

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.

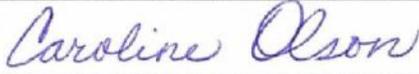
Part N: Grant Termination (Additional conditions in appendix D)

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
	Bettendorf Community School District Dr. Theron Schutte, Superintendent

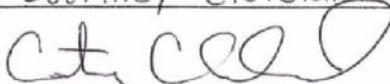
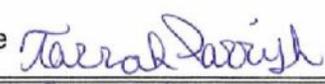
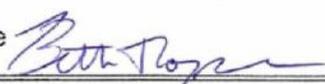
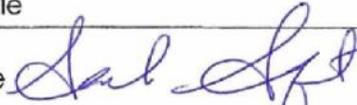
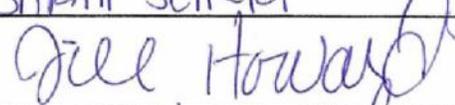
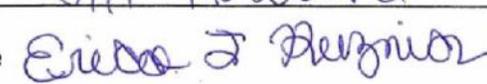
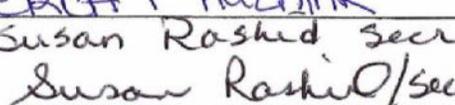
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Bettendorf Community School District Dr. Theron Schutte, Superintendent
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Mark Twain Elementary School Caroline Olson, Principal

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	Courtney Cleveland	Agency	
Signature		Address	1625 20 th St.
		City/Zip	Bettendorf 45222
		Phone	419.271.3568
Name/Title	Jill Housenga	Agency	
Signature		Address	1430-4 th St.
		City/Zip	Yamanche IA
		Phone	563-249-3601
Name/Title	Tarrah Parrish	Agency	
Signature		Address	6408 Silver Creek Dr.
		City/Zip	Davenport, 52806
		Phone	563-271-1838
Name/Title	Beth Thompson	Agency	
Signature		Address	4671 Norfolk Place
		City/Zip	Bettendorf IA
		Phone	563-544-9085
Name/Title		Agency	
Signature		Address	1441 W. Central Park Ave
		City/Zip	52804
		Phone	888-6000
Name/Title	SARAH SEIBERT	Agency	Vera French
Signature		Address	1937 W. 59 th St
		City/Zip	Davenport
		Phone	564-0529
Name/Title	Jill Howard	Agency	
Signature		Address	1200 Lincoln Rd. APT 11
		City/Zip	Bettendorf IA
		Phone	563-209-6819
Name/Title	ERICA J. BENZION	Agency	
Signature		Address	1320 Terrace Park Dr.
		City/Zip	Bettendorf
		Phone	349-5103
Name/Title	Susan Rashid Secretary	Agency	Grant Wood
Signature		Address	1830 Ridgewood Ave.
		City/Zip	Dav. 52803
		Phone	563 209 0742

FORM C: COLLABORATIVE SIGNATURES

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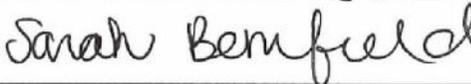
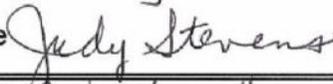
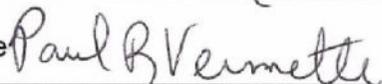
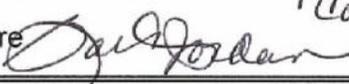
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Rev. Troy JB Winder	Agency	Bettendorf Presbyterian Church
Signature	<i>[Signature]</i>	Address	1200 Middle Rd
		City/Zip	Bettendorf, 52722
		Phone	563-355-6494
Name/Title	Betsy Romano	Agency	BCSD
Signature	<i>[Signature]</i>	Address	2223 Andrew Ct
		City/Zip	Bett 52722
		Phone	563-888-2794
Name/Title	Kim Lewis / Academic Interventionist	Agency	Mark Twain Elementary
Signature	<i>[Signature]</i>	Address	1120 Lincoln Rd
		City/Zip	Bettendorf 52722
		Phone	(563) 726-2703
Name/Title		Agency	
Signature	Temickie Pritchard	Address	937 28th St.
		City/Zip	Bettendorf 52722
		Phone	(563) 355-0855
Name/Title	Bryan Bolt	Agency	City of Davenport
Signature	<i>[Signature]</i>	Address	416 W Harrison St
		City/Zip	Davenport 52804
		Phone	309-269-1365
Name/Title	Sue Albem - Yilek	Agency	Bettendorf School Dist
Signature	<i>[Signature]</i>	Address	1841 Street
		City/Zip	Bettendorf 52722
		Phone	5156895455
Name/Title	Julie Sage	Agency	Mel Foster, Inc.
Signature	<i>[Signature]</i>	Address	3709 Keota Ave.
		City/Zip	Davenport, IA
		Phone	(563) 343-0177
Name/Title	SUSAN CANNON	Agency	guest - para
Signature	<i>[Signature]</i>	Address	1748 E. Lomar
		City/Zip	Eldridge IA 52748
		Phone	563 285 4181
Name/Title	Donna Weeda	Agency	Parent - FSA
Signature	<i>[Signature]</i>	Address	3824 Adam Ct.
		City/Zip	Bettendorf 52722
		Phone	319-290-4225

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	MATT WOOD / KALTOX	Agency	MEL FOSTER COMPANY
Signature		Address	2300 SPRUE HILLS DRIVE
		City/Zip	Bettendorf, IA 52722 Phone 563-340-5917
Name/Title	Rachel Wollett	Agency	Infinity Salon
Signature		Address	1627 Lincoln Rd.
		City/Zip	Bett. 52722 Phone 563-528-9316
Name/Title	Sarah Benfield	Agency	Mark Twain School
Signature		Address	1620 Lincoln Rd
		City/Zip	Bett. 52722 Phone 563-528-2275
Name/Title	Judy Stevens	Agency	Head Start
Signature		Address	3805 Utica Ridge Rd
		City/Zip	Bettendorf IA Phone 563-359-9672
Name/Title	Paul R Vermette - Para	Agency	
Signature		Address	1525 Crow Creek Rd
		City/Zip	Bettendorf, IA Phone 563-676-6577
Name/Title	Barb Jordan / Outreach Coordinator	Agency	Bett Schools ⁵²⁷²² - Edison Education Ctr
Signature		Address	438 16th St
		City/Zip	Bettendorf Phone (563) 359-9375
Name/Title	Melissa Mohr, Director of Education	Agency	Figge Art Museum
Signature		Address	225 W. 2nd St.
		City/Zip	Davenport, IA 52801 Phone 563-345-6639
Name/Title	Jessica Jubell, parent	Agency	Davenport Community Schools
Signature		Address	
		City/Zip	Davenport Phone (563) 370-7485
Name/Title	Katie Halfman - parent	Agency	
Signature		Address	1619 Robeson Ave.
		City/Zip	Bett. 52722 Phone 563-343-3814

FORM C: COLLABORATIVE SIGNATURES

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

Name/Signature		Agency Affiliation	
Name/Title	Emerie Ernst, LISW	Agency	Genesis VNA / Vera French CMHC
Signature	<i>Emerie Ernst LISW</i>	Address	3453 Sunny Hill Dr.
		City/Zip	Bettendorf 52722 Phone 563-357-8388
Name/Title	Jennie Blackman, PTA	Agency	PTA
Signature	<i>Jennie Blackman</i>	Address	2 Oak Park Drive
		City/Zip	Bettendorf Phone 563-355-1060
Name/Title	Aaron Noome	Agency	AEA
Signature	<i>Aaron Noome</i>	Address	1729 21 st
		City/Zip	Bettendorf Phone 563-359-1371
Name/Title	DANNY BERGMOLD	Agency	LETTER CARRIER USPS
Signature	<i>Danny Bergmold</i>	Address	10835 146 th St.
		City/Zip	DAVENPORT 52804 Phone
Name/Title	Trisha Wood, Teacher	Agency	Neil Armstrong Elementary
Signature	<i>Trisha Wood</i>	Address	3643 El Dorado Dr.
		City/Zip	Bettendorf, IA Phone 563-359-8075
Name/Title	Kelly Ingham, Dir of Student Ser	Agency	Bettendorf Comm Schools
Signature	<i>Kelly Ingham</i>	Address	3111 18 th Ave
		City/Zip	Bettendorf IA Phone 563-359-3681
Name/Title	Barbara Godac volunteer	Agency	volunteer
Signature	<i>Barbara Godac</i>	Address	1211- Highland Ct.
		City/Zip	Bettendorf Phone 359-4075
Name/Title	Frederick Anderson volunteer	Agency	Volunteer/Parent of ZMT "alumni"
Signature	<i>Frederick Anderson</i>	Address	2208 Lincoln Road
		City/Zip	Bettendorf 52722 Phone 355-5001
Name/Title	NANCY WILSON	Agency	parent
Signature	<i>Nancy Wilson</i>	Address	2712 Cedar St
		City/Zip	Bettendorf Phone 359-3282

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

Name/Signature		Agency Affiliation	
Name/Title	Public Info Officer	Agency	City of Bettendorf
Signature	Lauran Hademan	Address	1609 State
		City/Zip	52722 Phone 344-4033
Name/Title	Director of Parks + Rec	Agency	CITY OF BETTENDORF
Signature	Ken M. Jan	Address	1609 STATE ST.
		City/Zip	52722 Phone 344-4115
Name/Title	Chief of Police	Agency	City of Bettendorf
Signature	Pue Rowntree	Address	1609 State St.
		City/Zip	Bettendorf 52722 Phone 563-344-4020
Name/Title	Carol Barnes, Finance Director	Agency	City of Bettendorf
Signature	Carol Barnes	Address	1609 STATE ST.
		City/Zip	Bettendorf IA Phone 563-344-4461
Name/Title	JASON SCHAOT ACCOUNTANT	Agency	CITY OF BETTENDORF
Signature	Jason Schaut	Address	1609 STATE ST.
		City/Zip	52722 Phone 344-4116
Name/Title	Pediatric Nurse	Agency	
Signature	Linda Manders	Address	1444 W 47th St
		City/Zip	Davenport Phone 676-7268
Name/Title	Chiropractor	Agency	
Signature	Dee Lind	Address	4007 El Rancho Dr
		City/Zip	Davenport, IA Phone 52806
Name/Title	Parolin Swift - Paralegal	Agency	
Signature	Parolin C. Swift	Address	2925 Dundee Ln
		City/Zip	Bett, 52722 Phone 563-449-8086
Name/Title	Miss John Walston teacher	Agency	
Signature	John B. Walston	Address	1815 E. 12th
		City/Zip	Davenport 52803 Phone 563-323-7523

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

Name/Signature		Agency Affiliation	
Name/Title		Agency	
Signature	<i>Kurt Fowderclain</i>	Address	<i>1006 Parkway Drive</i>
		City/Zip	<i>Bett / 52722</i> Phone <i>563 676 0935</i>
Name/Title	<i>Math/Curriculum PD Teacher</i>	Agency	
Signature	<i>Marty Beck</i>	Address	<i>3728 Deerbrook Dr</i>
	<i>leader</i>	City/Zip	<i>Bett 52722</i> Phone <i>563 340 4125</i>
Name/Title	<i>Craig Wells</i>	Agency	
Signature	<i>CW Wells</i>	Address	<i>2007 W. 59th St.</i>
		City/Zip	<i>Davenport 52804</i> Phone <i>563-319-9904</i>
Name/Title	<i>Machi Quina</i>	Agency	
Signature	<i>Volunteer / Guest teacher</i>	Address	<i>4515 Apple Valley Dr.</i>
	<i>Machi Quina</i>	City/Zip	<i>Bettendorf, IA</i> Phone <i>563-594-9574</i>
Name/Title	<i>Sara Sanchez</i>	Agency	
Signature	<i>Sara Sanchez</i>	Address	<i>1150 Lincoln Rd #6</i>
		City/Zip	<i>Bettendorf 52722</i> Phone <i>563-650-6050</i>
Name/Title	<i>Ashley Gillespie</i>	Agency	
Signature	<i>Ashley Gillespie</i>	Address	<i>1814 Sunset dr</i>
		City/Zip	<i>Bettendorf</i> Phone <i>563-508-6462</i>
Name/Title	<i>Besse Tam</i>	Agency	
Signature	<i>Besse Tam</i>	Address	<i>6326 N. Hazelwood Ave</i>
		City/Zip	<i>Davenport / 52806</i> Phone <i>563-549-0669</i>
Name/Title	<i>Lindsay Kulig</i>	Agency	
Signature	<i>Lindsay M Kulig</i>	Address	<i>4857 67th Ave.</i>
	<i>Teacher</i>	City/Zip	<i>Bettendorf / 52722</i> Phone <i>563-676-5443</i>
Name/Title	<i>CUSTODIAN</i>	Agency	<i>MARK TWAIN School</i>
Signature	<i>Robert Zepeda</i>	Address	<i>1620 Lincoln Rd</i>
		City/Zip	<i>Bettendorf, Iowa 52822</i>



BETTENDORF PARKS & RECREATION

Member of National Recreation & Park Association
1609 STATE STREET, BETTENDORF IOWA 52722
PHONE (563) 344-4113 FAX (563) 344-4131
www.bettendorf.org/parks



December 8, 2014

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

Each summer, the Bettendorf Parks and Recreation Department offers a summer day camp program in the City parks that offers children a wide range of engaging activities and weekly field trips in the greater Quad-City Area community. In keeping with its mission "to provide recreational opportunities that enrich the quality of life for all," the Parks and Recreation Department is pleased to partner with the Bettendorf Community School District in the proposed summer program at Mark Twain Elementary School. The Department supports the District's application to 21st Century Community Learning Centers for a grant for the program at Mark Twain. During the summers, the Department will offer Mark Twain children regular participation in its established day camp program from 12:30 to 4:00 each afternoon that the Mark Twain summer program operates. The Department's summer program includes many hands-on activities that incorporate the arts and physical activity, which will greatly benefit Mark Twain children as they will pursue math and reading in the mornings. The Department will plan and conduct recreation, teamwork, and fitness activities for the Mark Twain program, and the Mark Twain program will encourage families to enroll and participate.

With the understanding that the Mark Twain program will provide two staff members to supervise participants in the afternoons, the Bettendorf Parks and Recreation Department will:

1. Facilitate enrollment of summer Mark Twain participants in the Department's summer day camp program at no charge to participants' families but with enrollment payment from grant funds;

2. Confer with the Mark Twain program to plan and conduct recreation, teamwork, and fitness activities within the Department's summer day camp, along with hands-on activities that incorporate the arts and physical activity;
3. Provide weekly field trips for the Mark Twain program participants with payment from grant funds; and
4. Report regularly to the Mark Twain program on their children's attendance, progress, and accomplishments in the Department's program.

The Bettendorf Parks and Recreation Department has a well-established relationship with the Bettendorf Community School District and looks forward to sustaining that relationship. The program the District is proposing will clearly enrich the quality of life for Mark Twain students.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven M. Grimes". The signature is fluid and cursive, with a large initial "S" and "G".

Steven M. Grimes

Director of Parks and Recreation



1609 State Street • Bettendorf, Iowa 52722-4937 • (563) 344-4000

December 1, 2014

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

The Bettendorf Police Department is one of America's most innovative law enforcement agencies. The men and women of our department are dedicated to providing not only security and order in our city, but to the many social services as well. Bettendorf has had a social worker on staff since the 1970s. The Bettendorf Police Department's crime prevention unit provides public safety education programs to citizens, children, schools, businesses, and civic groups in the community.

The Bettendorf Police Department has a long tradition of service to the community, so the Department supports the Bettendorf Community School District's application to the Iowa Department of Education for a 21st Century Community Learning Centers grant for Mark Twain Elementary School. In support of the District's proposed program, Bettendorf Police Department officers will provide a bicycle and general public safety presentation at Mark Twain, host a field trip to the Department's offices for participating children, and participate actively in the Mark Twain program's Advisory Committee.

The Bettendorf Police Department has supported Bettendorf's schools for many years and looks forward to continuing that support. The program the school district proposes in their application will make an important difference for Mark Twain children and families. Please support the program the District proposes.

Sincerely,

Phil J. Redington
Chief of Police

December 1, 2014

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

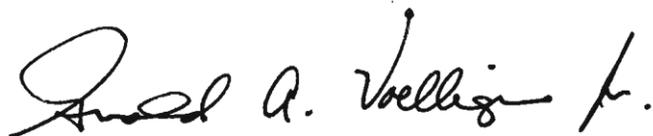
Bettendorf Fire Rescue serves a population of more than 47,501 people spread over an area of 45 square miles. We protect the cities of Bettendorf, Panorama Park, Pleasant Valley, and 1/3 of Scott County Benefited Fire District #1. Our Department's ISO rating is a 3. We are a combination department comprising a full-time fire chief, a full-time fire captain/fire marshal, a full-time firefighter/rental housing inspector, 24 full-time firefighters, and 35 volunteer firefighters. We are one of the largest combination departments, in one of the largest cities served by volunteers in the state.

In 2013, Bettendorf Fire Rescue responded to 3,419 alarms covering the entire spectrum of fire service responsibilities, including fire suppression, emergency medical services, rescue, and hazardous materials, as well as calls for public assistance. The Department is active in fire prevention, fire and building code enforcement, building inspections, juvenile firesetters program, and public education programs.

For many years, the Department has provided the Bettendorf schools with fire safety information among its other public education activities. Therefore, the Department is pleased to express strong support for the Bettendorf Community School District's application for a 21st Century Community Learning Centers grant for out-of-school-time programming at Mark Twain Elementary School (MT). At no cost to the MT program, the Department's contribution will include:

- A fire prevention puppet show to the MT children after school;
- Host a field trip for the MT children to the fire station;
- Speak to MT families about fire safety issues at a Family Literacy evening event; and
- A Department representative will participate actively in the MT program's Advisory Committee.

The Department looks forward to continuing its longtime relationship with the Bettendorf schools.



Gerald A. Voelliger, Jr., Fire Chief

 EASTERN IOWA COMMUNITY COLLEGES
CLINTON ♦ MUSCATINE ♦ SCOTT

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

November 24, 2014

BOARD OF TRUSTEES

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Eastern Iowa Community Colleges includes Clinton, Muscatine and Scott Community Colleges. Stretched along the banks of the Mississippi River, the district covers all of Clinton, Jackson, Muscatine and Scott Counties, as well as parts of Cedar and Louisa Counties. EICC, formally the Eastern Iowa Community College District, was established in 1965 by the Iowa General Assembly as one of 15 community college merged areas. The move combined Clinton Junior College, Muscatine Junior College and the vocational-technical programs of the Davenport schools. The District acquired the former Palmer Junior College in 1979 to make Scott Community College a comprehensive institution. In 1966 Scott Community College was formed by an act of the Iowa General Assembly. At that time, it began offering the limited number of career technology programs for adults and high school youth previously held by the Davenport Community School System. It continued to offer solely career programs until 1979 when it added arts and sciences programs through a merger with Palmer Junior College.

CHANCELLOR

Donald S. Doucette, Ph. D.

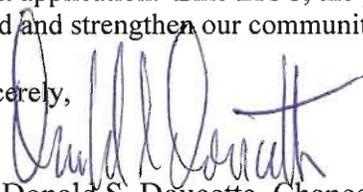
Today, the district regularly boasts fall enrollments of more than 8,000 students in Associate in Arts and College Transfer programs, as well as more than 50 Career Technology options. The district also registers more than 30,000 students each year in its Business and Industry, Continuing Education and Adult Education classes. These short-term classes are specifically designed to help individuals improve a job skill, upgrade general educational skills or pursue a topic of interest. EICC provides a number of programs for adults to brush up on reading, math, writing and English, including **Adult Learning**, **High School Equivalency** (formerly GED) and **English Language Learners** (ESL). Classes are offered at Clinton, Muscatine, Davenport, Columbus Junction, Maquoketa and West Liberty. **Adult Basic Education** classes develop reading, writing, speaking and math skills. Programming is designed to help anyone 17 years of age or older not enrolled in high school to take the steps necessary toward passing the High School Equivalency Test and beyond.

The EICC Mission is to deliver high-quality education and training that prepares a skilled workforce, provides affordable access to higher education, and builds and strengthens our communities. EICC is guided by the belief that a cohesive and productive community is one of our shared values and practices. In keeping with our Mission and values, EICC supports the Bettendorf Community School District's application for a 21st Century Community Learning Centers grant for before, after, and summer school programs at Mark Twain Elementary School. At no cost to the program, EICC agrees to:

- Accept referrals of family members from the Mark Twain program;
- Work with the family members to determine which of EICC's adult literacy programs will best serve the family members' needs;
- Assist the family members with enrollment and in qualifying for all financial assistance and/or scholarships for which they are eligible; and
- Provide the literacy services that they desire that will most benefit the family members.

EICC invites the Iowa Department of Education to join the district in supporting Bettendorf's 21st CCLC grant application. Like EICC, the program Bettendorf proposes will deliver high-quality education and build and strengthen our community.

Sincerely,


Dr. Donald S. Doucette, Chancellor

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Figge Art Museum
225 West Second Street
Davenport, Iowa 52801
t 563.326.7804
f 563.326.7876
www.figgeartmuseum.org

December 4, 2014

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



The Figge Art Museum is the premier art exhibition and education facility between Chicago and Des Moines. Its landmark glass building on the banks of the Mississippi, designed by British architect David Chipperfield, is home to one of the Midwest's finest art collections, and hosts world-class traveling exhibitions. Its studios, auditorium and spacious lobby are alive with art classes, lectures and special events that attract visitors of all ages. The Museum's Mission is: Bringing art and people together. We enrich our community with the experience of art through education, collections, exhibitions and preservation.

The Figge was formed as the Davenport Municipal Art Gallery in 1925, with the passage of a law allowing the city to accept a gift of 330 artworks from a former mayor, Charles A. Ficke, and open a museum. It was renamed the Davenport Museum of Art in 1987. It continued to be a city-run museum until the opening of its new building in 2005, which was named in honor of a major gift from the V.O. and Elizabeth Kahl Figge Foundation. At that time, the city transferred responsibility for management, care and exhibition of its collection to the Figge Art Museum, a nonprofit organization. Mr. Ficke's original collection of European, American and Spanish Viceregal art has grown through the efforts of generations of philanthropists and civic leaders and now includes the Grant Wood Archive and works by other American Regionalist artists, an extensive collection of Haitian art, and contemporary works.

Aligned with our Mission of enriching the community with the experience of art through education, the Figge is pleased to support the Bettendorf Community School District's application to 21st Century Community Learning Centers for out-of-school-time programs at Mark Twain Elementary School. The Figge will provide the following support to the Mark Twain program at no cost:

- The Big Picture connects K-12 curriculum topics with art to teach "big picture" ideas from a visual perspective. Figge staff members will visit Mark Twain to deliver 45-minute PowerPoint presentations that are focused on Iowa and Illinois curriculum requirements in the areas of math, science, language arts, social studies and visual arts. Each presentation includes time for guided student discussion and, in some cases, art objects will be brought to the classroom for a hands-on experience.

Figge Art Museum
225 West Second Street
Davenport, Iowa 52801
t 563.326.7804
f 563.326.7876
www.figgeartmuseum.org

- A Figge representative will meet regularly with the Mark Twain program's Advisory Committee to monitor the success of the 21st CCLC program.

The Mark Twain program will operate to enrich our community with the experience of art and the Figge encourages 21st CCLC to support the Mark Twain application.

Sincerely,

melissa mohn

Melissa Mohr
Director of Education
Figge Art Museum
563.326.7804 x 7895
mmohr@figgeartmuseum.org



December 1, 2014

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

The Bettendorf Soccer Association (BSA), incorporated in 1982, is a nonprofit organization formed to provide a competitive soccer development program for Scott County youth. The BSA aims to offer all young players the opportunity to reach their full potential in soccer by providing them a safe, fun, and challenging environment in which to do so. Our strategy is to build outstanding soccer players and teams by focusing on fundamental skill development which will prepare our players for the demands of high school, US Youth Soccer Olympic Development Program, and collegiate competition. Our goal is to provide youth with quality instruction. We teach our players more than winning. We promote family involvement, team play, and require the utmost in sportsmanship. Today over 400 youth from Bettendorf, Pleasant Valley, LeClaire, Davenport and Eldridge are participating in our program.

The BSA recognizes that not all youth will become competitive soccer players, but the organization maintains that soccer teaches physical and teamwork skills and increases fitness, thereby benefitting all youth. Therefore, the BSA supports the Bettendorf Community School District's application for a 21st Century Community Learning Centers grant for afterschool and summer programs at Mark Twain Elementary School. To support the program at Mark Twain, BSA volunteers will conduct a soccer clinic for the program children. Once the children learn about the fun and excitement of soccer, all of them will have the opportunity to reach their full soccer potential!

Sincerely,



Ryan King, BSA Director of Coaching



December 1, 2014

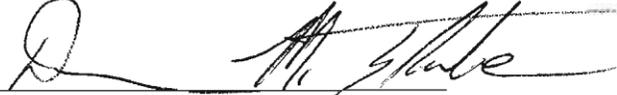
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

St. Ambrose University (SAU) has come a long way since it began as a seminary and school of commerce for young men in 1882. Over more than a century, countless students destined to influence the world have walked our halls. Long-time traditions took root and live on today. The campus grew, and with it the services to ensure our students, faculty and staff have the best environment in which to learn, live and work. And somewhere along the way, the St. Ambrose statue was both painted green and lost a hand. In 1987, St. Ambrose officially became a university. The SAU Teacher Education Program has received statewide recognition for the quality of its programs and graduates and is designed to produce caring, qualified, and competent teachers. The SAU Teacher Education program is the first in Iowa to earn national accreditation from the Teacher Education Accreditation Council.

While many good things happen in our classrooms and on our campus, SAU students, alumni, faculty, and staff are part of making good things happen in the Quad Cities community. During a typical academic year, Ambrose students volunteer more than 70,000 service hours to local projects and organizations ranging from the campus Big Brothers/Big Sisters of America chapter to building a house for a local family, raking a neighbor's yard and helping the disabled experience waterskiing. Every Ambrose athletics team completes at least three service projects a year, often with community youth. Each Christmas, student-athletes deliver gifts and play Santa for children at Madison Elementary School. Other teams serve dinner once a month at a local soup kitchen and host local school children on campus to teach them a sport. Our faculty and staff share their skills and talents through board service and volunteer activities. At least half of our faculty members serve on at least one community board or advisory committee, and almost 10% serve on four or more. Almost two-thirds volunteer for a community organization. Overall, service by Ambrose faculty and staff has assisted 114 different organizations.

Accordingly, the SAU Teacher Education Program strongly supports the 21st Century Community Learning Centers afterschool grant application proposed by the Bettendorf Community School District for Mark Twain Elementary School. To support this application, the SAU Teacher Education Program will continue to recruit volunteers for Mark Twain. The volunteers will read to children, listen to children read, and lead craft projects for the children. In addition, the SAU Teacher Education Program will recruit a representative to participate actively in the Advisory Committee for Mark Twain's new program.

The SAU Teacher Education Program appreciates this opportunity to help make good things happen in the community and urges the Iowa Department of Education join in this support.

Signed 
Deanna M. Stoube, PhD Assistant Director
School of Education
518 W. Locust Street, Davenport, Iowa 52803



Hy-Vee, Inc. – Employee-Owned
2900 Devils Glen Road, Bettendorf, Iowa 52722
Phone: (563) 332-8496

November 26, 2014

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

With sales of more than \$8 billion annually, Hy-Vee ranks among the top 25 supermarket chains and the top 50 private companies in the United States. Its 235 stores are located in eight Midwestern states: Iowa, Illinois, Missouri, Kansas, Nebraska, South Dakota, Minnesota and Wisconsin. At Hy-Vee, good customer service doesn't stop with "a helpful smile in every aisle"; it extends into the neighborhoods and communities we serve as well. We care about the things our customers care about – health care, education, the arts, leisure and recreation, the environment, economic opportunity, civic improvement – and we give generously to projects and organizations that support these goals.

Hy-Vee is a touchstone for its customers' desire for information on diet, nutrition and wellness topics. The company's commitment to healthy lifestyles is evidenced by ever-growing HealthMarket departments featuring natural and organic products, the consulting services of in-store dietitians and chefs, the NuVal Nutritional Scoring System, and consumer and employee wellness programs. The company also sponsors the annual Hy-Vee Triathlon for professional and amateur athletes, the Hy-Vee Road Races during Drake Relays weekend, and a series of kids' triathlons and road races for youngsters every summer.

Since we emphasize community service and wellness, the Bettendorf Hy-Vee is proud to support the Bettendorf Community School District's application for a 21st Century Community Learning Centers grant at Mark Twain Elementary School. At no cost to the Mark Twain program, Hy-Vee will host a field trip for Mark Twain children to visit the store and provide a registered dietician to provide food and nutrition information. During the tour, children will learn how to read food labels and discover new food choices with a dietician. Tours can focus on health concerns, such as diabetes, cholesterol, sports nutrition, weight management, food allergies, quick meal ideas, stretching your food dollars and much more. Information from the registered dietician can include cooking presentations, weekly menus with easy recipes, a shopping list, and menus for diabetes, heart health, and weight management also available. In addition, Hy-Vee will provide a discount on food for Mark Twain family literacy events.

As a longtime supporter of the Bettendorf schools, Hy-Vee intends to continue this relationship and looks forward to ongoing support for the schools and for the community.

Steve Mokosak, Bettendorf Hy-Vee Store Director



December 9, 2014

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

The Mission of the Scott County Family Y is to put Judeo-Christian principles into practice through programs that build healthy spirit, mind and body for all. Our Vision is to be the community leader... personally improving the quality of life for an increasing amount of children, adults, families... and for strengthening the community as a whole. Our Values of Caring, Honesty, Respect and Responsibility have been our guide since 1858. The Community-Building Causes of the Family Y are:

- To strengthen the community. We believe that we work best when we all work together. At your Y, we develop the highest quality programs and services and then ensure that everyone in town is encouraged to join and participate.
- We're for Youth Development. We believe that our future will be founded on the young people of today. Teaching the core values of Caring, Honesty, Respect and Responsibility ensures all generations are spiritually connected and focused on the future.
- We're for Healthy Living. We believe happiness and wellness are connected through a healthy spirit, mind and body, and the financial viability of our entire community depends on teaching and demonstrating these principles.
- We're for Social Responsibility. We believe that volunteering and giving back are sacred investments necessary for each individual to reach their God-given potential, as well as building the foundation for a stronger, more connected community!

Given our Mission, Vision, Values, and Causes, the Scott County Family Y supports the Bettendorf Community School District's grant application to 21st Century Community Learning Centers for Mark Twain Elementary School. In support of the application, the Family Y agrees to provide a team-building project at no cost to the Mark Twain program. The project will offer Mark Twain children an opportunity to learn while at play at the Y's Camp Abe Lincoln, which has served the community for 90 years. The project promotes team-building through group problem solving, survival skills training, and field games.

The Bettendorf Community School District proposes a program intended to improve the quality of life for children and families, strengthen the community as a whole, and promote youth development, healthy living, and social responsibility. Therefore, the Scott County Family Y urges the Iowa Department of Education to support Bettendorf's proposed program as well.

Sincerely,

Nick Martinez, Camp Abe Lincoln Program Director

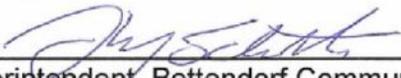
Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

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

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

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

Name: 
Title: Superintendent, Bettendorf Community School District

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.

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

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Bettendorf Community School District (BCSD)

County: Scott		Amount Requested: \$450,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Theron Schutte, Superintendent		Grant Contact/Project Director: Caroline Olson, Principal	
Agency Name: Bettendorf Community School District		Agency Name: Mark Twain Elementary School	
Address: 3311 18 th Street		Address: 1620 Lincoln Road	
City: Bettendorf	Zip: 52722	City: Bettendorf	Zip: 52722
Phone: 563.359.3681	FAX: 563.369.3685	Phone: 563.359.8263	FAX: 563.355.2735
Email: tschutte@bettendorf.k12.ia.us		Email: colson@bettendorf.k12.ia.us	

Data Collection and Evaluation Contact: Karen Mullin		Fiscal Contact: Maxine McEnany	
Address: 1548 Olde Brandy Lane		Address: 3311 18 th Street	
City: Davenport	Zip: 52807	City: Bettendorf	Zip: 52722
Phone: 563.424.1784	FAX: 563.355.2735	Phone: 563.359.3011	FAX: 563.359.3685
Email: paradoxx_e@mediacombb.net		Email: mmcenany@bettendorf.k12.ia.us	

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: _____ OR Enter School District Code _____ 0621 _____
--

(If applicable) 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.

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

- X Documentation: The Iowa Department of Education informed the Bettendorf Community School District that Mark Twain Elementary School would have been designated as “watch” in both reading and math this year if the District had not used the Smarter Balance pilot assessment in spring 2014 (Source: Dr. Theron Schutte, BCSD Superintendent).

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

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

Documentation: The Bettendorf Community School District joins with the Bettendorf Police Department and other partners in jointly submitting this application. Please see the attached letters of support containing original signatures.

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

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Bettendorf Community School District (BCSD) Proposal Abstract

The BCSD consulted a wide variety of stakeholders to propose services based on student, family, and community needs. In this application, BCSD proposes new before, after, and summer school programs at Mark Twain Elementary (MT), a school with great need. As of fall 2014, more than half (50.9%) of the MT children receive free or reduced cost lunches. More than four of each 10 MT children reside outside the MT boundaries and, of those, almost two-thirds (62%) receive free or reduced cost lunches. MT reading proficiency is lower than BCSD percentages, overall and for most subgroups. According to the 2012 BCSD Report Card, MT had “watch” status for reading and math. Major achievement gaps exist among subgroups of MT children. On average, MT families have lower incomes and higher poverty than other Bettendorf and Iowa families and they say they want to know how to help their children academically. For 2013-14, BCSD statistics show that MT has greater percentages than the district of special education students, at-risk students, potential dropouts, and incarcerated parents. From this evidence and review of CSIP goals, MT children have the following needs, in order of priority, and their families can not afford to pay for help with them:

1. A safe, consistent, structured, supportive, and stimulating environment after school;
2. Academic assistance in reading, math, and science;
3. Educational enrichment activities that families are unable to provide;
4. Assistance with family literacy so parents can help their children succeed; and
5. Activities to enable academic achievement, e.g., social skills, healthy snacks, and exercise.

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

The BCSD proposes that the MT programs operate for one hour immediately before school and after school (3:20) to 5:30 pm every day school is in session, with an extra two hours for early dismissal twice monthly. The summer program will provide academics at the school for 30 days from 8:00 am to 12:30 pm. In the afternoons, MT will facilitate children’s participation in the established Bettendorf Parks and Recreation Department program. Partners in this proposal have collaborated to plan substantial educational enrichment for the children. Program goals are:

Goal 1: Increase academic achievement.

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

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

The BCSD has nearly a decade of experience in afterschool programs that evaluations show increase academic performance and positive youth development. The current MT program, supported by a generous alumnus, operates for two hours per week and serves only 20 2nd through 5th graders. 21st CCLC support will enable high quality programs for K-5 children every school day and for 30 days in the summer. Throughout its experience, the BCSD has used current afterschool research to design, improve, and enhance programming and operations.

The BCSD will recruit, hire, and train highly-qualified staff, provide them with appropriate professional development, and work to retain them to increase children's potential for healthy and socially competent behavior. A part-time Program Director will oversee daily MT operations and serve the children directly, along with program teachers, Youth Mentors, and volunteers to provide enrichment activities and one-on-one tutoring. The MT site is located in a public school building that complies with Special Education and ADA regulations. Regular school buses will transport students from the afterschool program to their homes. Although it will target children with academic deficiencies, the program will not deny access to any child. All programming is free from discrimination and provides equal opportunity for all participants.

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

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

Partners in this proposal are the BCSD, the Bettendorf Parks and Recreation Department, Hy-Vee, the Bettendorf Police and Fire Departments, Eastern Iowa Community Colleges, the Figge Art Museum, the Bettendorf Soccer Association, St. Ambrose University, and the Scott County Family Y. Many community-based organizations provide in-kind donations and enrichment programming and Bettendorf has a long history of successfully recruiting volunteers. The BCSD will design and use an electronic system to capture all data necessary for 21st CCLC reporting requirements, and has engaged an experienced independent evaluator to develop and implement detailed evaluation plans. Overall, 74% of the requested budget will support the staff necessary to provide children with a safe environment and high-quality academic and enrichment services.

This application requests competitive priority status because (1) the Iowa Department of Education has notified the District that MT would have been SINA in reading and math this year if the District had not used the Smarter Balance pilot and (2) a collaboration of the Bettendorf Community School District, which receives funds under Title I, and the Bettendorf Parks and Recreation Department and other community-based organizations jointly submit this application.

Student Needs Assessment

Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools	
School	Eligibility - As % of total student population
Mark Twain Elementary (MT)	47.2% - 50.9% in fall 2014 per the MT principal.
<i>Source: Iowa Dept. of Education, Bureau of Information and Analysis Service. "2013-14 Iowa Public School PK-12 Students Eligible for Free and Reduced-Price Lunch by School."</i>	

Of the 306 children attending MT in fall 2014, more than four of each ten (40.2%) actually reside outside the MT school boundary. The district transfers children to MT when their home elementary school is at capacity (and MT has room) or when they have an IEP best served at MT. Families of district children sometimes ask to attend a school that is not their home elementary school, for such reasons as cousins attending, babysitting, or proximity to grandparents. Also, students open enroll to Bettendorf from other Iowa districts, mostly Pleasant Valley and Davenport. Less than half (45%) of the children who live in the MT attendance area currently receive free or reduced cost lunches, but almost two-thirds (62%) of the children from outside the MT attendance area receive free or reduced cost lunches.

Mark Twain Elementary (MT) serves part of Scott County census tract 133. The table below compares data for census tract 133 with data for the city of Bettendorf. By all measures shown, MT families have great disadvantages, even within the MT service area.

Factors Related to Poverty	CT 133	Bettendorf	Iowa
Family households	61.2%	67.9%	65.1%
Fertility per 1,000 unmarried women	62	33	37
All parents of children 6-17 in family in labor force	80.5%	74.9%	80.4%
Median household income (dollars)	\$49,792	\$69,083	\$51,129
With cash public assistance income	7.1%	2.9%	2.4%
Female-headed families in poverty	32.1%	23.4%	30.3%
With children < 18	48.2%	31.9%	38.7%
With children < 5	100.0%	33.7%	54.5%
Families with no health insurance	17.0%	6.4%	8.7%
Median monthly housing costs	\$869	\$995	\$760
Median monthly housing costs as a % of household income in the past 12 months:			
For \$35,000 to \$49,999 income	17.0%	10.5%	14.7%
For \$50,000 to \$74,999 income	22.8%	19.0%	20.1%
Source: U.S. Census Bureau, 2008-12 American Community Survey Five-year Estimates.			

According to the principal, poverty impacts MT children and families in many ways, including single parent homes, extended family raising children, incarcerated parents, lack of reliable transportation, and 4% of students homeless. Other impacts of poverty include:

- ☒ Low income families can not pay for enhancement programming outside the school day.
- ☒ Some live doubled up in small rental homes or small apartments.
- ☒ Some relocated from Davenport seeking a better life and less crime, but they find less social and human services access in Bettendorf, e.g., fewer food pantries and free medical clinics.
- ☒ Many have very limited internet access via a laptop, computer, or tablet. Instead, most can only use a phone with internet access, and the phone may or may not be functioning.
- ☒ Mental health disorders among parents and caregivers affect their parenting skills and ability to care for children's needs. Parents often struggle to model self-discipline and self-

regulatory behaviors, which then do not develop in the brain, leading to attention, focus, and self-control issues in the school. Many were teen or young parents who rely on a network of grandparents/aunts/uncles/cousins to raise the children.

- Ⓛ Some work part-time or in temporary work that does not allow time off when a child is ill, so children come to school sick. Many do not have private health insurance, so they need to rely on the school to detect or point out health conditions. High percentages of MT parents are in the workforce, so they have little time to help with school work
- Ⓛ Because of the high percentage of children from outside MT boundaries, families do not have the neighborhood support they would have from other families in a neighborhood school.

Student Achievement. MT reading proficiency is lower than Bettendorf Community School District (BCSD) percentages, overall and for each subgroup except for a few 4th and 5th grade subgroups. Comparing free/reduced percentages with the “not free/reduced,” greater percentages of children from low-income families were proficient in reading for both 3rd and 4th grades, most likely a result of intensive Tier II instruction by MT interventionists. Resources did not provide these interventions for children from more affluent families, so their proficiency percentages are all lower than district percentages. MT assessed 3rd grade math proficiency using the Smarter Balance pilot assessment in spring 2014. With only two exceptions, MT math proficiency is less than District proficiency. The Iowa Department of Education has notified the District that MT would have been SINA in reading and math this year if the District had not used the Smarter Balance pilot. According to the 2012 Bettendorf Community School District Report Card, MT had “watch” status for reading (all students 73.23% and low SES 64%) and math (low SES 60%). Major achievement gaps exist among subgroups of MT children.

2013-2014 Proficiency %s	Mark Twain Elementary (MT)						BCSD					
	Reading			Math			Reading			Math		
Grade	3	4	5	3	4	5	3	4	5	3	4	5
ALL	75.5	73.6	73.5	SB	86.8	77.6	86.0	82.5	79.1	93.2	90.3	87.0
African American	40.0	66.7	44.4	SB	100	44.4	76.9	69.7	53.8	84.6	96.4	51.6
White	76.2	71.8	80.0	SB	82.1	88.6	86.3	82.8	83.7	94.8	90.6	92.4
Hispanic	25.0	80.0	66.7	SB	100	33.3	84.2	96.4	80.0	87.5	86.4	77.3
Female	81.5	81.0	80.0	SB	85.7	80.0	90.9	87.3	82.9	93.9	89.7	86.3
Male	69.2	68.8	66.7	SB	87.5	75.0	81.1	77.7	75.8	92.6	91.0	87.6
Free/reduced lunch	77.3	76.9	63.6	SB	84.6	68.2	81.3	77.8	63.2	87.8	87.0	81.4
Not free/reduced	74.0	70.0	81.0	SB	89.0	85.0	88.4	83.9	89.0	96.8	91.0	93.8
Special Education	40.0	50.0	50.0	SB	60.0	62.5	50.0	42.5	36.4	84.6	62.5	65.4
Not Special Educ.	79.0	79.0	78.0	SB	93.0	80.0	88.0	88.0	85.2	93.8	94.2	89.0

Family Literacy Needs. According to the MT principal, family members say they seek GEDs, vocational training; and basic classes including preparing children for college, disciplining children at home, how to participate effectively in parent-teacher conferences, how to support other children when one child or a family member has special needs or mental illness, how to use technology and/or social media to get a better job or help their families. In response to surveys, families said they want to know how to help children with homework.

Other Student Needs. The “2013 BOARD REPORT At-Risk/Modified Allowable Growth” shows that, of the 1,990 BCSD elementary students, 37% qualify for free and reduced lunch, 22% are at-risk, and 10% are potential dropouts (PDOs). “At-Risk Students” need additional support and are not meeting or not expected to meet the established goals of the educational

program (academic, personal/social, career/vocational). PDOs demonstrate poor school adjustment as indicated by two or more of the following: high absenteeism, truancy, or frequent tardiness; limited participation in school, feelings of not belonging (may include frequent office referrals); poor grades – failing in one or more subjects; low achievement (two or more years below their grade level). The report states that MT Elementary has the second highest percentages for BCSD elementary schools in all three categories (45%). For 2013-14, BCSD statistics show that MT has greater percentages than the district of special education students (9.6%), at-risk students (31.9%), PDOs (25.6%), and incarcerated parents (5.4%).

According to the principal, data on office discipline referrals shows that physical aggression/fighting is the most frequent type of behavior documented across all settings within the school. MT children’s difficulty with peer relationships may be the result of a lack of adult supervision in their homes and neighborhoods and/or exposure to violence and abuse within their homes. Problem solving skills and empathy are lacking, and this leads to behavior that is “hands on” and physically aggressive at school. Children from poor families do not get as much exposure to healthy snacks and meals and there is a waiting list for the “Backpack for Snacks” program provided by a local church once a month. Given the crowded living conditions of those in constant poverty, the children have difficulty relaxing and attending to tasks until completion. Many of them are unable to concentrate due to worrying about having enough food, safety concerns, and lack of stable housing.

In planning the proposed program, MT surveyed 91 students and 178 parents of 245 students in fall 2014. All respondents said that “a safe place outside of school time” was most important. Parents said academic tutoring and homework help were much more important for the MT program than students thought they were. When asked what activities they would like, students most wanted field trips, computers, and fitness activities, but parents said they most wanted fitness activities, arts and crafts, and science experiments. Parents commented about the need for safe, reliable before and afterschool programs at MT, particularly for families with two working parents and the 10% of families who pay for childcare after school. One parent wrote, “I work full time and am at work during drop off and pick up time at school so he has to go to daycare. There’s no where else for him to go right now.” More than three-fourths of the parents said they would attend the family literacy events to learn more about how to help their children in school.

Prioritization of Student Needs. From the evidence above and review of CSIP goals, students and families at MT have the following needs, in order of priority, and they can not afford to pay for help with them:

1. A safe, consistent, structured, supportive, and stimulating environment after school;
2. Academic assistance in reading, math, and science;
3. Educational enrichment activities that families are unable to provide;
4. Assistance with family literacy so parents can help their children succeed; and
5. Activities to enable academic achievement, e.g., social skills, healthy snacks, and exercise.

The BCSD proposes the program described below to address student, family, and community needs directly. Thanks to a generous local donor, the BCSD currently provides afterschool programming to about 20 second through fifth graders at MT for one hour on two afternoons per week. 21st CCLC support will enable 60+ hours of programming per month to 75 K-5 children before and after school every school day, and summer programming for 30 days for 50 children (certified MT enrollment for 2013-14 was 318). In identifying needs and planning the program proposed in this application, MT consulted with a wide variety of stakeholders, including children, parents, partners, the Building Leadership Team, and the BCSD Administration.

Project. The proposed “Steamer Success Academy” (SSA) at Mark Twain Elementary School (MT) will provide the safe and stimulating environment that responds to student, family, and community needs with the mentoring and advocacy that engage and support the high needs children. SSA will address student needs in three areas: academics, social skills, and physical well-being. To increase academic achievement, Iowa-certified teachers assess children individually and deliver instruction at no more than a 1:10 teacher-student ratio. Regular input from the MT principal and teachers ensures that academics align with school day instruction and are based on CSIP goals. To build social skills, SSA will emphasize character development in activities that increase cultural awareness and allow for social skills practice, such as music, dance, and cooking. SSA will increase social competence using the same PBIS and Olweus frameworks that the District uses during the day. SSA staff will promote a positive and respectful environment and the front-line Youth Mentors, who supervise children at no more than a 1:15 ratio whenever they are not with teachers, advocate for students and serve as role models. For physical well-being, SSA will provide healthy food and a wide variety of daily recreational activities that combine learning, physical exercise, and teamwork. MT staff will refer children with academic needs to the program, especially when they may not be safe after school, and the program gives enrollment preference to the children the school refers.

Programming will include a wide variety of academic, enrichment, and family literacy services and will operate at MT for one hour immediately before school and from after school (3:20) to 5:30 pm on every day school is in session. The district dismisses students two hours early on Wednesdays twice monthly to allow for staff professional development and the program will operate during that time, too, operating for more than the required 60 hours per month. Children have 25 minutes of recreation first each day, including skill games focused on group interaction, respect, and cooperative effort, either in the school or on adjacent grounds. Next, SSA serves a snack that meets USDA National School Lunch Program guidelines, and then children work on academics and enrichment. The summer program will provide academics at the school for 30 days from 8:00 am to 12:30 pm. In the summer afternoons, SSA will facilitate children’s participation in the established Bettendorf Parks and Recreation program.

Academic Services. The school year SSA program will deliver academic assistance to children through an Individualized Afterschool Plan (IAP). At the beginning of the year, families and children collaborate with SSA staff to set IAP goals during a Family Literacy event. Individual goals may include homework completion, increased reading fluency, and improved grades. SSA teachers identify individual academic needs using IAP goals, information from the day teacher, and school records. This enables SSA teachers to tailor instruction toward those areas. SSA staff members monitor each child’s progress in collaboration with the day teacher and families. Children who need academic assistance participate for 30 minutes per day four days per week in instruction in the area(s) of need. The instruction consists of tutoring in the designated research-based curricula that adhere to District standards and benchmarks. Specific curricula SSA will use are Reading Wonders, TumbleBooks, netTrekker, Bookflix, Trueflix, myON reader, and ST Math. Please see the Research Base section for evidence that these curricula will enable SSA to address academic goals effectively. In the summer, students spend three hours each morning, five days per week, receiving literacy/math assistance from certified teachers. Participants will use the current 30-station computer laboratory at MT, along with MT’s chromebook cart and laptop cart. These services address the student needs for academic assistance described above.

Enrichment Services. Participants have access to a wide variety of enrichment and youth development activities that they help to choose, such as games, field trips, crafts, music, and

speech activities. Children specify the enrichment activities that interest them, informally and in an annual survey, and the program plans accordingly. SSA will use a theme-based approach to intentionally connect the research-based Wonders curriculum with appealing activities.

Quarterly Themes	Focus	Literacy Connection	Activities will include:
First quarter: Social responsibility	Community, Citizenship, Safety	Non Fiction, Realistic Fiction	Police Dept. presentation on bicycle safety Fire Dept. presentation on fire safety Field trips to fire and police departments Camp Abe Lincoln team building project Trip to Family Museum community exhibit Service learning projects (SLPs)
Probably, few MT families have had positive personal contact with public safety officers; these activities enable officers to serve as role models and increase participants' community attachment. The YMCA's Camp Abe Lincoln has served the community for 90 years; their project promotes team-building through group problem solving, survival skills training, and field games. Over nine weeks, children will plan and implement SLPs partnering with community groups. Children will assess community need, plan as a group, develop a project budget and time line, and reflect in journals. When completed, teams of students will present their projects at a Family Literacy event and at a School Board meeting. SSA ensures that the projects contain the four essential elements of quality service learning and cross-curricular connections: student involvement, meaningful service, school/classroom connection, and reflection (IA DE 2011).			
Second quarter: STEM I	Earth Science, Astronomy, Technology	Fantasy, Science Fiction, Non Fiction	Bettendorf HS planetarium visit Coding instruction by teacher-librarian Technology night for parents Hands-on experiments St. Ambrose literacy activities
Third through fifth graders will learn to write computer code. Hands-on experiments for all might include mixing baking soda and vinegar to learn about carbon dioxide, making balloon-powered cars from milk cartons, and getting eggs to float by adding salt to a cup of water.			
Third quarter: Imagination	Art, Drama, Music, Physical Activity	Mythology, Fairy Tales, Readers' Theater	Figue Art Museum field trip High School Theater Club presentation Mini theater productions for parents Art project by visiting artist Hy-Vee dietician visit/field trip Soccer Club Mini Camp
Hy-Vee will teach nutrition and how children can prepare healthy snacks themselves, such as "ants on a log" (celery sticks stuffed with peanut butter and dotted with raisins). Hy-Vee will host a trip and help the children plan and prepare a healthy meal for a Family Literacy event.			
Fourth quarter: STEM II	Physics, Life Sciences	Technical Reading, Non Fiction, Realistic Fiction	Robotics Field trip to the zoo Visit from veterinarian Camp in a Can (CIC) activities Field trip to Nahant Marsh
CIC activities enable exploration of insects and birds. Nahant Marsh is a 265-acre preserve, part of a 513-acre wetland complex bordered by the Mississippi River. The marsh area encompasses such wetland community types as bottomland forest, open-water habitat, and a marsh.			

Summer: Camp Steamer	Recreation, Fitness, Learning	Reading for fun	MyOn Reader Bettendorf Parks & Recreation (BPR) program Book Clubs – read and discuss
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In summer, BPR will plan and conduct recreation, teamwork, and fitness activities in the afternoons. SSA will encourage participants to attend the regular BPR program, which includes weekly field trips and promotes interaction with children from other programs. After a healthy lunch at MT, participants will attend the daily BPR program at a park within walking distance of MT. The BPR program includes many hands-on activities that incorporate the arts and exercise.

Family Literacy Services. During the school year, SSA will offer six Family Literacy events where families, program staff, and school staff share a meal and participate in reading and math literacy activities. Families receive books and/or games to take home and continue to use. During the events, speakers will provide families with information about local resources and benefits to which they may be entitled, such as Eastern Iowa Community College telling families about their English classes and their high school equivalency program. United Way will tell families about the “Imagination Library” that provides age-appropriate books each month and SSA will assist families in enrolling their children. SSA will serve families through extensive collaboration with community agencies, including general skill development sessions such as basic computers and parenting skills. Families said they want to learn to help their children academically and the proposed services respond to this need. At partner sites, parents can work toward economic self-sufficiency and gain the literacy that helps them teach their children.

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

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

Objective 1a: In annual surveys, school staff say that participants improve academically.

Objective 1b: Participants’ literacy and math achievements increase as measured by grades, FAST universal screener scores, and other BCSD assessments.

Objective 1c: Literacy and math proficiency increase by at least 5% (Iowa Assessments scores).

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

Objective 2a: At least 20 families at MT attend Family Literacy events regularly.

Objective 2b: SSA parents collaborate with teachers in cooperative IAP goal setting.

Objective 2c: Parents, students, school staff, partners, and other community members participate in the program’s Advisory Committee.

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

Objective 3a: At least 30 children at MT participate in a service learning project.

Objective 3b: At least 75% of participants say that the program is “fun” and they like to attend.

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

BCSD has operated an afterschool program for nearly a decade that provides children with academics and social connections with other students, school staff, and the community. The current MT program serves 20 academically needy 2nd through 5th graders two days per week for one hour per day. Current program evaluations show that it improves children’s grades. Since the current program demonstrates success, BCSD seeks 21st CCLC support for a new before school program and expanded afterschool and summer programs that will meet the needs of K-5 children and their families. The current program relies on volunteer staff, including parents and other community members. The proposed program will maintain the current volunteer base and 21st CCLC support will enable the program to hire experienced staff with appropriate credentials.

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

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

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

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

Reading Wonders (RW) is the only “program designed specifically for the Common Core State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, [RW] is designed for effective and efficient CCSS instruction” (<https://www.mheonline.com/program/view/1/1/2729/READWONDER/2794/0021190658/>).

TumbleBooks (TB) are “animated, talking picture books which teach kids the joy of reading in a format they'll love” (<http://www.tumblebooks.com/library/asp/faq.asp>). A teacher in University City, MO, tested her randomized groups before their reading intervention programs and assessed them regularly. In three months, the average TB fluency rate was 23 percentage points higher than that of the control group. Two months later, the entire ebook group “exited from pull-out sessions and integrated back into their regular classrooms. It took the control group two months longer” (<http://www.slj.com/2011/06/books-media/ebooks/are-ebooks-any-good/>).

Since 2000, the **netTrekker** digital resource library has received 25+ awards for educational excellence, including these in 2010: BESSIE Award for Best Internet Resources Website; CODiE Award Finalist, Best K-12 Instructional Solution; the EdNET Impact Award for the most significant, positive impact through quality support and instructional resources; Golden Lamp Award Finalist for outstanding resources; and one of 4 finalists in Technology and New Media for the Golden Lamp Awards (<http://www.nettrekker.com/us/success-stories/awards>).

The Iowa AEA provides **Bookflix** and **Trueflix**, online collections of books, videos, and activities that provide “reading to learn” opportunities for children (<http://www.iowareadingresearch.org/blog/yes-its-true-trueflix-is-another-free-resource-for-students-in-iowa/>).

myON reader incorporates effective fluency instruction with a wide body of authentic literature using the latest advances in educational technology. It enables teachers to “design effective fluency instruction using real literature that will definitely lead to improved levels of fluency, overall more proficient readers, and students who see reading as an enjoyable and authentic task” (2013, <http://thefutureinreading.myon.com/sites/default/files/attached/White%20Paper%20-%20Supportive%20Fluency%20Instruction%20-%20Dr.%20Rasiniski.pdf>).

ST Math instructional software is “designed to boost math comprehension and proficiency through visual learning... [It] incorporates the latest research in learning and the brain and promotes mastery-based learning” (<http://www.mindresearch.org/programs/>).

Management Plan. The BCSD will recruit, hire, and train highly-qualified staff who treat participants with respect and advocate for them, thereby increasing their potential for healthy and socially competent behavior. The proposed half-time Program Director will prepare a staffing plan for SSA at Mark Twain (MT), develop job descriptions, and use standard BCSD hiring procedures to recruit and hire highly qualified applicants for positions. SSA will collaborate with the MT principal to select the Program Director.

The *Program Director* is responsible for overseeing the SSA program. The PD:

- ☒ Ensures adequate staffing to meet staff-to-student ratios, supervises site staff, oversees the site budget and staff development, purchases supplies, and works with school and site staff to plan and schedule activities and monitor students' progress toward goals.
- ☒ Coordinates planning and facilitation of Family Literacy events; analyzes parents' adult and parenting education needs through a family assessment; connects families with existing community resources and those developed for this program; coordinates other opportunities for families, such as field trips; and communicates with families to explain available services.
- ☒ Provides support for all SSA program activities and participates in conferences.
- ☒ Reports to the MT principal and the SSA Advisory Committee (please see below).
- ☒ Qualifications: Has appropriate credentials for the position, including successful experience working with elementary-school-age children, managing staff, and public relations, and the desire and ability to advocate for disadvantaged children and families. Bachelor's degree in a discipline related to afterschool programming; ability to work independently and within established budgets, meet deadlines, and communicate effectively. Pass a background check.
- ☒ Recruitment: Through the Area Education Agency, the District, and local media advertising; seek recommendations from current school and afterschool staff.

Iowa-certified teachers tutor for two hours per week during the school year and for 15 hours per week in the summer at no more than a 1:10 teacher/student ratio and confer regularly with school staff about students' academic progress.

- ☒ Qualifications: Iowa teaching certification and teaching experience, preferably at MT.
- ☒ Recruitment: Certified teachers seek afterschool positions regularly. The program advertises unfilled teaching positions through the AEA and recruits teachers from District schools.

Youth Mentors (YMs):

- ☒ Supervise students at a no more than a 1:15 ratio whenever students are not with teachers.
- ☒ Assist the PD with planning site activities; implement site enrichment activities.
- ☒ Communicate effectively with children and their families.
- ☒ SSA will recruit YMs at MT and at local colleges, using recommendations from professors, counselors, administrators, and student organizations. If needed, advertise in local media.
- ☒ Qualifications: YMs must have at least some college and pass a criminal background check. Having successful college experience shows that they value education, have successfully negotiated high school completion and college matriculation, and can convey respect for education to the children. YMs need first-hand experience with children, as workers, siblings, or volunteers. YMs must be willing to advocate for students, have the ability to learn to do so, demonstrate maturity and caring, and have good problem-solving and communication skills. YMs need patience and persistence, along with the ability to find and build on the students' strengths. Perhaps most importantly, YMs need to love working with children and possess a sense of humor.
- ☒ The Program Director will act as a Youth Mentor when the programs are operating, during the school year and in the summer.

Volunteers:

- ▢ Recruit at local colleges for students with practicum requirements. Ask community members and senior volunteers to assist with enrichment activities and tutor children one-on-one. Invite students' families (e.g., grandparents), retired teachers, and others from faith-based, community service, and veterans' and senior organizations. The BCSD has a successful history of recruiting volunteers online (<http://www.volunteermatch.org/search/org37648.jsp>), and the program will use this website to recruit volunteers for the new program as well.
- ▢ Requirements: Pass a criminal background check, be interested in and have successful experience working with school-age children.

Training/retention. SSA will conduct new staff and volunteer orientations at least twice a year or as needed. All staff complete training, including child development, CPR/First Aid, disaster drills, BCSD technology use, cybersafety, the AEA's Non-Violent Crisis Intervention Program, and other training pertinent to their jobs. SSA will require staff and encourage volunteers to complete training on PBIS, "Check In Check Out" and other Tier II behavioral supports, Tier III wrap around services, and the Olweus Bullying Prevention that the LEA uses district-wide. The Program Director will assess staff and volunteers regularly, based on input from other school and SSA staff, volunteers, parents, and children, to identify more areas for staff development. SSA staff will attend various state/ national conferences so that they can improve their skills and share information with others. BCSD provides in-service training to supplement SSA professional development. SSA will work to retain effective workers by attending to their concerns, seeking their input in planning, and generally promoting their investment in and ownership of SSA.

Leadership. The Program Director will work regularly with district teachers and administrators to maintain alignment with school instruction, conferring frequently with the MT principal and Literacy Coach, and with the District's Assistant Superintendent at least annually on curriculum.

Transportation and access. Mark Twain Elementary is a public school building that meets code for school programming and is within Special Education and ADA Compliance. This assures that the program takes place in a safe facility that is easily accessible to students and their families, including those with disabilities. To assure safe travel, MT children will attend the program at their daytime school. Regular school buses will transport children home from the afterschool program at families' request. In the summer, regular school buses will transport children both to and from their homes and the program. Bus aides or Youth Mentors staff the buses to ensure proper supervision when needed. Families take responsibility for arranging and supervising transportation when they elect for their children to attend the program before school. The program assists families in making these arrangements if they want assistance and ensures that only persons designated by families may pick up children after the program. Although the program targets students with academic deficiencies, BCSD will not deny program access to any student. All programming is free from discrimination and provides equal opportunity for all.

Stakeholder advisory group. Partners, stakeholders (including district administrators, teachers, parents, children, and volunteers), and supporters (including businesses) provide members for the SSA Advisory Committee, which provides program vision, goal setting, and strong management. This Committee will meet regularly to establish and review program policies, identify and resolve challenges, and monitor program success. Members will work to promote and expand high-quality before school, after school, and summer programming by meeting regularly with the Program Director and the SSA evaluator. Representing diverse segments of the community, committee members advocate for the program, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability.

Sustainability. The Advisory Committee will access 21st CCLC resources to develop a local sustainability plan. They and program supporters will seek commitment and support from individuals, partner organizations, businesses, community organizations, and grants. As noted above, a generous benefactor enables afterschool programming at the BCSD elementary schools for one hour/day, two days/week, for a limited number of 2nd – 5th graders. SSA will use MT’s \$10,000 annual share of this donation to fund some snacks, staffing, and transportation. In addition to 21st CCLC grants, supporters will explore such sources as the City of Bettendorf, the Scott County Riverboat Authority, and United Way. Other community-based organizations already contribute materials and services to MT, including Hy-Vee and the Bettendorf Rotary Club. Bettendorf Community Schools Foundation grants have funded such innovative learning opportunities as Learning in Motion ball chairs and Reading for Excellence Family Literacy Nights. Supporters will seek to maintain and expand these and other contributions.

BCSD uses existing programs to offer the most effective use of public resources, such as referring families to the BCSD Outreach Program housed at the Edison Academy, an alternative high school with two social workers who help families plan for living, food, clothing, transportation, and medical arrangements. BCSD officials make the initial contact with such public facilities as the Library and Family Museum and gain their cooperation. Then, individual school sites need only schedule with the facilities. This enables equitable services at each school, while meeting individual student needs. Public entities contribute time and resources to BCSD schools, including the Bettendorf Police and Fire Departments, the Genesis Health System, and Bethany for Children and Families. SSA will use these established relationships to build on existing systems and generate sustainability for the new before, after, and summer school programs. District buses will transport children between the program and their homes. SSA will refer families to such free or low-cost community resources as:

- ☒ Regional (Mississippi Bend AEA) and national (Dr. Laura Riffel) trainers for PBIS training;
- ☒ Bethany for Children and Families for their dental bus and Genesis for flu shots;
- ☒ Therapists from the Vera French Community Mental Health Center who provide on-site counseling to children and families at MT;
- ☒ Eastern Iowa Community Colleges for Adult Basic Education, ESL, and GED; and
- ☒ The Community Action Agency of Eastern Iowa for Early Head Start, Head Start, money management, and financial assistance.

BCSD uses state and federal resources effectively. Last year, the BCSD applied for and received an Innovation Grant from the Iowa Dept. of Education for K-3 at one elementary school (not MT) for “Focused Learning Increases Proficiency,” which provided a full-time behavior/literacy coach and paraprofessionals for 60 minutes per day in classrooms to assist with self-regulation, positive behavior, and increased engagement in literacy. BCSD uses Title I funds, state training in PBIS, and a Teacher Leadership and Compensation grant to increase student achievement.

To promote sustainability, stakeholders will ensure that the program continues to target children with academic needs, coordinates regularly with the LEA, hires and retains certified teachers and other highly-qualified staff, and works closely with the school, parents, and children. BCSD is committed to sustaining the program in many ways, including provision of physical facilities, curriculum consultation, fiscal support, and advocacy. Finally, an active Advisory Committee and other stakeholders continue to seek new funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources. As evaluations demonstrate that the program produces good outcomes for academically disadvantaged children, community support for sustainability will increase.

Communication Plan. BCSD will disseminate information about its programs systemically. The program will develop brochures and flyers and distribute them at least twice each year as handouts in school for children to take home to their families and at school events, including PTA meetings, annual kindergarten roundups, and the fall and spring parent-teacher conferences. Mark Twain Elementary (MT) will ensure that teachers, administrators, and counselors know about the SSA programs and refer academically needy children regularly. SSA staff will make personal contact with potential participants, their families, and school personnel. Since SSA will operate every school day at MT, staff can make this contact daily, in response to referrals and to increase awareness of the program. SSA staff will contact families directly when the school refers children to the program, as a result of assessments at kindergarten roundup or at any time during the school year. When MT asks parents how they heard about the current program, they identify direct communication from the child’s teacher, principal, or staff as important. Word-of-mouth is another important source many parents mention, saying they heard about the program from friends, neighbors, or coworkers. Generally, children learn about before-, after-, and summer school programs from their families, teachers, and principals, but perhaps most importantly, from their peers. As SSA succeeds in providing engaging and stimulating programming that children describe as “fun,” the children themselves will become the program’s best ambassadors. Combined, these activities will effectively increase awareness of the new SSA programs for children, families, and school staff.

The community will learn about the new SSA programs in multiple ways, including information available on the MT website (<http://mt.bettendorf.k12.ia.us/>). Initially, this website will feature information about the new programs. Subsequently, MT will post information about program activities and projects. SSA will post evaluation results on the MT website and share key evaluation findings in parent newsletters, monthly during the school year and weekly in the summer. To date, MT families and community members have responded well to surveys posted on the website, and the program will continue to use this mechanism to solicit feedback about SSA. MT will keep the School Board informed about SSA implementation and progress. The annual “Lights On Afterschool” and service learning project presentations will attract community attention and increase awareness of SSA, since participants and their families invite relatives, friends, and neighbors to attend. Finally, the BCSD receives considerable favorable media coverage about its other activities, and the District will issue press releases related to the new before-, after-, and summer school programs. Combined, these activities will give school staff and families more information and increase broader community awareness of the program. SSA’s independent evaluator will provide the Advisory Committee with annual reports on the school year and summer programs. The Advisory Committee will use the reports to monitor trends and progress toward goals, identify and resolve challenges, and maintain/increase program quality. When the evaluator finalizes reports in response to Advisory Committee feedback, if any, Committee members will post the reports on their websites for public perusal and communicate the results to increase awareness of SSA programs and pursue sustainability. Program partners provide members for the Advisory Committee, so these activities will ensure that partners become and remain aware of the programs.

Throughout the program’s operation, SSA stakeholders will seek opportunities to collaborate with other afterschool professionals at the local, state, regional, and national levels. This will serve to increase awareness of the SSA program beyond the local level, along with enabling local stakeholders to benefit from other sites’ experiences.

Partnerships. The BCSD has long-term and meaningful organizational and programmatic partnerships that importantly impact SSA activities and enhance sustainability. In 2007, a generous alumnus of Bettendorf High School gave a substantial gift to the Bettendorf schools in recognition of the District’s centennial celebration. Initially, the BCSD used the gift to fund an afterschool program at Thomas Jefferson Elementary School. Since then, Bettendorf Community Schools Foundation management has enabled the District to expand afterschool programming to all six of its elementary schools.

The BCSD will support the proposed program in multiple ways, including cooperative planning, funding for transportation, and provision of professional development and technical assistance. The District will provide classroom space and facilities for the proposed SSA programs, along with curriculum consultation to ensure that program activities align with BCSD standards and benchmarks. The BCSD will allocate time for the Mark Twain (MT) principal and teachers to consult with SSA staff about children from their classes who participate in the program. Equally importantly, MT staff will refer children to the program for academic assistance.

The Bettendorf Parks and Recreation (BPR) Department is partnering with the BCSD to offer SSA children regular participation in its established summer day camp program from 12:30 to 4:00 each afternoon that the SSA summer program operates. The BPR summer program includes weekly field trips and many hands-on activities that incorporate the arts and physical activity. This will complement and enhance the SSA children’s morning academic experiences.

Bettendorf Hy-Vee has agreed to partner by providing nutrition information to the children, along with teaching them to prepare healthy snacks for themselves, such as fruit smoothies. Hy-Vee will host a field trip to the store for a guided tour, with more nutrition guidance for the children, and will give the SSA program discounts on food.

The Bettendorf Police Department (BPD) will partner by speaking to SSA children and their families about public safety. The Bettendorf Fire Department (BFD) will partner to increase community attachment and fire safety awareness. The BFD regularly provides annual fire prevention puppet shows and will present their show for the children. Both the BPD and the BFD will host field trips for SSA participants.

Eastern Iowa Community Colleges (EICC) will partner to provide family literacy services. EICC will accept referrals of family members from SSA and help family members determine which of EICC’s adult literacy programs will best serve their needs. EICC will assist family members with enrollment and in qualifying for all financial assistance for which they are eligible and will provide the literacy services that family members desire that will most benefit them.

The Figge Art Museum will provide SSA with its “Big Picture” program that connects K-12 curriculum topics with art to teach “big picture” ideas from a visual perspective. Figge staff members will visit SSA to deliver presentations focused on Iowa and Illinois curriculum requirements in the areas of math, science, language arts, social studies and visual arts.

Bettendorf Soccer Association volunteers will conduct a soccer clinic for the SSA children.

The St. Ambrose University Teacher Education Program will recruit volunteers among its students for SSA. The volunteers will read to children, listen to children read, and lead craft projects for the children.

The Scott County Family Y will provide a project where SSA children can learn while at play at the Y’s Camp Abe Lincoln, which has served the community for 90 years. The project promotes team-building through group problem solving, survival skills training, and field games.

Together, the collaborative and diverse partnerships described above help ensure that the SSA children benefit from the collective resources and expertise throughout the community. These partnerships benefit the SSA program through the sharing of resources, funds, volunteers, advice, and guidance, and they enable more efficient use of local resources. The partnerships benefit SSA children by expanding their ability to improve academically, socially, and physically.

The BCSD has invited all partners described above to provide representatives who participate actively in the program's Advisory Committee, along with parents and representatives of other community-based organizations and businesses. Partners will establish and meet timelines for program design, implementation, evaluation, fiscal management, and sustainability. The Advisory Committee will engage partners meaningfully over the lifetime of the grant and of the program, maintaining current partnerships and recruiting new partners from such sectors as faith-based and community service organizations and music and drama groups. The Committee will set goals for the number of new partners to recruit in a year, make a list of contacts, and arrange to meet with potential new partners to recruit their support. The Advisory Committee will actively build upon existing collaborative relationships, connect existing program strategies, and provide a unified system of service. Please see the attached letters of commitment for clear statements of the role and capacity of each organization partnering in this application.

SSA participants will work on service learning projects of their choice, planning and implementing a wide range of projects and partnering with community groups that they select. At the end of their projects, teams of students will present their activities at a Family Literacy event, at a PTA meeting, and as a spotlight at a School Board meeting. SSA will invite all the program's partners to send representatives to an event where children present their projects.

Mark Twain Elementary (MT) currently partners with many other community-based organizations in order to provide services, incentives, and education enhancement, including:

- ☐ The Mississippi Bend AEA supports a "Coats for Kids" drive that benefits MT children.
- ☐ Monthly, Heritage Church provides backpacks filled with healthy snacks to 30 MT families.
- ☐ Girl Scouts and Boy Scouts support MT children and their families in learning opportunities outside school time;
- ☐ The Bettendorf Community Schools Foundation helps with grants and volunteers and holds an annual science exposition that is free for all BCSD children.
- ☐ The MT PTA has been active for many years. They fund and facilitate a variety of enhancement experiences, such as roller skating, movie nights, variety shows, and ice cream socials, along with helping MT purchase iPads and sporting equipment.
- ☐ The Bettendorf Rotary Club provides weekly reading volunteers for first grade children and dictionaries for fourth graders.
- ☐ Bethany for Children and Families provides a dental bus and the Genesis Health System provides free flu shots.
- ☐ The BCSD partners with St. Ambrose University, Augustana College, the University of Iowa, and the University of Northern Iowa to host field experiences and student teachers.

As shown in the list above, volunteers enhance current MT programming in many ways, including one-on-one tutoring, programs for children, and items that low-income families need. The BCSD has a long rich history of recruiting volunteers successfully, and the SSA program proposed in this application will build on that history. Similarly, the proposed SSA program will leverage current partnerships in order to enhance and expand experiential learning for the K-5 children the program will serve.

Evaluation

Data collection. SSA will establish an electronic database designed to capture all data necessary for 21st CCLC reporting requirements, including individual program attendance, program activities, program goals and objectives, and assessment results. The District agrees to provide individual-level student data for SSA evaluations as summarized below.

Data Measures	Responsible Agency - Timeline
Student achievement data from the Iowa Assessments and other district-wide assessments.	BCSD agrees to provide these data annually in July.
Student achievement data measured at the beginning and end of the MT summer session.	SSA teachers assess literacy and math at the start and end of the summer session.
Student level data regarding the attendance and enrollment in the regular school day program.	BCSD agrees to provide these data annually in July.
Student level enrollment and attendance in the MT before/after school and summer programs.	The program will collect data regularly using the newly developed database.
Student level data on discipline referrals, suspensions, and school safety.	BCSD agrees to provide these data annually in July.
School and program level data from parent, teacher, student, and staff surveys.	The program will survey parents, students, teachers, and staff annually.
Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.	The evaluator collects these data through observations and interviews with staff, teachers, parents, and students. The evaluator reports on these annually.

SSA intends to provide all requested data and program information to the state.

Evaluator. The MT program has identified an independent evaluator with the capacity and experience to conduct comprehensive, rigorous evaluations of program effectiveness, at the local level and in cooperation with the Iowa Department of Education. This evaluator has 35 graduate hours of doctoral level education, training, and practice in statistics and research methods, and considerable program evaluations experience, including projects funded by the Children and Family Administration, the U.S. Department of Labor, and two other 21st CCLC-supported programs in Iowa. Contact: Karen Mullin 563.424.1784 paradoxx_e@mediacombb.net.

Data analysis measures the accomplishment of program goals and objectives and the effectiveness of activities and partnerships. The table below aligns the objectives with specific data analysis and describes assessment of goals.

Objectives and Goals	Data Analysis
<i>Objective 1a:</i> In annual surveys, school staff say that participants improve academically.	Annual teacher survey reports of the # who improve / the # who needed to improve.
<i>Objective 1b:</i> Participants' literacy and math achievements increase as measured by grades, FAST universal screener scores, and other BCSD assessments.	Compare grades and scores before and after SSA participation; compare participants' grades and scores with non-participants' grades and scores.
<i>Objective 1c:</i> Literacy and math proficiency increase by at least 5% (Iowa Assessments scores).	Calculate the %s of students who increase their scores from year to year and from start to end of the program. Compare with non-participants' averages and increases.

Objectives and Goals	Data Analysis
Goal 1: Increase academic achievement. The program achieves this goal if evaluations report positive outcomes for the three objectives listed above.	
<i>Objective 2a:</i> At least 20 families at MT attend Family Literacy events regularly.	Report the # of families attending and the number of events they attend.
<i>Objective 2b:</i> SSA parents collaborate with teachers in cooperative IAP goal setting.	Report the # of parents and the % of IAP children whose parents collaborate.
<i>Objective 2c:</i> Parents, students, school staff, partners, and other community members contribute to the program’s advisory committee.	Report the # of each category on the advisory committee and the #s of meetings they attend.
Goal 2: Increase student, parent, and school staff communication to improve student success. The program achieves this goal with positive outcomes for the three objectives listed above.	
<i>Objective 3a:</i> At least 30 children at MT participate in a service learning project.	Report the #s and %s of children who participate in service learning.
<i>Objective 3b:</i> At least 75% of participants say that the program is “fun” and they like to attend.	Report responses to this question on the annual student survey.
<i>Objective 3c:</i> In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along well with others.	Annual teacher survey reports of the # who improve / the # who needed to improve for behavior, motivation, and ability to get along well with others.
Goal 3: Increase student attachment to education, their peers, adults, and the community. The program achieves this goal with positive outcomes for the three objectives listed above.	

To test for SSA effectiveness, the evaluation will use t-tests to compare academic outcomes for students who did and did not participate in SSA, service learning, and whose parents did and did not participate in setting IAP goals and Family Literacy events. Evaluations will use correlations and multiple regression to determine whether days of program attendance is related to academic outcomes. Multiple regression analyses control for factors that research demonstrates produce the achievement gaps as described in the student needs section above, including gender, race/ethnicity, socioeconomic status (lunch status), and disability (IEPs). A matched samples design will provide a second test of programming effectiveness. The evaluator will match each program participant with another student who did not participate in the program as closely as possible on the following dimensions: grade level, age, gender, race/ethnicity, poverty (lunch status), disability (IEP), and language spoken at home. Results of t-tests and multiple regression analyses will demonstrate further whether program attendance has a positive influence on academic achievement. Evaluations will include similar analyses to determine whether program participation has positive outcomes for student, parent, and school staff communication and student attachment to education, their peers, adults, and the community.

SSA will use **evaluation results** to refine, improve, and strengthen the program and build community support. The evaluator will report to the Advisory Committee within six weeks of receiving the school data and summer program data. The Committee will begin using results immediately to identify possible program improvements. Within six weeks of receiving the evaluations, the Advisory Committee will review the reports and confirm that the reports contain all required information in an easily understood form and language. When the Advisory Committee provides these confirmations, SSA will provide a summary of the results to program and school staff and parents. Then, the program and partners post the reports, in brief and in full, on their websites and begin using the results to build community support.

Budget Narrative

Personnel. BCSD requests support for high-quality dedicated staff to provide the proposed SSA programming. The request will serve 75 children for 180 days during the school year.

- The Program Director will work 20 hours per week when the program operates, 43 weeks during the year. This position reports to the program Advisory Committee and the school principal, administers all program operations, and acts as a liaison among the children, the school, the District, and program families. Salary for this position will be \$24.66 per hour, the standard District professional salary.
- Iowa-certified teachers will tutor for 2 hours/week for 32 weeks during the school year at the standard District teacher salary of \$24.66/hour. This enables teachers to tutor each child who needs assistance for 30 minutes/day, four days/week at no greater than a 1:10 ratio. This application requests support for six teachers during the school year.
- Youth Mentors (YMs) will work with children whenever they are not with teachers for 17 hours per week (one hour each day before school, 2.25 hours each day after school, plus two hours twice each month after school for early release) for 36 weeks at \$15.31/hour, the standard District paraprofessional wage, at no more than a 1:15 staff to student ratio. This application requests support for three before-school YM positions and five afterschool YM positions during the school year.
- One YM, two teachers, and the Program Director will staff the six annual Family Literacy events for two hours at each event at the hourly salaries listed above.

During the summer, BCSD proposes service to 50 children for six weeks (30 days).

- Four Iowa-certified teachers will work 17.5 hours per week for six weeks (3.5 hours per day, Monday through Friday) at the salary listed above.
- Four YMs will work for 22.5 hours/week in the mornings at the salary listed above. Two YMs will assist Bettendorf Parks and Recreation staff for 17.5 hours/week in serving MT children in the afternoons at the salary listed above.

Benefits for program staff are FICA (7.65% x salary) and IPERS (Iowa Public Employee Retirement System at 8.93% x salary). Total benefits are 16.58% of the salaries listed. The total personnel request is \$110,218 annually for student programs and \$904 annually for Family Literacy. The personnel portion of the budget request is 74.1%.

Staff travel. In addition to traveling to and from work, for which the program does not pay mileage, program staff visit families at home (when needed) and transport materials and food to support site operations. When emergency situations arise, staff transport children. BCSD requests support for 1,125 miles/year at the standard Iowa mileage rate of \$.56 per mile, for a total of \$630 per year. Mileage requested allows for 75 miles per month during the school year (675 miles), and 225 miles each for summer and family literacy. Funds requested for staff travel constitute 0.4% of the total budget request.

Materials. BCSD requests \$7,347 per year for student program materials and supplies. The amount will support new curricula to remain aligned with the District, along with the paper, crayons, scissors, rulers, glue, and other supplies to support enrichment activities for 75 children during the school year and 50 children in the summer. Within the requested amount, the program plans to provide software for the children to use in the school computer lab. BCSD requests \$900 per year for Family Literacy (\$150 per event). This will provide the materials for the family activities at the six Family Literacy events, along with support for the books and

games families use at the events and take home with them. Support for materials constitutes 5.5% of the budget request.

Professional development is important for training and retaining high-quality staff, and BCSD requests \$7,500 per year for this purpose (\$6,500 for student programs and \$1,000 for Family Literacy programs). This is 5.0% of the overall budget. The program will use these funds for in-person and online training from professionals, materials for the Program Director to use in training, trips to Des Moines for 21st CCLC meetings and conferences, and for sending staff to other local, regional, state, and national afterschool conferences so that they can share information with other staff.

Student access is vital to effective programming and constitutes 8.0% of the budget request. The cost for busing within the BCSD is \$2.00 per mile for each bus and \$19.38 per hour for the bus driver. The table below shows the number of days the program will operate, the estimated total number of miles per trip, and the estimated bus driver time required. The program will operate each day school is in session (180 days). During the school year, buses will take children home from the program after school but will not bring them to the program in the morning. About twice each month during the school year, the program will take children on a local field trip. In the summer, buses will transport children from their homes to the program and from the program to their homes.

\$2 per mile + \$19.38 per hour	Days	Miles	Hours	Cost
Home during school year	160	10	1.5	7,949.34
School year field trips	18	20	2.0	1,417.68
Summer home to program	30	10	1.5	1,472.10
Summer program to home	24	10	1.5	1,177.68
Total Cost				\$12,016.80

Evaluation enables program improvement and sustainability. The program has identified an experienced independent evaluator who has evaluated 21st CCLC and other programs since 2003. In addition to the independent evaluator, the program requests support for data entry assistance from school staff not already paid by the program. Evaluation is 3.3% of the budget request.

Evaluation	Hours	\$/hour	Total
Independent evaluator	75	42	\$3,150
Clerical/data entry	100	17.85	\$1,785
			\$4,935

Administration. BCSD acts as employer of record for program staff, providing all human resources and payroll administration functions. In addition, BCSD provides grant and fiscal management, maintaining the budgets and providing all required fiscal reporting. All are vital to a successful program and BCSD provides these functions for 3.70% of the requested budget (\$5,550 per year) in accordance with the District’s approved 3.70% restricted indirect cost rate. The District and other partners provide in-kind administrative services with no compensation, including community relations, advocacy, and regular additional consultation.

With this request for 21st CCLC support, BCSD seeks to supplement, rather than supplant, current funding. Program services are equally accessible to all students targeted for services, regardless of their ability to pay, and the program will not charge any families for program participation. The BCSD thanks 21st CCLC for considering this application.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Mark Twain Elementary School		
Site Address: 1620 Lincoln Road		
City, State, Zip: Bettendorf, Iowa 52722		
Phone: 563.359.8263		
Site Contact Person: Caroline Olson, Principal		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
None	436 (Mark Twain)	75 proposed from Mark Twain
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
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
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
	Bettendorf Community School District Dr. Theron Schutte, Superintendent

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
	Bettendorf Community School District Dr. Theron Schutte, Superintendent
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Mark Twain Elementary School Caroline Olson, Principal

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.

Six pages here.

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

Name/Signature	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
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	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>1</u>	School year: 75 Summer: 50	<u>\$ 150,000</u>	<u>\$ 450,000</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Mark Twain Elementary School	\$ 150,000	\$ 150,000	\$ 150,000	\$ 450,000	125
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 125

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

Applicant Agency:

Siouxland Human Investment Partnership (SHIP) Site: Mark Twain Elementary School

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

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

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	110,218	904	110,218	904	110,218	904	333,366
Staff Travel	504	126	504	126	504	126	1,890
Materials	7,347	900	7,347	900	7,347	900	24,741
Professional Development (minimum 4% per year)	6,500	1000	6,500	1000	6,500	1000	22,500
Student Access, Transportation etc. (maximum 8% per year)	12,017	-	12,017	-	12,017	-	36,051
Evaluation (about 4% per year)	4,441	493	4,441	493	4,441	493	14,802
Administrative/ Indirect Costs (maximum 8% per year)	4,995	555	4,995	555	4,995	555	16,650
Totals	146,022	3,978	146,022	3,978	146,022	3,978	450,000

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.

<p><input checked="" type="checkbox"/> 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.</p>
<p><input type="checkbox"/> 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.)*</p>
<p>* <u>Note</u>: 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.</p>
<p>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.</p>
<p>* <u>Note</u>: Agencies must validate their resources before any award can be made.</p>

Form E: Minority Impact Statement

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

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

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

Indicate which group is impacted:

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

The Bettendorf Community School District (BCSD) intends to target students at the Title I Mark Twain Elementary School (MT) who have academic deficiencies and are performing below grade level. Often, these students are from racial minority subgroups, and many have a special education curriculum. The table below displays the percentages of people by race, for Iowa, Bettendorf, and MT. The Iowa and Bettendorf percentages come from the U.S. Census Bureau American Community Survey 2011-13 Three-Year Estimates and the MT and BCSD percentages come from the Iowa Department of Education 2013-2014 Public School Enrollment files for Districts and Schools. Evaluations of the current two-day per week afterschool program for second through fifth graders have demonstrated that current programming increases academic proficiency. The proposed programming will operate five days per week before and after school and serve K-5 students, and these are the positive impacts BCSD expects that the new program will disproportionately provide to the students it serves.

2013	Mark Twain	BCSD	Bettendorf	Iowa
White	80.2%	81.6%	91.3%	91.4%
Black or African American	6.3%	5.1%	3.2%	3.1%
American Indian	0.0%	0.4%	0.1%	0.3%
Asian	1.3%	2.4%	3.8%	1.9%
Hispanic or Latino	6.6%	7.7%	2.6%	5.3%
Some other race (unknown)	0.0%	0.0%	0.4%	1.3%
Two or more races	5.7%	2.8%	1.2%	1.9%
Special Education (disability)	9.6%	8.2%	---	---

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

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

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

Indicate which group is impacted:

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

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

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

Name: _____

Title: Superintendent, Bettendorf Community School District

Definitions

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

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

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

"Disability" does not include any of the following:

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

PLEASE NOTE: There are no private schools within Mark Twain Elementary boundaries.

	<p align="center">Private School Consultation Meeting Log</p> <p>Date Time Location</p>
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Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p>Welcome [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p>		
<p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>—</p>	<p>Person responsible:</p> <p>_____</p> <p>—</p>	<p>Deadline:</p> <p>_____</p> <p>—</p>
<p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p>		
<p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>—</p>	<p>Person responsible:</p> <p>_____</p> <p>—</p>	<p>Deadline:</p> <p>_____</p> <p>—</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> _____ _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____ -	Person responsible: _____ -	Deadline: _____ -

Other Information

Resource persons:	
Special notes:	

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

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