day Programs. We have a tremendous need for extended learning time for students.

There are many people throughout the community who have expressed the need to "do something about our area youth." Through the generosity of service organizations and volunteers we have been able to do a very modest program, but we are not able to serve all who need extended time. We have families that are homeless. We need a safe, positive place for students to be before and after school so that they can do their homework, eat something nutritious, and interact with positive adult role models.

Unfortunately, our very limited funds do not allow us to serve all the students who need extended learning. Therefore, we are submitting this grant application with the hope that we can provide a comprehensive program to help change lives. The Adult Literacy component will increase the probability that the family will be engaged with the school. Over time this should help lower our dropout rate.

I hope you will approve the grant application for an Extended Day Program in Burlington Community Schools.

Sincerely yours,

A handwritten signature in cursive script that reads "Jane Evans".

Jane Evans
Superintendent

JE

Inspiring and challenging students through diverse opportunities.

January 9, 2014

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

To Whom It May Concern

It is my pleasure to provide you with this letter of support and commitment from Iowa Public Television in regard to the Burlington Community School District's grant application to provide additional funding and support for their 21st Century Community After-School Program which has been in operation since 2009.

Iowa Public Television works with community partners including school districts to implement innovative educational media initiatives designed to enhance literacy and math skills. Our Ready for School and PBS LearningMedia initiatives have a strong history of helping teachers and students use technology to increase learning motivation.

Iowa Public Television has partnered with the Burlington Community School District to enhance the learning experiences of children participating in after-school programs.

The resources and activities that Iowa Public Television makes available to the Burlington Community School District were developed through a Ready To Learn grant from the U.S. Department of Education. The programs and strategies that Iowa Public Television will provide are built upon scientifically based reading and mathematics educational research and have been extensively evaluated and proven effective.

Specifically, here are some examples of the resources and activities designed to help the children develop academically that will be made available:

- **PBS KIDS Lab** provides multimedia resources that support math and literacy development, designed for use in after-school programs and other out-of-school settings such as during summer and spring breaks. The resources include materials for extended learning programs of between six and eighteen weeks, including orientation materials for program facilitators, full activity plans, related video clips, and take-home activities for families.

6450 Corporate Drive
P.O. Box 6450 • Johnston, IA 50131-6450
Phone: 515-242-3100
Toll free: 800-532-1290

Iowa Public
Television

- **Math Mentorship program**—Iowa Public Television will provide professional development to the before/after-school staff on implementation of the Math Mentorship activity. This activity pairs Kindergarteners with 3rd and 4th grade students. The older students mentor the younger students on activities contained on the web-based **PBS KIDS Lab** focusing on early math skills. This program contains a parental involvement component.
- **Electric Company Extended Learning Program**—Iowa Public Television will provide educational resources and training to Burlington Community School District staff on effective use of the **The Electric Company** Extended Learning Program. This program is a series of educational activities designed to support struggling readers designed for use in an after-school program.

In Conclusion, Iowa Public Television fully supports the efforts of the Burlington Community School District to build a vital after-school program. The resources and training that Iowa Public Television provides are offered at no cost. Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner with the school for this Iowa 21st Century Community After-School grant application.

Sincerely,



Terry Rinehart
Director of Educational Services

11 Des Moines 12 Iowa City 21 Fort Dodge 24 Mason City 27 Sioux City 32 Waterloo 32 Council Bluffs 36 Red Oak 36 Davenport

GO iptv.org

Be more



Des Moines County, Iowa Board of Supervisors



513 N Main St
PO Box 784
Burlington, IA 52601

Robert Beck, Chair

Jim Cary, Vice Chair

Thomas Broeker, Member

Phone: 319-753-8203
Fax: 319-753-8227

Jan.22, 2014

To Whom It May Concern:

Des Moines County strongly supports the PIECES After School Program conducted by the Burlington Community School District. Des Moines County also fully supports the district's grant application for additional funding for this program.

Programs like "PIECES" that provide constructive outlets for youthful energy are invaluable in helping adolescents avoid the life-altering mistakes that trap so many young people. And the need has never been greater.

Budgets are tight everywhere, but the life and prospects of our young people will not wait for better economic times. The Des Moines County Board of Supervisors, jointly and individually, urges you to award this grant to the Burlington Community School District.

Sincerely,

A handwritten signature in black ink that reads "Robert W. Beck".

Robert W. Beck
Chairman, Des Moines County Board of Supervisors



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

January 24, 2014

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319

To Whom it May Concern:

On behalf of the Burlington Area YMCA I strongly support the PIECES program grant application for expanded before and after school programming in Burlington.

We provide our members and the community with programs that focus on youth development, healthy living and social responsibility. On a daily basis we see the continued need for services for citizens, both youth and adult who are struggling in their daily lives.

The PIECES program will help enrich and advance the education and lives of youth; we only have one opportunity to do this so it is important that we help struggling students in any way possible.

We collaborate with the Burlington Community School District in operating our Before and After School Programs for students at the elementary schools. In addition, we have helped with the Aldo Leopold After School program providing information and services for participants. We would be happy to continue our support of an expanded program and having our staff provide programs and field trips to the Y for participants.

We support the Burlington School District's effort in expanding their program and look forward to their award of grant funding to provide this much needed service.

Sincerely,

Deb Mulch
Executive Director

BURLINGTON AREA YMCA
2410 Mt. Pleasant St, Burlington, IA 52601 P 319.753.6734 F 319.753.6736 WWW.BURLINGTONY.ORG





January 28, 2014

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

To whom it may concern:

On behalf of the Adult Education and Literacy Program (AEL) at Southeastern Community College (SCC), I strongly support the Burlington Community School District (BCSD) PIECES Extended Day Program. The district has successfully operated an extended day program since 2009 and it is my pleasure to provide this letter in support of its application for a 21st Century Community Learning Centers grant to enhance opportunities for students and their families.

SCC provides AEL services, including High School Equivalency Diploma preparation, to individuals in southeast Iowa. As coordinator of the program, I am responsible for identifying and addressing the adult education needs of the communities we serve, as well as for program outreach efforts. Students participating in the PIECES Extended Day Program could directly benefit from their parents' participation in the AEL program.

AEL personnel assist adults in obtaining the knowledge and skills necessary for employment and self-sufficiency and in acquiring the educational skills necessary to become full partners in the educational development of their children. Therefore, SCC confirms its commitment to support the PIECES Extended Day Program, as follows:

- Cooperate with BCSD through participation on the Regional Workforce Investment Board (Region 16), which serves as the AEL Participatory Planning Committee, as well as Region 16's Leadership/Workforce Partners group;
- Provide information to PIECES program personnel to facilitate the referral of students' parents who may benefit from AEL services; and,
- Present information about AEL program opportunities to students' parents;

If the BCSD is awarded a 21st Century Community Learning Centers grant, the college will also:

- Assist the district with the development of a family literacy services component for the PIECES Extended Day Program and explore opportunities to link those services with SCC's AEL program.

We look forward to continuing our relationship with the district and supporting a partnership with its extended day program. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in cursive script that reads 'Teresa Garcia'.

Teresa García, Ph.D.
Executive Dean, Keokuk Campus



January 3, 2014

To Whom It May Concern:

This letter is in support of the Burlington Community School District in their pursuit of a 21st Century Community Learning Center grant.

IowaWORKS and The Workforce Investment Act have established a partnership with the Burlington School District. The Workforce Investment Act youth program is a federally funded job training program that works with 16-21 year olds to help them finish high school and obtain meaningful employment. We have every intention of continuing our partnership with the school district in our pursuit to help more high school students graduate.

We also have an Adult program that helps individuals 18 and older to obtain meaningful employment and earn their high school equivalency if they do not already have it. Any parents who have children in the Burlington School's After School Program would be considered for this job training program and would be invited to participate in our upskilling programs and our job seeking services.

The students of the Burlington School District will benefit greatly because of the collaboration that is currently happening in our area and future endeavors of partnership.

IowaWORKS will provide the following services for the Burlington Community School District After School program for their students grades 9-12:

- Working It Out (job readiness training curriculum) – 25 hours at \$25/hr
- Bring Your "A" Game to work (job retention training curriculum) – 10 hours at \$25/hr

Sincerely,

A handwritten signature in cursive script that reads "Michelle Randall" with "(SP)" written below it.

Michelle Randall
Coordinator, Workforce Investment Act Youth Program Coordinator



Chamber of Commerce
Economic Development
Convention & Visitors Bureau
Downtown Partners, Inc.

January 3, 2014

Iowa Department of Education - Division of Learning and Results

To Whom It May Concern:

It is with both honor and excitement that the Greater Burlington Partnership supports the 21st Century Community After-School Program in the Burlington Community School District which has been in operation since 2009. Continued funding is not just critical for the school district, it is vital for the children it serves and for the community as a whole.

Not too long ago, the community was saddened to learn through a Des Moines Register story that Des Moines County has the highest percentage of single-parent households within the state- at a whopping level of 40%. Many social ills accompany such a disturbing statistic such as poverty, illiteracy, and a lack of appropriate role models for pre-teens and teenagers. The after-school program alone can not solve all of our community's social ills, but it has the potential to change lives. It offers constructive instruction time, an ability to connect with adults outside of normal school hours, and provides an opportunity for these at-risk students to connect with the community.

The Greater Burlington Partnership is the umbrella organization for the chamber of commerce, economic development group, convention & visitors bureau, and the Main Street program. The organization has more than 730 members and plays an active role in leading community enhancement efforts.

We have long been a partner with area school districts, and our relationship with the Burlington Community School District is no different. Over the last couple of years, the relationship has only improved as we have launched a workforce development initiative designed to enhance the connection between school districts and private sector employers. We have a full time staff member charged with ensuring the community is adequately preparing today's students for tomorrow's jobs. Our goal is to see that every working-age resident is a contributing member of society.

Our organization intends to continue using its channel of networks to promote the program to the private sector and encourage employers to support the program- both financially and by allowing employees to volunteer during working hours. Our Friday Facts e-mail blast and our announcements to the Young Professionals group are the best means for accomplishing this mission.

Thank you for your consideration of this funding request. Lives can be changed as a result.

Best regards,

A handwritten signature in black ink, appearing to read "Jason Hutcheson", is written over a light-colored background.

Jason Hutcheson, President & CEO



Jan. 16, 2014

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 14th St.
Des Moines, IA 50319

To whom it may concern,

For Great River Health Systems, I would like to offer our support for the PIECES After-school Program at Aldo Leopold and Edward Stone middle schools in Burlington, Iowa.

Great River Health Systems is a regional integrated health care system based in West Burlington, Iowa. More than 120 physicians and 1,900 employees share Great River Health Systems' commitment to excellence in patient care and community service.

In 2009, the Burlington Community School District calculated the body mass index of incoming kindergarteners and second graders at four of its five elementary schools. Nearly 30 percent of the children were obese. Today, many of those children are students at Aldo Leopold and Edward Stone middle schools.

Health providers now treat obese children for diseases that they once saw only in adults. Obesity causes greater risk for arthritis, certain cancers, heart disease, lung problems, sleep apnea, stroke, Type 2 diabetes and other health problems. Besides health problems, the emotional and economic consequences of obesity include feelings of rejection, shame and depression, and discrimination and prejudice. Research indicates that establishing healthy habits at an early age can help reduce childhood and, later, adult obesity.

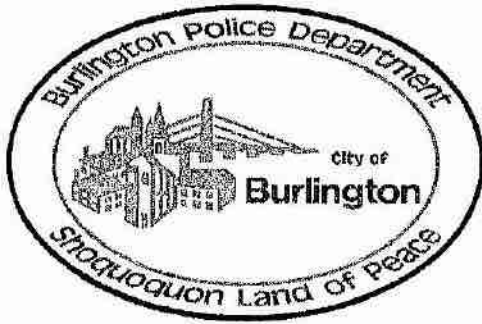
Great River Health Systems collaborates with the after-school program by providing trainers at the schools once a month to teach students about health and physical fitness. The trainers provide safe and inclusive physical activity. They lead individual and group games. Besides increasing physical activity, the trainers help children learn how to resolve conflicts, cooperate, handle competition, and feel physically and emotionally safer at school.

We feel the students benefit greatly from the PIECES After School Program, and we are happy to provide support and help the school district build this valuable program.

Sincerely,

A handwritten signature in black ink, appearing to read "James Kammerer", written in a cursive style.

James Kammerer, Vice President
Support Services



L.D. Beard
Chief of Police
Burlington Police Department
424 North 3rd Street
Burlington, IA 52601
Phone Number: (319) 753-8366
Fax Number: (319) 753-5187

December 17, 2013

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

To Whom It May Concern:

On behalf of the Burlington Police Department, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School, which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

We, in law enforcement, have come to realize the need for structured after school programs within our community. The success of the current program, and the possibility of partnering with the City of Burlington and potentially adding an additional 100 youth to the after school programming that is connected with academic support is very exciting. It seems that Burlington Police officers respond to incidents involving an individual or individuals that would benefit from the proposed After School Program. Our police officers would play a role in providing safe learning opportunities and educational presentations that will foster community oriented development.

In conclusion, the Burlington Police Department fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

L.D. Beard
Police Chief



Young House Family Services

"The person who in my name welcomes this child, welcomes Me..." Luke 9:48

January 16th, 2014

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

To Whom It May Concern:

On behalf of Young House Family Services, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School. It is my pleasure to write a letter in favor of the Burlington Community School District's grant application to provide additional funding and support for this program.

Young House Family Services, a faith-based multi service agency, was founded in 1971 as a faith project in response to the needs of troubled children in Southeast Iowa. The agency has been and remains committed to the prayerfully planned development of a continuum of services which are as comprehensive, flexible, and intense as necessary to appropriately tend to unmet needs of the children and families in our community.

Young House Family Services and Aldo Leopold Middle School in collaboration with the 21st Century Community After-School Program, have previously partnered to provide resources and educational opportunities to the children and families of Burlington Community School District. In the event additional funds are granted to the Aldo Leopold After-School Program, Young House Family Services and Aldo Leopold would like to advance the current after school program with access to and collaboration with the IMPACT (Initiating Meaningful Partnerships and Community Ties) program.

Young House Family Services' IMPACT program assists families experiencing barriers that are preventing them from achieving their basic needs and accessing community resources. We often discover working with children whose families may be struggling to provide food, clothing and shelter, often do poorly in school in regard to both attendance and performance, and may display unfavorable behaviors due to increased levels of stress and anxiety.

Central Office
400 S. Broadway
Burlington, Iowa 52601
Phone: (319) 752-4000
Fax: (319) 750-6650
www.younghouse.org

ACT Day Treatment
4717 Sullivan Slough Road
Burlington, Iowa 52601
Phone: (319) 752-8095
Fax: (319) 758-5217

**Christamore Family
Treatment Center**
905 South Jrt
Mt. Pleasant, Iowa 52641
Phone: (319) 385-7906
Fax: (319) 385-3428

**Woodlands
Treatment Center**
4715 Sullivan Slough Road
Burlington, Iowa 52601
Phone: (319) 753-0700
Fax: (319) 754-7885

Fairfield School Program
Site: 401 W. Stone
Mail: 403 S. 20th Street
Fairfield, IA 52556
Phone: (641) 209-5750 x2
Fax: (641) 209-5751



With guidance and assistance from the IMPACT program's Family Connections Coordinator, the families would be provided with information and support to overcome obstacles and obtain basic need items such as food, clothing, transportation, healthcare assistance, etc.

Over the next year, Young House Family Services would like to further enhance the partnership with Aldo Leopold Schools and provide after-school trainings and host events for the families that would inform families about resources available in our community as well as provide life-skills training to both the children and families on a weekly basis. This may include but is not limited to financial management, cooking, securing employment and basic health education.

In conclusion, Young House Family Services fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after-school program at Aldo Leopold Middle School. We thank you for the opportunity to comment.

Sincerely,

Shauna J. Freitag
Director of Community Relations
IMPACT Program
Young House Family Services

Optimist Club of Burlington/ West Burlington

2013/2014 President: Kim Dunham

P.O. Box 595

Burlington, IA 52601

January 22, 2014

Iowa Department of Education

Division of Learning and Results

Grimes state Office Building

401 E 14th Street

Des Moines, Iowa 50319

To Whom It May Concern;

On behalf of the Optimist Club of Burlington/ West Burlington, We strongly support the 21st Century Community After School Program at Aldo Leopold Middle School which has been in operation since 2009. It is my pleasure to write in support of the Burlington communities School District's grant application to provide additional funding and support for this program.

I intend to promote cooperation, collaboration, and volunteer participation from the Optimist Club to the Burlington after school program.

The Optimist's mission is to provide hope and positive vision, bringing out the best in kids; this program will offer just such hope and vision for many students.

In conclusion, The Optimist Club of Burlington/ West Burlington fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to growing in our relationship with the Burlington Community School District and participating with the after school program at Aldo Leopold Middle School. Thank you for considering Burlington as a necessary and deserving recipient of this grant program.

Sincerely,

Kim Dunham, Optimist Club President



Des Moines County Conservation

Main Office

13700 Washington Road
West Burlington, IA 52655
319-753-8260
dmconbd@co.des-moines.ia.us

Starr's Cave Nature Center

11627 Starr's Cave Road
Burlington, IA 52601
319-753-5808
starrscave@co.des-moines.ia.us

www.dmconconservation.com

December 17, 2013

To Whom It May Concern,

This letter is in support of the program PIECES: After School Program at Aldo Leopold Middle School for the 21st Century Grant that helps fund this amazing outreach program. Des Moines County Conservation has provided programming for the current program and I feel this program is a huge asset to the community. The students that are involved in this program are exposed to many different community leaders, community volunteers, and different organizations within their community.

The PIECES program gives the students a safe and nurturing place to go after school. The students are provided with snacks and are given an opportunity to work on homework, prepare for upcoming test and even time to work on group projects. The students can also work one-on-one with volunteer tutors to help them in areas where they may be struggling. Many of the students may not have a greatest home life but if we as a community can express to them that they are important and that we do care, then we as a community are raising students to be involved in their community and they may pay it forward. This program creates a positive environment for a wide range of students and an opportunity for them to spend time with classmates that they may not have had a chance to talk to.

Not only do the leaders of this program bring volunteers to the students they will often schedule off site field trips to reward those who are making forward progress either academically or behaviorally. Planning and scheduling these trips is a lot of extra work for those involved but exposing the students to the many new places is the greatest reward of all. These field trips allow many students to visit the community in which they live and visit places they may not know exist. I cannot say enough great things about this program, the volunteers and the teachers making it happen.

The PIECES program is a great investment into our future. The students that are being helped through this program are the ones that may slip through the cracks without wonderful programs like this one. With the funding from the 21st Century Grant these young adults will be provided a wide variety of opportunities for career investigation, improvement of their grades, workplace readiness skills, and social skills. The need for after school programming and positive activity in this community is great and it is programs like this that can make a difference in a student's life.

Sincerely,

Katherine Brakeville
Naturalist
Des Moines County Conservation
319-753-5808

January 23, 2014

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

To Whom It May Concern:

The Burlington Rotary Club is proud to be a contributor to the After-School Program at Aldo Leopold Middle School and Edward Stone Middle School. As the Club President, I am honored to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for the after-school programs.

The Rotary motto is "Service Above Self." We strive in all that we do to put the needs of our community above our own and work to strengthen our community through service. The Burlington Rotary Club is committed to promoting literacy development and leadership skills to young people in our area.

The Club has been a financial contributor to the after-school program for several years and has a member on the planning committee. For this school year, the Club was able to increase the Club contribution as well as obtain a matching grant from Rotary District 6000 in order to support the programs by funding supplies and field trips.

As part of the grant project and in keeping with Rotary's emphasis on ethics and leadership, the Burlington Rotary Club intends to rework an ethical decision making program that used to be for high school students into shorter sessions for this younger middle school audience that can be given in the after-school program format. Reaching students before high school and students who are struggling with academic and socioeconomic issues may prove to be an even stronger use of this ethical decision making curriculum.

The Burlington Rotary Club will continue to provide financial support and encourage our members to volunteer at the after-school program. We are committed to making our community a better place by giving all of our young people an opportunity to succeed in school and in life.

The Burlington Rotary Club fully supports the efforts of the Burlington Community School District to build the best after-school programs in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the programs. We thank you for the opportunity to express our support and look forward to hearing about the grant award.

Sincerely,



Rhonda Frevert, Burlington Rotary Club President, 2013-2014

NOTRE DAME JR./SR. HIGH SCHOOL

Inspiring the mind....Engaging the heart.

702 South Roosevelt Burlington, IA 52601
319-754-8431 ext. 352

RON GLASGOW, SECONDARY PRINCIPAL
ron.glasgow@bnotredame.org

December 16, 2013

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319

To Whom it May Concern

On behalf of Burlington Notre Dame, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

Notre Dame has a strong working relationship with BCSD. We will support this program by encouraging our students to participate. This will be done via parent email, website statements and a newsletter.

In conclusion, Burlington Notre Dame supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship and by participating in the program.

Sincerely

A handwritten signature in black ink that reads "Ron Glasgow". The signature is written in a cursive style with a large initial "R" and "G".

Ron Glasgow, Principal



December 16, 2013

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

To Whom It May Concern:

On behalf of the City of Burlington and manager of Burlington's small urban transit bus system, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School, which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

Burlington Urban Service has been working with the Burlington Public School District for many years in their effort to provide safe, reliable transportation for children. While the school district has its own fleet and routes the Burlington Urban Service has been used by those students that are not eligible for school service, helping those students get to and from school. It is based on that working relationship with the school district that the Burlington Urban Service- BUS was able to step up last year and help the Aldo Leopold After School Program with their need to transport students. BUS has routes that are in the vicinity of the school; so, it was a good fit for both BUS and the BCSD. Though the expenses incurred by BUS are not even remotely covered by the fare charged to BCSD, the value of giving these young students the opportunity to expand their capabilities is beyond more than we could collect from monetary value.

In conclusion, the City of Burlington fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in black ink that reads "Steve Hoambrecker". The signature is written in a cursive style with a long, sweeping underline.

Steve Hoambrecker
Public Works Director



December 19, 2013

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

To Whom It May Concern:

On behalf of MidWestOne Bank, I strongly support the 21st Century Community After-School Program at the Aldo Leopold Middle School which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

MidWestOne Bank is one of the largest Iowa based community banks in the state with assets of \$1.8 billion. Officers and employees of the bank participate in the after school program by donating their time several days a week during business hours.

Of the 15 employees at our Burlington location, one third are involved in leadership capacities of local community service clubs that have been supporters of the after school program since its inception.

We plan to support the after school program as needs are identified.

In conclusion, MidWestOne Bank fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the School District and participating in our ongoing partnership with the after school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in cursive script that reads "Jerry D. Krause".

Jerry D. Krause
VP/Commercial Lending





STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF NATURAL RESOURCES
CHUCK GIPP, DIRECTOR

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th St
Des Moines, IA 50319

To whom it may concern,

On behalf of the Iowa Department of Natural Resources Law Enforcement Bureau, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School which has been in operation since 2009. It is my honor to provide documentation in support of Aldo Leopold Middle School and its application for grant funds to enhance opportunities for its students and their families.

The Law Enforcement Bureau of the Iowa Department of Natural Resources conducts numerous school related programs throughout the State of Iowa promoting and educating students about the natural resources in this state. From recreation and safety to education and conservation, students have countless opportunities to learn about Iowa's vast resources.

As a State Conservation Officer in Iowa, I have partnered with Aldo Leopold Middle School in collaboration with the 21st Century Community After School program since its beginning in 2009 to provide education opportunities for its students. Providing safe learning opportunities and educational programs that challenge youth and build community development is of the highest priority within my department.

Because of the 21st Century Community After School Program, students are introduced to programs and opportunities they otherwise would miss out on entirely. It has been an absolute pleasure working with the Burlington School District and its students. The Iowa Department of Natural Resources Law Enforcement Bureau is committed in continuing its partnership with the after school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant reward.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Kay", written over a circular stamp.

Paul Kay
Iowa Conservation Officer
Des Moines County



December 23rd, 2013

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319

To Whom It May Concern:

On behalf of Burlington Hy-Vee food stores, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

Giving back to the communities in which Hy-Vee operates is one of the most important principles of the company. Hy-Vee is also committed to improving the health of our communities, as demonstrated by having an in-store registered dietitian in nearly every location. As a registered dietitian with Hy-Vee, it is my pleasure to be involved in community efforts for improving the health and well-being of our citizens.

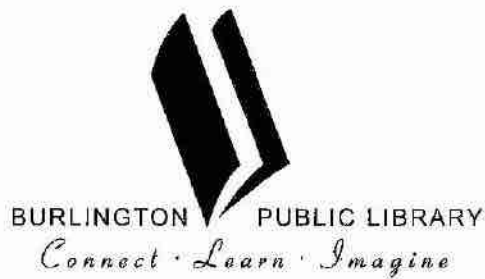
I regularly attend classrooms in Southeast Iowa to teach children about foods and balanced nutrition. The Aldo Leopold After-School Program has been one of the most successful classroom partnerships we have built. Hands-on experience with various food activities increases children's knowledge and skills and better prepares them in the future. We are happy to continue to support an expanded after-school program for middle school students by offering health and wellness activities that enrich children's lives. Hy-Vee's mission is making lives easier, healthier, happier. Through our partnership, I believe we are fulfilling that mission and improving the lives of those who participate in the after-school program.

In conclusion, Burlington Hy-Vee food stores fully support the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after-school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in black ink that reads "Michelle Kuster, RD, LD". The signature is written in a cursive, flowing style.

Michelle Kuster, RD, LD
Registered Dietitian



December 19, 2013

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319

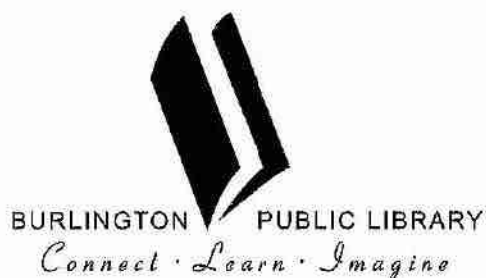
To Whom It May Concern:

Burlington Public Library has been an enthusiastic supporter of the 21st Century Community After-School Program at Aldo Leopold Middle School, Edward Stone Middle School and Grimes Elementary School since its conception. It is our pleasure to write a letter in support of the Burlington Community School District grant application to provide much needed funding and support for this project.

The library is a common refuge for teens from all walks of life and world views. We have observed first-hand how effective the After-School Programs at Aldo Leopold Middle School and Edward Stone Middle School have been for them, how beneficial this initiative is for our community and how important this investment is for our future.

The Burlington Public Library serves Burlington, Des Moines County and contracts with West Burlington to provide information, technology and literacy services. The library values its collection development, programming and services which provide opportunities for teens to gain understanding about self-empowerment through education, trust and team work, and life-long learning.

The Library staff has been honored to work and learn from after school coordinators in our partnership to engage students and to assist in their development of life skills. Our Teen Librarian, Becky Ruberg, visits both Aldo Leopold Middle School and Edward Stone Middle School twice a month for book talks that feature popular YA fiction as well as hidden gems. It is a delight for Becky to visit and share experiences with students through the power of storytelling. She also brings our most popular programming to the After School program. It has been an incredible experience to witness first-hand the teens interacting with each other to achieve a common goal.




As a result, teen participation has experienced a significant increase in the library. Our collaboration has also increased check out in both media centers at the schools. Information instruction on how to find materials has enfranchised students to seek resources independently for personal interests and growth. As a team, we are helping to create a generation of information savvy citizens with the ability to find, evaluate and utilize the possibilities of this information age.

We anticipate our continued relationship with the Burlington Community School District and thank you for the opportunities you have provided us to enrich our services, commitment to our youth, and our personal work in library science.

We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,


Angela Pilkington
Director of Youth Services


Becky Ruberg
Teen Librarian

January 14, 2014

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



To Whom It May Concern:

On behalf of the South Hill Neighborhood Association, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School. This program that has been in operation since 2009 merits our support. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

The South Hill Neighborhood Association is a local 501c(3) organization seeking to strengthen our neighborhood, our businesses and our sense of community. We have a vested interest in our community and youth. Formed in response to an incident of street violence in our neighborhood in 2010, neighbors gathered with concerns about the safety and well being of the neighborhood. During our second meeting we formed a committee to address youth and activities for the young people in our neighborhood. We have actively followed the progress of the Burlington Schools efforts to have a successful afterschool program. We feel a strong tie to the Burlington Public School facility and the administration. For example, our regular meetings are always held at the Burlington Public School's elementary school in our neighborhood.

We are a growing organization that can grow into being a resource to the after school program. We have an email list with over 150 participants and 50 business owners and managers. We have a bimonthly newsletter. Our demonstration community garden has much potential for engaging young people. Our annual South Hill Easter Egg Hunt is co-sponsored by the South Hill Business Association and at this event children are given age appropriate children's books as prizes. Our annual neighborhood block party activities include fire safety at home as well as a safe place to interact with neighbors.

In-Kind Donations - People participating in the South Hill Neighborhood Association are willing to support the After-School Program a through volunteering, mentoring or sharing knowledge with the young people participating in the program. Some members of the South Hill Neighborhood Association have volunteered with the afterschool program. We would help publicize the need for volunteers through our newsletter and email communications. Any of our organization's activities and resources would be available to the After-School Program, its staff and the students it serves.

In conclusion, the South Hill Neighborhood Association fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in cursive script that reads "Dana Atkins".

Dana Atkins
President
South Hill Neighborhood Association
PO Box 1205
Burlington, IA 52601



F&M Teen Bank

221 Jefferson Street
P.O. Box 928
Burlington, Iowa 52601
319-768-6107
finbanktrust.com

January 21, 2014

Iowa Department of Education
Division of Learning & Results
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319

To Whom It May Concern:

On behalf of Farmers & Merchants Bank & Trust Teen Bank it is with great honor and enthusiasm that we support 21st Century Community After-School Program at Aldo Leopold Middle School. Continued funding is critical for the Burlington Community school district to continue this much needed program for the families in our community.

F&M Teen Bank is in its 1st year of operation at Aldo Leopold Middle school in Burlington. We coordinate a student ran bank at Aldo Leopold, in addition we conduct interactive presentations on financial literacy geared towards middle school students at Aldo Leopold.

In conclusion, F&M Teen Bank fully supports the Burlington Community School District's After-School Program at Aldo Leopold. We look forward to continuing our relationship with this much needed program. Thank you for the opportunity to comment on this wonderful program, a program that we hope to be a part of for many years to come.

Thank you in advance for your continued support.

Sincerely,

A handwritten signature in cursive script that reads 'Jennifer Schuster'.

Jennifer Schuster
F&M Teen Bank
Coordinator



221 Jefferson Street
P.O. Box 928
Burlington, Iowa 52601
Phone: 319-752-3684
www.fmbanktrust.com

January 14, 2014

Iowa Division of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319

To Whom It May Concern:

On behalf of Farmers & Merchants Bank & Trust, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for the this program.

Farmers & Merchants Bank & Trust believes so strongly in the Burlington Community School District, our bank has been partnering with BCSD for almost 20 years in providing financial literacy education programs in every elementary school in the district. We have now branched in to every Burlington Middle School. We strongly support the efforts of the BCSD in their endeavors. Education is the backbone of our community and with the financial support of the Iowa Division of Education we will continue to strive for the utmost in quality education for our kids.

Farmers & Merchants Bank & Trust receives no financial compensation for the weekly financial program that is offered to students. We are proud to be able to 100% fund this financial literacy program to the school as a community service. The exchange for our time and expense is the value of having smarter and wiser citizens within our community.

In conclusion, F&M Bank & Trust fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continue to grow our relationship with the BCSD and participating in the after school program at Aldo Leopold Middle School.

Thank you for considering Burlington as a necessary and deserving recipient of this grant program.

Sincerely,

Charles L. Walsh
CEO, Farmers & Merchants Bank & Trust



December 19, 2013

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

To Whom It May Concern:

On behalf of the City of Burlington, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School, which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

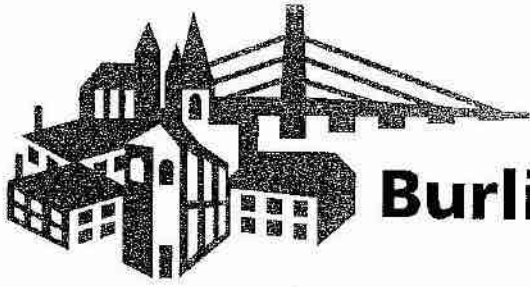
The City of Burlington has a vision, shared with the Burlington Community School District, of meeting the overall needs of youth, and ensuring that a comprehensive set of services is provided rather than see a fragmented service delivery model used that discourages participation. As a result, we have done our best to coordinate services where possible, and have seen a quality partnership arrangement developed between our Library staff and the After-School program over the past couples of years. This arrangement has included organized use of the Library by the After-School program as well as having Library staff involved at the After-School Program during the course of the year. Additionally, the City has historically provided bus service to students involved in the program by flexibly providing transportation through the City Bus transit system. We are happy to do so where possible, because we recognize the necessity of adequate transportation to encourage students to be involved in the After-School Program.

In conclusion, the City of Burlington fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in black ink that reads "Jim Davidson". The signature is written in a cursive, flowing style.

Jim Davidson
Mayor



City of
Burlington

December 16, 2013

To Whom It May Concern:

This letter is in support of a grant to support the after school program at Aldo Leopold and Edward Stone Middle Schools.

The Burlington Parks and Recreation Department has provided activity for the current program and feel there are more activities we can offer. We are quite diverse and could offer many different programs from archery to gardening.

Burlington Parks and Recreation has been involved with the Burlington Community School District on numerous projects, including volunteer programs, after school tutoring, and job skills to encourage youth to improve their grades and skills. This partnership will continue in the future.

As a community member, I have taken part in a few of the activities that the after school program has been involved in and plan to expand our department involvement in the future. I have worked with the community's lower income/at-risk youth on a daily basis for the past 12 years. The need for after-school programming and positive activity expansion has never been greater.

Sincerely,

A handwritten signature in cursive script that reads "Brad Selby".

Brad Selby, Recreation Manager



January 3, 2014

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

To Whom It May Concern:

On behalf of the Burlington Public Library, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School, Edward Stone Middle School, and Grimes Elementary School. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

When our community did a visioning project, we identified five areas of focus. One of those areas was to develop and support "programs to ensure every young person has the opportunity to succeed." Afterschool programs were identified as a key to student success because they provide a safe, structured environment for students to receive the extra attention needed for their school success while also meeting community mentors and learning life skills.

The Burlington Public Library provides lifelong opportunities for education through collections and classes. We have a long history of partnering with the local schools. We have a signed "Partners in Education" agreement with the Burlington Community School District to join together in encouraging and supporting student success.

One of the outcomes of that partnership is the library's regular participation in the afterschool programs. A library staff person visits the middle school programs each month with an activity and to talk about books. She has built relationships with students that make them more comfortable coming the library to use resources and participate in events. The students discover the library as a positive, productive place to spend their time and a tool to advance their education as well as learn that the library can be fun. One of the afterschool program teachers noted that she sees several afterschool students at the library when she is here.

Providing for the needs of the student also means providing for the family. The library offers families the traditional print resources plus online tools, such as free one-on-one

tutoring for youth and adults through Tutor.com, free practice tests and skill building through Learning Express, and many more tools to achieve success.

One of the library's top priorities is early literacy and school readiness. We promote the importance of reading to children and hope to encourage families to have younger siblings of afterschool students participate in story times and other library programs. We offer summer reading incentives for people of all ages so that students develop and maintain their skills and adults demonstrate the joy of reading and set a good example for the young people in their lives.

The library will continue to provide in-kind support through staff participation in the afterschool programs. We are open to opportunities to work with students and their families to improve and expand our partnership with the schools to foster success in all students.

The Burlington Public Library fully supports the efforts of the Burlington Community School District to build the best after school programs in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after school programs. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

A handwritten signature in black ink that reads "Rhonda J. Frevert". The signature is written in a cursive style with a large initial "R".

Rhonda Frevert, Director
Burlington Public Library

FORM A: SITE INFORMATION

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

21CCLC Site Name: Aldo Leopold Middle School		
Site Address: 3075 Sunnyside Ave		
City, State, Zip: Burlington, IA 52601		
Phone: 319-752-8390		
Site Contact Person: Brian Gravel, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
North Hill Elementary	0454	150
Sunnyside Elementary	0490	29
Corse Elementary	0427	15
21CCLC Site Name: Edward Stone Middle School		
Site Address: 3000 Mason Rd		
City, State, Zip: Burlington, IA 52601		
Phone: 319-752-4393		
Site Contact Person: Brian Johnson, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Black Hawk Elementary	0409	29
Corse Elementary	0427	15
Grimes Elementary	0445	30
21CCLC Site Name: North Hill Elementary		
Site Address: 825 N 9th St		
City, State, Zip: Burlington, IA 52601		
Phone: 319-753-6363		
Site Contact Person: Phil Noonan, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 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
	Burlington Community School District


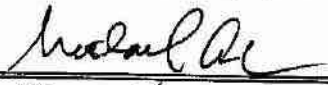


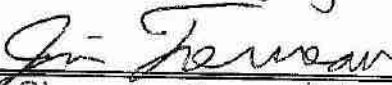


Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Jane Evans</i>	Burlington Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Finna Crowl</i>	Aldo Leopold Middle School
<i>B. [unclear]</i>	Edward Stone Middle School
<i>Phil Norman</i>	North Hill Elementary School

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Jennifer Lehman, Youth Program Specialist	Agency	ISU Des Moines County Extension
Signature		Address	102 W. Main St, Mediapolis, IA 52037
		City/Zip	Mediapolis, IA 52037
		Phone	319-394-9433
Name/Title	Michael Ash, President	Agency	Southwestern Community College
Signature		Address	1500 W. Agency Rd
		City/Zip	Burlington 52655
		Phone	319-208-5050
Name/Title	James Kammerer, VP Support Services	Agency	Great River Health Systems
Signature		Address	1221 South Gear Ave
		City/Zip	West Burlington, IA 52635
		Phone	319-768-3750
Name/Title	Paul Kay	Agency	Iowa DNR Law Enforcement Bureau
Signature		Address	P.O. Box 27
		City/Zip	Burlington 52601
		Phone	319-759-0751
Name/Title	Jim Forness, City Manager	Agency	City of Burlington
Signature		Address	400 Washington
		City/Zip	Burlington IA 52601
		Phone	(319) 753-8120
Name/Title	Rhonda Frewat, Library Director	Agency	Burlington Public Library
Signature		Address	210 Court St
		City/Zip	Burlington IA 52601
		Phone	319-753-1647
Name/Title	Jason Hutchison, President	Agency	Greater Burlington Partnership
Signature		Address	610 N 4th St Ste 200
		City/Zip	Burlington 52601
		Phone	319-752-6365
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)	
Number of program sites included in this application: 4	Total number of students being served (all sites for one year): 400
Total first-year funding request (all sites): \$299,900.00	Total three-year funding request (all sites): \$899,700.00

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
North Hill Summer School	\$42,900.00	\$42,900.00	\$42,900.00	\$128,700.00	143
North Hill Before & After School Program	\$125,000.00	\$125,000.00	\$125,000.00	\$375,000.00	125
Aldo Leopold Middle School	\$82,000.00	\$82,000.00	\$82,000.00	\$246,000.00	82
Edward Stone Middle School	\$50,000.00	\$50,000.00	\$50,000.00	\$150,000.00	50
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency:

Burlington Community School District

Site: North Hill Elementary Summer 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: 143

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21879.00	7293.00	21879.00	7293.00	21879.00	7293.00	87516.00
Staff Travel	965.25	321.75	965.25	321.75	965.25	321.75	3861.00
Materials	2574.00	858.00	2574.00	858.00	2574.00	858.00	10296.00
Professional Development (minimum 4% per year)	1608.75	536.25	1608.75	536.25	1608.75	536.25	6435.00
Student Access, Transportation etc. (maximum 8% per year)	2574.00	858.00	2574.00	858.00	2574.00	858.00	10296.00
Evaluation (about 4% per year)	1287.00	429.00	1287.00	429.00	1287.00	429.00	5148.00
Administrative/ Indirect Costs (maximum 8% per year)	1287.00	429.00	1287.00	429.00	1287.00	429.00	5148.00
Totals	32175.00	10725.00	32175.00	10725.00	32175.00	10725.00	128700.00

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:

Burlington Community School District

Site: North Hill Elementary Before and After School Program

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

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

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	63750.00	21250.00	63750.00	21250.00	63750.00	21250.00	255000.00
Staff Travel	2812.50	937.50	2812.50	937.50	2812.50	937.50	11250.00
Materials	7500.00	2500.00	7500.00	2500.00	7500.00	2500.00	30000.00
Professional Development (minimum 4% per year)	4687.50	1562.50	4687.50	1562.50	4687.50	1562.50	18750.00
Student Access, Transportation etc. (maximum 8% per year)	7500.00	2500.00	7500.00	2500.00	7500.00	2500.00	30000.00
Evaluation (about 4% per year)	3750.00	1250.00	3750.00	1250.00	3750.00	1250.00	15000.00
Administrative/ Indirect Costs (maximum 8% per year)	3750.00	1250.00	3750.00	1250.00	3750.00	1250.00	15000.00
Totals	93780.00	31250.00	93780.00	31250.00	93780.00	31250.00	375000.00

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

Burlington Community School District

Site: Aldo Leopold 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: 82**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	54366.00	1394.00	54366.00	1394.00	54366.00	1394.00	167280.00
Staff Travel	2398.50	61.50	2398.50	61.50	2398.50	61.50	7380.00
Materials	6396.00	164.00	6396.00	164.00	6396.00	164.00	19680.00
Professional Development (minimum 4% per year)	3997.50	102.50	3997.50	102.50	3997.50	102.50	12300.00
Student Access, Transportation etc. (maximum 8% per year)	6396.00	164.00	6396.00	164.00	6396.00	164.00	19680.00
Evaluation (about 4% per year)	3198.00	82.00	3198.00	82.00	3198.00	82.00	9840.00
Administrative/ Indirect Costs (maximum 8% per year)	3198.00	82.00	3198.00	82.00	3198.00	82.00	9840.00
Totals	79950.00	2050.00	79950.00	2050.00	79950.00	2050.00	246000.00

*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:

Burlington Community School District

Site: Edward Stone 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: 50

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	33150.00	850.00	33150.00	850.00	33150.00	850.00	102000.00
Staff Travel	1462.50	37.50	1462.50	37.50	1462.50	37.50	4500.00
Materials	3900.00	100.00	3900.00	100.00	3900.00	100.00	12000.00
Professional Development (minimum 4% per year)	2437.50	62.50	2437.50	62.50	2437.50	62.50	7500.00
Student Access, Transportation etc. (maximum 8% per year)	3900.00	100.00	3900.00	100.00	3900.00	100.00	12000.00
Evaluation (about 4% per year)	1950.00	50.00	1950.00	50.00	1950.00	50.00	6000.00
Administrative/ Indirect Costs (maximum 8% per year)	1950.00	50.00	1950.00	50.00	1950.00	50.00	6000.00
Totals	48750.00	1250.00	48750.00	1250.00	48750.00	50.00	150000.00

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 D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

The Burlington Community School District has consistently maintained an ending General Fund Balance of \$6 to \$8 million (11%-14% of total General Fund expenditures). This can be found on line 39 of the budget worksheets on the State of Iowa Official Budget Forms. This level of fund balance ensures that we will be able to cash flow at least three months of grant expenditures until an application for reimbursement under the grant is submitted and reimbursement received.

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

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

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

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

FORM 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 checked="" type="checkbox"/> Women | <input 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 type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Blacks | |

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

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

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

Indicate which group is impacted:

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

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

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

Name: Jane Evers
Title: Superintendent, BCSD

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 November, 21, 2014 Time 9:00 AM Location Notre Dame High School</p>
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Meeting called by: Laurie Noll **Type of meeting:** Informal Informational
Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p>Welcome Notre Dame Administration 9:00 am NH High School</p> <p><u>Discussion:</u> Explained the 21st CCLC Grant to ND administration and how this program would help the students in our community. Explained ND students are eligible to participate.</p> <p><u>Conclusions:</u> ND administration is very interested in the program this year. They have students who could benefit from this service</p>		
<p><u>Action Items</u> If the grant is awarded ND School will send students to the program, BCSD will notify ND of the progress of the grant.</p>	<p>Person responsible: Laurie Noll</p>	<p>Deadline: March, 2014</p>
<p>Resources for Non-Public Schools Notre Dame 9:00 AM ND High School</p> <p><u>Discussion:</u> The Extended Day Program is open to ND students in grades K-8th. They have school choice as to which program, services and support. Supports and areas of concern about participating students will be shared with receiving school</p> <p><u>Conclusions:</u> Once the grant is awarded, student will be identified and families will be contacted. Student information will be provided to the school.</p>		
<p><u>Action Items:</u> ND will provide a list of students to be served</p>	<p>Person responsible: Ron Glasgow Jennifer Along</p>	<p>Deadline: March, 2014</p>

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
Questions All Staff [Insert time allocation]		
<u>Discussion:</u> Once the grant is awarded will the BCSD provide transportation?		
<u>Conclusions:</u> Transportation arrangements will be worked out to get the students from ND to the program and home safely.		
<u>Action Items:</u> Transportation provisions worked out	Person responsible: Laurie Noll	Deadline: March, 2014

Other Information

Resource persons:	
Special notes:	

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

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

Form F: Attendance sign-in sheet for Private School Consultation Meeting Log

Name: Ron Glasgow

Organization: Burlington Notre Dame MS/HS

Date: 11/21/13

Name: Jennifer Along

Organization: Notre Dame Elementary

Date: 11/21/13

Name: Laurie Noe

Organization: Burlington Community School District

Date: 11/21/13

Name: _____

Organization: _____

Date: _____

Name: _____

Organization: _____

Date: _____

Name: _____

Organization: _____

Date: _____

Name: _____

Organization: _____

Date: _____

Name: _____

Organization: _____

Date: _____