

Application Cover Page
21st Century Community Learning Centers

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

Return to: Lisa DuBois
 Iowa Department of Education
 Grimes State Office Building
 400 E. 14th Street
 Des Moines, Iowa 50319-0146



Applicant Serving as Fiscal Agent (Applicant Agency)
 Boys & Girls Clubs of the Cedar Valley

County: Black Hawk		Amount Requested: \$250,000 (Total Form D1) 5925	
[Redacted]		[Redacted]	
Chuck Rowe, CEO		[Redacted]	
Agency Name: Boys & Girls Clubs of the Cedar Valley		Agency Name: Boys & Girls Clubs of the Cedar Valley	
Address: 515 Lime Street		Address: 515 Lime Street	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50703
Phone: 319-234-2839	FAX: 319-235-5656	Phone: 319-234-2839	FAX: 319-235-5656
Email: chuck@cedarvalleyclubs.org		Email: jill@cedarvalleyclubs.org	

[Redacted]		[Redacted]	
Nicole Recker		Jill Krall	
Address: 515 Lime Street		Address: 515 Lime Street	
City: Waterloo	Zip: 50703	City: Waterloo	Zip: 50703
Phone: 319-234-2839	FAX: 319-235-5656	Phone: 319-234-2839	FAX: 319-235-5656
Email: nicole@cedarvalleyclubs.org		Email: jill@cedarvalleyclubs.org	

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

Yes No

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation 40
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: _____ **OR**
42-6083723
Enter School District Code _____

(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.

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

Documentation: DOE Spreadsheet attached.

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

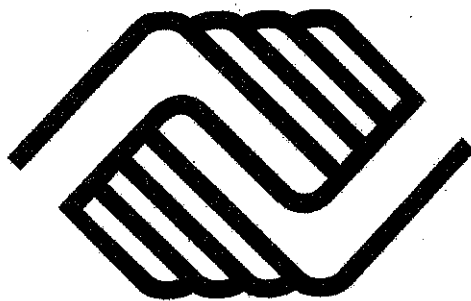
- Application is *jointly submitted* as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: Signature of Waterloo Community School District Superintendent and Poyner elementary Principal. Also, MOU from Poyner Elementary.

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

2012-2013 SINA List

12 District	12 District Name	12 School	12 School Name	11-12 Participation Math	11-12 Participation Reading	11-12 AMO Math	11-12 AMO Reading	11-12 Other Academic Indicator
6795	Waterloo Comm School District	0127	Expo Alternative School			Delay-5	SINA-6	
6795	Waterloo Comm School District	0200	Burger Middle School			SINA-4	SINA-4	
6795	Waterloo Comm School District	0213	Central Middle School			SINA-8	SINA-8	
6795	Waterloo Comm School District	0215	Hoover Middle School			SINA-7	SINA-7	
6795	Waterloo Comm School District	0218	George Washington Carver Academy			SINA-3	SINA-3	
6795	Waterloo Comm School District	0427	Poyner Elementary School			SINA-4	SINA-4	
6795	Waterloo Comm School District	0436	Edison Elementary School			SINA-4	SINA-2	
6795	Waterloo Comm School District	0463	Cunningham School			SINA-4	SINA-4	
6795	Waterloo Comm School District	0490	Irving Elementary School			SINA-4	SINA-3	
6795	Waterloo Comm School District	0508	Kittrell Elementary School			SINA-4	SINA-3	
6795	Waterloo Comm School District	0535	Lincoln Elementary School			SINA-4	SINA-4	
6795	Waterloo Comm School District	0553	Lowell Elementary School			SINA-2	SINA-3	
6795	Waterloo Comm School District	0554	Highland Elementary School			SINA-7	SINA-6	
6822	Waukege Comm School District	0218	South Middle School			SINA-1		
6822	Waukege Comm School District	0409	Waukege Elementary School			Delay-1	SINA-2	
6822	Waukege Comm School District	0418	Waukege Middle School				SINA-2	
6867	Webster City Comm School District	0209	Webster City Middle School				SINA-1	
6867	Webster City Comm School District	0472	Sunset Heights Elementary School					
6937	West Burlington Ind School District	0209	West Burlington Junior High School			SINA-1		
6937	West Burlington Ind School District	0409	West Burlington Elem School			SINA-1	SINA-1	
6957	West Des Moines Comm School District	0109	Valley High School			Delay-8	Delay-5	
6957	West Des Moines Comm School District	0118	Walnut Creek Campus			SINA-3	SINA-4	
6957	West Des Moines Comm School District	0127	Valley Southwoods			Delay-6	Delay-5	
6957	West Des Moines Comm School District	0218	Indian Hills Junior High School			SINA-3	SINA-5	
6957	West Des Moines Comm School District	0236	Stillwell Junior High School			SINA-1	SINA-3	
6957	West Des Moines Comm School District	0418	Clive Elementary			SINA-2		
6957	West Des Moines Comm School District	0427	Crestview Elementary School			Delay-2	SINA-2	
6957	West Des Moines Comm School District	0436	Crossroads Park Elementary School			SINA-2	SINA-2	
6957	West Des Moines Comm School District	0447	Hillside Elementary School			SINA-3	SINA-4	
6957	West Des Moines Comm School District	0463	Pherix Elementary Early Childhood Center				SINA-1	
6957	West Des Moines Comm School District	0209	Drexler Middle-Intermediate School			SINA-2	SINA-2	
6969	West Harrison Comm School District	0109	West Harrison High School			SINA-3		
6969	West Harrison Comm School District	0409	West Harrison Elementary			SINA-4	SINA-3	
6975	West Liberty Comm School District	0109	West Liberty High School			SINA-3	SINA-3	
6975	West Liberty Comm School District	0209	West Liberty Middle School				SINA-2	
6985	West Marshall Comm School District	0209	West Marshall Middle School			SINA-1		
6985	West Marshall Comm School District	0209	West Sioux Middle School				SINA-2	
6992	Westwood Comm School District	0108	Westwood High School				SINA-2	
6992	Westwood Comm School District	0409	Westwood Elementary School			Delay-1		
7038	Wilton Comm School District	0109	Wilton Jr-Sr High School				SINA-3	



BOYS & GIRLS CLUBS

OF THE CEDAR VALLEY

Evansdale Site Branch Site Agreement Form

Full-time site coordinator:

1. Will attend lunches and recesses and interact with youth.
- 2.
3. Will establish consistent objectives with the goals and mission of the Waterloo Community School District.
4. Will implement Boys and Girls Club programming for afterschool.
5. Will be available during school registration to talk with parents and students about the program, calendar of events, and hours of operation.
6. Will provide feedback to parents regarding their child's work and involvement at the club.
7. Will schedule special events in conjunction with the school. (Joint events could include: conference time activities or activities for literacy night.)
8. Will handle all enrollment paperwork and collect all fees for membership.
9. Will make monthly program schedule available to staff, parents & students.
10. Will handle all discipline issues that occur during club hours. Site Coordinator will also keep an open dialogue of discipline issues with Principal.
11. Will collect all program reporting needs and make information available to Poyner.
12. Will coordinate with Food Bank for snack and dinner service.
13. Will participate in monthly PIE meetings when meeting times do not interfere with club activities. Coordinate will also keep in contact with PTO group.

14. Will participate in school offered professional development and trainings that will enhance club goals and student involvement. (Examples include: Discipline trainings or any training that will help further student achievement during club time.)

Boys & Girls Club agrees to:

1. Oversee Site Coordinator and day to day implementation of the club. Facilitate collaboration between school and Boys & Girls Club for joint projects or activities.
2. Provide marketing and promotion of Poyner Club to Evansdale Community.
3. Hire part-time that will be staff responsible for carrying out Boys and Girls Club Programs along with Site Coordinator.
4. Perform and maintain mandatory background checks on all employees.
5. Coordinate an advisory committee consisting of school district representatives, Poyner parents and students to meet as needed. The committee will be responsible for providing feedback on club activities and ways to continue to improve club and family involvement.
6. Oversee that all aspects of the grant are being carried out to the fullest intent including academic support, educational enrichment and family literacy.

District agrees to:

1. Include Club times and activity information in school newsletter when provided by Site Coordinator.
2. Provide access to the District Cable Channel for promotion of club if the club wished to use cable channel.
3. Have club enrollment forms available in front offices and information regarding the club will be available in the newsletter.
4. Provide attendance and discipline data for club attendees at the end of each semester. The District will also provide academic performance for club attendees. Report will be generated through Communities in Schools.

All parties agree to:

1. Review and agree upon the Site Coordinator job description provided by the Boys & Girls Club.
2. Review and finalize a Site Coordinator work schedule before the start of each semester.
3. Communicate and to recruit the youth that are identified as needing additional instruction / guidance.

6. Provide some storage and safe keeping of club items. Space is limited and storage closet will be shared with other outside organizations.
7. Allow Site Coordinator the ability to work with students and teachers in grade 3-5 on a rotating classroom schedule.

All parties agree to:

1. Review and agree upon the Site Coordinator job description provided by the Boys & Girls Club.
2. Review and finalize a Site Coordinator work schedule before the start of each semester.
3. Site Coordinator program schedule for Boys & Girls Club Poyner location.
4. Communicate daily and to recruit the youth that are identified as needing additional instruction / guidance.
5. Coordinate family activity nights at Poyner in conjunction with each other.
6. Keep an effective partnership by continuing to focus on the 40 Developmental Assets for Youth and staying aligned with the goals of Cedar Valley's Promise.
7. Allow Site Coordinator time to assist with Boys & Girls Club fundraisers that benefit Poyner Club.
8. Making sure all students attending the club have a safe and caring club to attend.

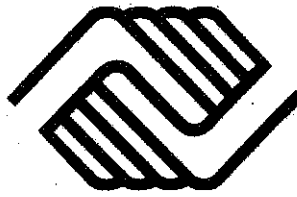


Boys & Girls Club Executive Director

11/27/12
Date

Lusta Manternack
Poyner Principal

11/27/12
Date



BOYS & GIRLS CLUBS
OF THE CEDAR VALLEY

**21st Century Community Learning Center
(Poyner Elementary Continuation)**

Table of Contents

I. Narrative

Abstract.....	1-2
Student Needs Assessment.....	3-5
Project.....	6-8
Research Base.....	9
Management Plan.....	10-12
Communication Plan.....	13
Partnerships.....	14-15
Evaluation.....	16-17
Budget Narrative.....	18-19

II. Required Forms

Form A: Site Information

Form B: Assurances and Agreements

Form C: Collaborative Signatories

Form D1: Funding Requirements

Form D2: Budget Forms

D3: Applicant Agency Fiscal Resource Information

D4: Continuation Grant Worksheet

Form E: Minority Impact Statement

Form F: Non-Public Consultation Documentation Template

Program Abstract

Student Needs Assessment

Poyner Elementary School (a school within the Waterloo Community School District) is located in Evansdale, IA. The Boys & Girls Clubs of the Cedar Valley is currently operating a 21CCLC site in the Evansdale community (year 5 of 5). Currently 32% of the eligible students attend the 21CCLC in Evansdale. The area lacks resources and extra-curricular activities during after school hours. Area childcare options bring with it a fee that many are unable to afford. The Boys & Girls Club charges a mere \$25 annual fee for the program.

The Annie E. Casey Foundation (2010) ranks Black Hawk County 94 out of 99 counties in Iowa in single parent families, at a staggering 37.7%. The county also ranks 93 out of 99 in family poverty (datacenter.kidscount.org). The census tract surrounding the Evansdale Club site has a per capita income of \$15,644 and 17% of children living in poverty (smart.gismapping.info). In the past 5 years, the free and reduced lunch rate at Poyner Elementary has grown from 51.1% to 55.5%.

Poyner Elementary is Title I School-wide eligible with a Free & Reduced Lunch rate of 55.5%. The SINA Status at Poyner Elementary qualifies for Competitive Priority. Additionally, the Boys & Girls Club and the schools have partnered to jointly submit this application for 21CCLC funding.

Project

Program activities at the Boys & Girls Club in Evansdale will include: 1) Academic support (homework assistance, reading, math, and science activities) 2) Enrichment (SMART Programs, Triple Play, Community Service) 3) Family Literacy (Family Literacy Nights, Referrals, and Family Gatherings).

Program goals include: increased student achievement, increased student engagement, increase safe opportunities for families and children, and increased healthy habits.

The Boys & Girls Club in Evansdale is open each day afterschool until 6pm and includes academic assistance, a healthy snack and meal provided by the Northeast Iowa Food Bank, enrichment activities, the chance to interact with positive adult role models, and the opportunity to be a kid and have fun! The current program is available to 3-5th graders, but will be expanded to 2nd graders as well. We will continue to serve a minimum of 80 youth.

During the summer months, the Club operates from 8:30am-5pm, Monday – Friday, and includes breakfast and lunch provided through the USDA Summer Feeding Program and a healthy snack from the Northeast Iowa Food Bank. The summer program includes 1-2 field trips each day (recreational, cultural, or educational) in addition to academic, enrichment, and character development programming.

Sustainability

The Boys & Girls Club is requesting a continuation grant for the Evansdale site to serve Poyner Elementary youth. The site will maintain (or grow) the number of youth served by the program. All aspects of the original program will be maintained (Boys & Girls Club covering additional costs). Over

the past 5 years as the funding formula for the grant has decreased, the Club has sought other sources of funding to allow the program to continue the same level of service. 50% of funding comes through the 21CCLC funds while the other 50% is raised through United Way, Annual Campaigns, Special Events, and In-Kind donations/services. Recently, the Boys & Girls Club has begun an Endowment Campaign to ensure the future of all Club programs. The Endowment fund campaign will become more public over the next 5 years as we become even more self-sufficient in Evansdale.

Partnerships

As with any program, partnerships are key to the success of our program. Active partnerships with a variety of agencies are currently in place including:

Waterloo Community School District

Northeast Iowa Food Bank

ISU Extension Office

Cedar Valley Humane Society

Lockard Development

Waterloo Black Hawks Hockey Bench Buddies

RSVP (Retired Senior Volunteer Program) / AARP Foundation Work Search

The University of Northern Iowa

Volunteer Center of the Cedar Valley

George Wyth State Park

Evaluation

Communities in Schools (CIS) is the nation's largest dropout prevention organization. By bringing caring adults into the schools to meet children's unmet needs, CIS provides a link between the school and community. The result: teachers are free to teach and students have the opportunity to focus on learning. CIS will serve as the external evaluator on the program and will help us gather and interpret data regarding Club member's school attendance and performance. Through this partnership, we are able to submit the names of Club members participating in the program and we are presented with data for our Club members as well as comparative data for the Waterloo School district as a whole.

Results are important to all programs we offer. The results we obtain justify our need to exist. Sometimes these results are individual and the program can be catered to an individual's need. Sometimes results are aggregate and affect all program participants. All results will be looked at in collaboration with Club and School staff to have the most impact on the youth served.

Budget

The Boys & Girls Clubs of the Cedar Valley operates a current budget of over \$600,000 and serves over 600 youth annually. 21CCLC continuation funds would provide \$50,395/year for the Evansdale site. Additionally, funding is received through the United Way, local foundations, private donors, special events, Community Development Block Grants, and The Office of Juvenile Justice Programs.

The program will serve a minimum of 80 students at \$629.94 per student. Funds requested do not exceed the maximum guidelines of \$7.50/student/day (\$10/student/day in the summer).

Student Needs Assessment

2.1 Student needs assessment provides evident of objective data to clearly define the student need for a before/after school program, evaluates school and community resources available, and convincingly documents how the program will address student needs.

Poyner Elementary School (a school within the Waterloo Community School District) is located in Evansdale, IA. Poyner has an enrollment of 521 students (253 in grades 3-5). The Boys & Girls Clubs of the Cedar Valley is currently operating a 21CCLC site in the Evansdale community (year 5 of 5). Membership in the current program is 80 (32%). The area lacks resources and extra-curricular activities during after school hours. Area childcare options bring with it a fee that many are unable to afford. The Boys & Girls Club charges a mere \$25 annual fee for the program. The program operates each day after school until 6pm, in the summer from 8:30-5pm and on non-school days. Our Evansdale facility is approximately 2500 square feet and houses a homework/program area, computer lab, reading room, games room (ping pong, foosball, billiards), and lounge areas. The building is leased at a reduced rate from a local landlord.

Although Evansdale is considered part of the Waterloo School District, the community has long operated as its own "small town". On July 13, 2012 that small town feeling was disturbed when two young girls were kidnapped. This left a lot of parents having second thoughts about their afterschool plans for their children. Parents who once allowed their youth to go home afterschool are now searching for affordable options for quality care during non-school days, summertime, and afterschool.

The Annie E. Casey Foundation (2010) ranks Black Hawk County 94 out of 99 counties in Iowa in single parent families, at a staggering 37.7%. The county also ranks 93 out of 99 in family poverty (datacenter.kidscount.org). The census tract surrounding the Evansdale Club site has a per capita income of \$15,644 and 17% of children living in poverty (smart.gismapping.info). In the past 5 years, the free and reduced lunch rate at Poyner Elementary has grown from 51.1% to 55.5%.

Currently, East High School in Waterloo has the 5th worst in the state for graduation rates of high school seniors, with less than 70% of East High School youth proficient in math & reading. Poyner Elementary is a feeder school into Bunker Middle School which feeds into East High School.

Poyner Elementary is Title I School-wide eligible with a Free & Reduced Lunch rate of 55.5% and is designated as SINA-3 School in both Math & Reading.

Reading:

Only 68% of Poyner Elementary Students are proficient in Reading,
However, 71% of current Club members are proficient.

Math:

In Math, 67% of Poyner Elementary Students are proficient,
while 72% of current Club members are proficient.

It is also important to note that our Club serves a higher population of free and reduced lunch students (85% vs. 55.5% at Poyner), minority students, and students identified with behavioral issues than Poyner Elementary. These populations often struggle more than "average" students, but through our one on one

mentoring and dedicated homework hours, we are able to really make an impact on the academic success of these students.

For Poyner as a whole school, the average number of days missed in 2011-12 was 6.45. Evansdale Club members missed an average of 5.71 days of school. Students who attend school more are more engaged in learning and show a higher participation and academic success rate.

Each day at the Boys & Girls Club begins with homework help/academic enrichment. Through participation in the program, Club youth have out-performed students not enrolled in the Boys & Girls Club program in both Math & Reading. In addition to homework help, Club members take part in activities such as "Reading with Rover", science exploration, cooking club, and other enrichment activities.

Yet another area of concern in the Cedar Valley is the child obesity rate. According to the Black Hawk County Health Department, 43% of students in the Waterloo Community Schools were overweight or obese in a study from 2008. In an article from the Courier (Oct 16, 2011), "About 32 percent of Cedar Falls students had a body mass index that ranked overweight or obese, compared to 45 percent in Waterloo. In Cedar Falls, 34 percent of male students were obese and 30 percent of female students. In Waterloo, both genders came in at 45 percent." (http://wfcourier.com/news/local/obesity-rates-for-local-kids-raise-concern/article_2d5c0b95-34b8-5f6d-8644f8bbdbc636d7.html#ixzz1qbxnEnc2). On top of that, studies have shown low income families run a higher risk of being obese. According to a report done by The University of Wisconsin – Madison, the obesity rates for low income families are sometimes DOUBLE the national average. (www.irp.wisc.edu/publications/dps/pdfs/dp133908.pdf)

Physical Fitness and Nutrition are also components of the Boys & Girls Club program. Each day, youth are served a healthy snack and meal at the Club. Additionally, the Northeast Iowa Food Bank provides nutrition education. The Boys & Girls Club in Evansdale does not have a gymnasium so physical fitness is accomplished through a partnership with Poyner Elementary for the use of the gym, outdoor activities, field trips to parks/swimming/etc., use of the Kinect System and clinics with students from the University of Northern Iowa Athletic Teams and the Waterloo Black Hawks Hockey team.

2.2 Evidence of stakeholders involved in the needs assessment

Youth- Student involvement and student participation are key components to the success of the program. Students that are engaged in activities and actively participating will learn at a higher rate. To ensure youth have a voice in the program, Torch Club was developed. Torch Club is a small-group leadership and service club. Through the program, Club staff meet with members to learn to work together to plan and implement activities in four areas: service to Club and community; education; health and fitness; and social recreation.

Parents – The Boys & Girls Club has a parent advisory group that meets to discuss the current program. The group evaluates current programs and suggests opportunities for improvement. Any parent can volunteer to be a part of the group.

Community - The 2010 Iowa Youth Survey discovered 29% of Black Hawk County youth do not feel safe in their own neighborhood. And 34% report they have tried alcohol, 20% have used in the past 30 days. 21% of youth report they have already tried illegal drugs. More staggering yet, is that 34% report the lack of a parent/guardian who is aware there whereabouts during unsupervised times.

A 2012 survey of current Club members shows:

- 93% of Club Members say the Club teaches them to make positive choices
- 75% of Club member say they would just hang out at home if it weren't for the Club program
- 88% say the Club teaches the importance of health and fitness
- 100% have gone through programs that teach not to use drugs, tobacco, or alcohol

School - Last year, we surveyed teachers at Poyner Elementary regarding behaviors and attitudes of Club members. Teacher surveys indicate Club members showed a moderate to significant improvement in homework completion, coming to school motivated to learn, and overall academic performance.

Poyner Elementary Principal reports Family Literacy is not a concern for them, however parental involvement in a young person's life can always be stronger.

The application is a joint submission between the Boys & Girls Club of the Cedar Valley (Evansdale site) and Waterloo Community School District (Poyner Elementary). WCSD and BGCCV work together to develop a program to meet the needs of the youth. WCSD provides transportation each day from Poyner Elementary to the Boys & Girls Club site in Evansdale. The Boys & Girls Club intends to address the following goals that were developed by Poyner Elementary staff:

Reading Goals:

- The percent of grade 3-5 FAY students scoring at proficiency or higher in Reading Comprehension will increase at least 20.4% (from 67.6% to 88%) as measured by the Spring 2012 Iowa Assessments.
- One hundred percent of students in grades K-5 will be at or above independent level on Grade Level Spring DRA2.
- Students will meet the grade level expectations as defined in the Reading Habits section of the curriculum guide.

Math Goals:

- The percent of grade 3-5 FAY students scoring at proficiency or higher in Math Total will increase at least 19.3% (from 68% to 87.3%) as measured by the Spring 2012 ITBS subtest.
- One hundred percent of grade K-5 students will be proficient on the End of Year math test.

Climate/Culture Goals:

- Begin the third year of implementation of Positive Behavior Support and Interventions to decrease office referrals by 25%.

Project (20) – maximum 3 pages

3.1 Link to Student Need

A comprehensive needs assessment of the Evansdale community and Poyner Elementary identified 5 key areas of need: 1) Affordable, Supervised Care. 2) Academic Assistance. 3) Physical Fitness/Nutrition. 4) Character Development/Substance Abuse. 5) Family Involvement. These 5 needs will be addressed through the Boys & Girls Club program in Evansdale.

Need	Program Component
Affordable, Supervised Care	Program operates afterschool til 6pm each day and 8:30-5 during summer and non-school days
Academic Assistance	Power Hour
Physical Fitness/Nutrition	Triple Play
Character Development/Substance Abuse	SMART (Skills Mastery & Resistance Training) Moves & Community Service
Family Involvement	Assist with School Family Events and host Club events to bring families together

3.2 Academic, Enrichment, & Family Literacy

The Boys & Girls Club in Evansdale is open each day afterschool until 6pm and includes academic assistance, a healthy snack and meal provided by the Northeast Iowa Food Bank, enrichment activities, the chance to interact with positive adult role models, and the opportunity to be a kid and have fun! The current program is available to 3-5th graders, but will be expanded to 2nd graders as well. We will continue to serve a minimum of 80 youth.

During the summer months, the Club operates from 8:30am-5pm, Monday – Friday, and includes breakfast and lunch provided through the USDA Summer Feeding Program and a healthy snack from the Northeast Iowa Food Bank. The summer program includes 1-2 field trips each day (recreational, cultural, or educational) in addition to academic, enrichment, and character development programming.

Regular components of the program include:

Academic: Each day, youth participate in Power Hour for 45 minutes. For students with homework, this means homework completion, homework help, or one-on-one tutoring. For students without homework this includes other enrichment activities including:

- Reading: “Reading with Rover”, Free Reading, computers, Spelling Bees
- Math: Cooking Classes (measurement conversions), Computers
- Science: ISU Extension office (making slime, building rockets, etc.), Outdoor Adventures Camping Program

Enrichment:

Physical Fitness/Nutrition:

Through **Triple Play**, youth learn about good nutrition and how to make smart meal and snack choices. Members receive coaching in sports leagues and fun activities, developing their coordination and leadership skills. Organized social recreation activities strengthen character, increase confidence and enhance the ability to relate well to others.

Triple Play was developed to increase the following among Club members:

- Their knowledge of healthy habits, good nutrition and physical fitness;
- The number of hours per day participating in physical activities;
- Their ability to interact positively with all youth and engage in healthy relationships; and
- Increased participation at the Club, including recruiting new members.

Activities include:

University of Northern Iowa Soccer, Tennis, Volleyball, & Track Clinics, Waterloo Black Hawks Bench Buddies, Competitive basketball & football, Gymnastics Club, and Food Bank Nutrition Programs

Character Development/Drug Violence Prevention
 The SMART Moves program was developed to assist youth in resisting alcohol, tobacco and other drugs and to overcome obstacles that impede their development in leading successful lives and achieving their goals. Through the following age-appropriate modules, SMART Moves provides youth with the knowledge, skills and self-esteem to help them make healthy choices and practice responsible behaviors, which includes avoiding the use of alcohol, tobacco and other drugs:

SMART Kids (ages 6 to 9 years)

The primary messages are:

- Our bodies are priceless and allow us to accomplish our dreams.
- Young people should avoid risky behaviors and situations, including involvement with alcohol, tobacco and other drugs.

Start SMART (ages 10 to 12 years)

The primary messages are:

- Preteens should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal, these substances are potentially harmful to bodies and minds that are still developing. "Responsible use" is not an option.

All of the kids also participate in Peer Partners which is where the older and younger kids are paired up and they help with something educational or recreational. This is done every Friday.

Family Literacy – Family literacy is not a concern for Poyner Elementary families at this time. However, Hawkeye Community College in Waterloo offers a free Family Literacy program that can help teach benefits of reading and education. We will be referring families identified in need to their service.

A Family Literacy night is hosted at Poyner Elementary each year during Literacy Week. The event encourages families to read together and highlights the fun of reading! Family Involvement in education is critical to youth's success. Each year, the Boys & Girls Club hosts a Thanksgiving Dinner to bring families together and celebrate the success of the students in the program. Families are brought together and the beginning of the year for an all school picnic. For Christmas each year, families are gifted books to enjoy together.

3.3 Logical, Clear, & Measurable Goals & Objectives

The mission of our Boys & Girls Club is: To inspire & enable all young people, especially those who need us most, to reach their full potential as productive, responsible, and caring citizens. We offer kids, social, recreational, and character-building structured activities so that each child can know and achieve his or her full potential. Despite rising costs, we purposefully keep dues at \$25 per year so that all young people have the opportunity to join.

Specifically for the Evansdale program, we will focus on:

Prioritized Needs (Goals)	Student Outcomes	Baseline Data
Increase student achievement in reading, math, and science.	Participants will score at or above the district average in math and reading.	ITBS proficiency rates and classroom grades will be used.
Increase student engagement	Participants will miss less days of school.	Data collected from WCSD
Increase opportunities for youth and families to feel safe and connected in their school and community.	Participants will improve in: getting along with others, respecting adults, and managing stress/anger. Participants will have fewer incidences of fighting and bullying activities. More parents will attend family events with their child.	Club staff will evaluate & make reports on youth at the beginning of the program and again at intervals throughout the year. Communities in Schools will provide discipline referrals, fighting, & bullying data.

Increase healthy habits	Program participants will increase scores on pre and post-tests relating to nutrition will participate in physical activity and will have acceptable BMI levels.	Student performance on pre-test and post-test administered at Boys & Girls Club and BMI levels obtained through WCSD.
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3.4 Link to School Day

The Unit Director of the Boys & Girls Club in Evansdale meets periodically with teachers to ensure homework completion, discuss needs of specific children, and identify children in need of the program. Poyner Elementary is committed to working with us providing referrals and helping ensure homework is completed and the correct material is being covered. Poyner staff may provide worksheets or additional information they would like particular grade levels or particular students to focus on.

The program will address the following WCSD CSIP prioritized student needs:
Improve the performance of low achieving students in reading, mathematics, and science while maintaining (or increasing) the percent of students in the advanced proficiency level – The Club program will offer both homework help/completion and enrichment activities for those without homework or in need of further academic assistance.

Engage all students in activities and instruction that prepares them for their future and decrease risky behaviors such as the use of tobacco, alcohol, or other drugs. - Young people need more than facts and figures about alcohol, tobacco, other drug use and sexual involvement more than assemblies and lectures, more than essay and poster contests, more than being told to “just say no” to drugs. Program participants will engage in the SMART Moves program.

3.5 Experience in providing educational and related activities

For over 40 years, the Boys & Girls Clubs of the Cedar Valley has been at the forefront of youth development, working with young people from disadvantaged economic, social and family circumstances. The Club has actively sought to enrich the lives of girls and boys whom other youth agencies have had difficulty in reaching. We are dedicated to ensuring that our community's disadvantaged young people have greater access to quality programs and services that will enhance their lives and shape their futures. BGCCV has 4 sites, serving nearly 600 youth each year!

Consider the following academic data of current Club members:

- (95%) had stable or rising reading comprehension and fluency scores than the year before
- Our students average # of days absent from school is 6.49 vs. the schools average of 8.73
- Our students average GPA is 2.75 vs. the schools average of 2.59

Currently, the Boys & Girls Club receives funding in excess of \$150,000 annually from 2 current 21CCLC grants, the Department of Justice, and local foundations. Grant reporting and compliance are of utmost importance. We rely on this support to be able to offer programs to our youth, and we realize the importance of proper grant management. Grants expenses for each grant are tracked separately and program reports are handled for each report separately as each grant supports a separate group of youth. An annual program report conducted by Boys & Girls Clubs of America and a fiscal audit by a locally audited company are both completed each year. BGCCV and the WCSD have partnered on 21CCLC grants for our current Poyner Elementary program (year 5) and Cunningham Elementary Program (Year 2).

Boys & Girls Clubs are fortunate that we have the benefit of programs developed on a National Level with highly acclaimed demonstrated success. Through Boys & Girls Clubs of America, our staff are trained to implement the programs in local Clubs.

Research Base (5) – maximum 1 page

4. Multiple sources of a strong research base

Academics: Research shows that completion of homework is important for academic success, as well as making a difference in helping youth become more confident, happy, and successful in school. In a review of studies of after-school programs providing homework assistance, the National Partnership for Quality Afterschool Learning stated, “Most researchers have found that students who complete homework assignments have higher academic grades than students who do not complete homework assignments.” (*Homework Help in Afterschool Programs: Literature Review* (Austin, Texas: National Partnership for Quality Afterschool Learning, Southwest Educational Development Laboratory, 2008) 5-7, www.sedl.org.)

Power Hour, Boys & Girls Club’s academic program, helps drive positive outcomes for youth in the area of academic success by extending learning beyond the school day. It offers a structured time and place for Club staff and volunteers to help members **complete their homework** – and start each school day better prepared and with a sense of confidence and competence. As members complete homework assignments and participate in **fun, hands-on activities that reinforce their learning**. In addition, Power Hour offers small-group or one-on-one **tutoring assistance** for members identified as needing additional help with specific subjects or skills.

Power Hour’s underlying philosophy is that the benefits of homework are not only academic, but also behavioral and social. Beyond the academic benefit, consistent homework completion helps young people develop **valuable organizational and interpersonal skills** – including time management, prioritizing, task completion and working cooperatively with others. These skills are necessary for achievement in school and are a foundation for a successful life.

Health/Nutrition/Fitness: BGCA developed **Triple Play** in collaboration with the U.S. Department of Health & Human Services. The program demonstrates how eating smart, keeping fit and forming positive relationships add up to a healthy lifestyle. Through **Triple Play**, youth learn about good nutrition and how to make smart meal and snack choices. Members receive coaching in sports leagues and fun activities, developing their coordination and leadership skills. Organized social recreation activities strengthen character, increase confidence and enhance the ability to relate well to others. For example, BGCA designed sessions to provide a mechanism for older members to assist younger members, which provided older youth with a sense of usefulness and influence while reinforcing the positive behaviors that are the goal of the program.

Character Development/Substance Abuse Education: For than 25 years, BGCA’s **SMART Moves** prevention program has received nationwide acclaim and become a mainstay in the prevention efforts of communities across the country. The **SMART Moves** prevention program has been scientifically evaluated with documented results. We know that **SMART Moves** works by exposing young people to protective factors that promote positive behaviors, health, well-being and personal success. With these protective factors, young people have the tools to overcome the many challenges they face today, along with the knowledge and skills they need to grow into confident, healthy young adults.

Management Plan (20) – maximum 3 pages

5.1 Effective Staffing, Training, Volunteers

The site coordinator and program staff are hired by the Boys & Girls Club. The site coordinator is a qualified, full time staff member who has a degree in youth services or related field that is interested in the position. The site coordinator, in cooperation with the Area Director, oversees the day-to-day implementation of the program, facilitates collaborations with partners, and serves as a resource for school personnel. This site coordinator meets with students over lunch and recess at Poyner and meets with teachers regarding student academic progress, concerns, and referrals of new members. Club staff are not only a part of the Boys & Girls Club team, but also an active part of the Evansdale community and Poyner Elementary.

The hiring plan for part time program staff initially targets the teachers and para-educators at Poyner Elementary to better suit the academic needs of the students. However, the Club also relies on a partnership with the University of Northern Iowa for work-study employees and AARP for senior adult employees. The Club also utilizes a large number of volunteers for tutoring, mentoring, and program assistance. The Boys & Girls Club employs a volunteer coordinator who actively recruits, trains, places, and evaluates volunteers for all site programs. Volunteers are recruited through RSVP (Retired Senior Volunteer Program), the Volunteer Center of the Cedar Valley, local colleges and universities, the business community, area churches, and the community at large. Over 500 volunteers participated in BGCCV programs last year!

Regional/national trainings provided by Boys & Girls Clubs of America as well as trainings through the Afterschool Alliance are attended by Club staff to keep at the forefront of youth development. Trainings attended will focus on program implantation, Character Counts, and 21CCLC specific trainings.

According to Boys & Girls Club policy background checks will be conducted on all staff and volunteers associated with the program.

The student to staff ratio will be 15:1. This ratio is important to maintain caring adult relationships and to meet the academic and social needs of the youth in the program.

5.2 Student Transportation/Students with Disabilities

Waterloo Community School District provides a bus for all Poyner Elementary youth to be transported to the Boys & Girls Club in Evansdale. Parents must sign a transportation waiver with membership forms which allows the WCSD to transport the youth to the Club.

Additionally, the Boys & Girls Club of the Cedar Valley owns three 15 passenger vans and a 60 passenger bus to be used for field trips.

There is a small Spanish and Burmese population at Poyner Elementary School. Currently, the Boys & Girls Club program has only English Speaking students, but no one is turned away from the program. If translation services were needed they would be provided through a partnership with the University of Northern Iowa.

In the past, the program has accommodated students with learning disabilities. The experience has proven beneficial for other students in the program to learn about acceptance and embrace difference. Accommodations will continue to be made as needed. The Boys & Girls Club Evansdale site is fully accessible for all.

5.3 Organizational Structure, Leadership, and Stakeholder Advisory Group

The grant will be administered by the Director of Development & Finance, with oversight by the Executive Director. The finance committee and accounting firm will oversee the grant as well.

All expenses relating to the program will be tracked and coded monthly and submitted to the accountants. At the end of each quarter, reimbursement reports will be completed and submitted to the Department of Education. Budget variance will be evaluated each quarter to ensure the project is within guidelines.

The Area Director will oversee the program reporting and ensure that members are participating in the projects as described and verify program data obtained. Quarterly grades will be obtained for program participants and will be tracked and evaluated for improvement. The final report will be developed at year end. This information will be made available to parents, donors, partners, volunteers, and the community at large.

The Unit Director of the Waterloo site (a current employee) will oversee the BEST Program on a daily basis. However, the Club will also rely on part time applicants and volunteers from local universities and colleges to implement the program.

The fiscal management of the project will go through 4 channels monthly.

1. Executive Director oversight
2. Bergan Paulsen, C.P.A., will provide monthly statements and a yearly audit
3. Statements reviewed by organizations finance committee for approval
4. The statements will go before our Board of Directors each month for approval

Stakeholder Advisory Group – Boys & Girls Club staff meet regularly with current partners to evaluate the success of the partnership. Additionally, new partnership opportunities emerge and are explored. Recently, Club staff have become involved with the Evansdale Chamber and relationships that have developed have led to more volunteers, program space at a reduced cost, and more visibility within the Evansdale community.

Club staff, board members, and building principals will work together to insure quality and effectiveness of the program. Club member and parent input are of great importance in assessing program quality. Both parties will participate in surveys and discussions regarding the quality of the program.

5.4 Continuous Improvement and Sustainability

The Boys & Girls Clubs of the Cedar Valley operates a nearly \$650,000 annual budget based on grants, donations, and special events. In order to continue the same level of service at all sites, sustainability is under constant review. This site, along with other sites, conducts special events and our "It Just Takes One" solicitation campaign. This campaign raises over \$150,000 for our organization each year. We are also a United Way member. We do NOT at this site, nor at any site, set membership fees as a part of our financial sustainability plan. The program will maintains low membership cost, \$25/year, to ensure every child and family the opportunity to utilize the program. We also have a local contributor that provides support designated for scholarship dollars for the youth. Program funding streams are

continuous reviewed for variety to ensure that the Club does not become too dependent on one source in this ever changing economic environment.

Collaborations have been developed to allow the Club to make the most effective use of funding. Collaborations include:

Waterloo Community Schools – provides transportation from the Elementary Schools to the Boys & Girls Club in Evansdale

Lockard Development – provides building space at 40% of cost

University of Northern Iowa – provides work-study employees to the Club. The Club pays 25% of wages

Office of Juvenile Justice & Prevention Programs – provides funding which allows for one on one mentorships to be created for Club members

The Boys & Girls Club is requesting a continuation grant for the Evansdale site to serve Poyner Elementary youth. The site will maintain (or grow) the number of youth served by the program. All aspects of the original program will be maintained (Boys & Girls Club covering additional costs). Over the past 5 years as the funding formula for the grant has decreased, the Club has sought other sources of funding to allow for the program to continue the same level of service. 50% of funding comes through the 21CCLC funds while the other 50% is raised through United Way, Annual Campaigns, Special Events, and In-Kind donations/services. Recently, the Boys & Girls Club has begun an Endowment Campaign to ensure the future of all Club programs. The Endowment fund campaign will become more public over the next 5 years as we become even more self-sufficient in Evansdale.

Communication Plan (5) – maximum 1 page

As an established program, the community and Poyner parents are aware of the Club program and what it has to offer. However, we will continue to communicate with students, parents, and the community about the Club program through a variety of outlets:

Outreach Strategy	Target Audience	Frequency	Program Impact
Flyer/Parent Letter	Students/Parents	Semi-Annually	Program Recruitment
Annual Report	Funders, Parents, & Partners	Annually	Potentially increase program support
Attend Parent Teacher Conferences	Parents	As held	Inform parents of the opportunity to enroll their children in the 21CCLC program
Calendar	Families	Monthly	Keep families engaged in 21CCLC programming
Press Releases to media outlets	Community at large	Monthly at a minimum	Community support
Service Club Presentations	Service Club members (Kiwanis, Rotary, Exchange Club, etc.)	Quarterly	Community Support

The Boys & Girls Club receives a substantial amount of marketing materials done professionally at no cost/low cost from a previous Board member.

Partnerships (10) – maximum 2 pages (not including MOUs or Letters of Support)

7.1 Existing partnerships

As with any program, partnerships are key to the success of our program. Active partnerships with a variety of agencies are currently in place. However, new partnerships are constantly being developed as we work in increase both program quality and variety of programs offered.

Waterloo Community School District – Needless to say, our best partner is the Waterloo Community School District. From the local Elementary, all the way up through administration, this program could not be possible without them. The district provides daily bussing from Poyner Elementary to our Evansdale Boys & Girls Club for all Club members. In 2011, the Club opened a free standing facility and the school district provided the Club with furniture and fixtures to help get the building ready for occupancy. Prior to our own site, Poyner Elementary had allowed our program to run inside the school for 3 years. Now, the school continues to allow our program to use space in the gymnasium to offer recreation programs to Club members. The school Principal also allows Club staff access to students during the day, helps identify youth in need of the program, and keeps Club staff connected with School staff.

In May 1996, business and school leaders, realizing the growing need to increase involvement of business/community in education, initiated the Partners in Education program. The program brings business/community agencies together to enhance the academic and social development of students. Concerns addressed include:

- Assisting at-risk youth
- Increasing career awareness
- Recognizing excellence
- Providing positive role models
- Increasing opportunities to utilize technology in the workplace
- Improving communication between educators and community
- Providing tutors and business educators to assist teachers to enhance curriculum
- Providing opportunities for students to learn civic and community responsibility.

Partners in Education for Poyner Elementary are as follows: Tyson Prepared Foods, JC Penney Company, Hyvee, Muehl-Fillmore Insurance Co., Tyson Fresh Meats, City of Evansdale, First Security State Bank, Barnes and Noble Booksellers, John Deere Foundry, City of Elk Run Heights, and Service Roofing

Northeast Iowa Food Bank – Each day, the Food Bank provides a healthy snack and a hot nutritious meal for the program participants. The Food Bank delivers the meal and paper products to the site each day. Additionally, twice a month the food bank teaches a nutrition class to the participants. Frequently, this class features less common fruits and vegetables and allows for the youth to become familiar with new things and try them. This makes the participants more likely to choose fresh fruits and vegetables more often with less hesitation.

ISU Extension Office – The ISU Extension office offers Science Enrichment Programming. ISU Staff have done programs on rockets, slime, paper airplanes, conservation, and more! During the summer, the

ISU Extension heads up a Community Garden project which allows Club youth the opportunity to learn "hands on" about fresh produce through the entire process of planting, weeding, harvesting, preparing and eating.

Cedar Valley Humane Society – provides gentle dogs to come to the Club and allow participants to read to the dogs. The dogs don't correct or judge the reading skills of the youth, they simply listen attentively. This allows the youth to become more comfortable with reading and allows them to develop their skills in a non-threatening environment.

Lockard Development – through a partnership with Lockard Development, the Club has secured a lease for building space at over 40% off the regular lease amount of the building. This reduced rate allows the Club to focus more dollars on staffing and program materials for the youth we serve.

Waterloo Black Hawks Hockey Bench Buddies- Hockey players attend Club once a week to volunteer with the youth. The team players mentor program participants and focus on fitness related activities.

RSVP (Retired Senior Volunteer Program) – Provides volunteers for one on one reading and tutoring activities.

AARP Foundation Work Search– Provides senior employees (at their cost) to the Club in the areas of program and administration.

The University of Northern Iowa -offers staff through the work-study program. This allows cost savings for the Club and allows the Club to spend more dollars on direct program expenses. The University Athletics also works with the Club and offers clinics to expose the youth to track/field, volleyball, and dance. Program participants often get the opportunity to attend musical and theatrical events through the University as well.

Volunteer Center of the Cedar Valley helps our youth become more community minded. The center comes in once a month and leads a community service project with our youth.

George Wyth State Park - over the past summer, Club members had overnight camping experiences at the park. Park officials led programs in fishing, stargazing, and hiking. Club members were able to experience the opportunity free of charge in exchange for volunteer hours at the park.

7.2 Engaging partners

In 2011 our program moved out of the school building to a stand-alone site. Since then, we have become a more visible part of the Evansdale community and the community is excited about partnering with us! We are active members of the Evansdale Chamber and the business community is supportive of our endeavors. Since the grant started 5 years ago, the partnerships have nearly quadrupled in numbers! And, the partnerships continue to grow in strength and quality.

As we go through the evaluation process and strengths and weaknesses are identified, these areas are addressed through additional partnerships and/or resources. It is the responsibility of the Area Director to research new partners and bring new partners on board.

Evaluation (10) – maximum 2 pages

8.1 External Evaluator

Communities in Schools (CIS) is the nation’s largest dropout prevention organization. By bringing caring adults into the schools to meet children’s unmet needs, CIS provides a link between the school and community. The result: teachers are free to teach and students have the opportunity to focus on learning. CIS will serve as the external evaluator on the program and will help us gather and interpret data regarding Club member’s school attendance and performance. Through this partnership, we are able to submit the names of Club members participating in the program and we are presented with data for our Club members as well as comparative data for the Waterloo School district as a whole.

Additionally, we will internally evaluate the impact and effectiveness of our program utilizing The Outcome Measurement Toolkit, developed by Boys & Girls Clubs of America, and recently enhanced by the Search Institute in accordance with the 40 Developmental Assets for Youth. This tool allows us to assess and document change in the youth we serve in social competence, education and preparation for adulthood to name a few. This will also identify strengths and areas of improvement in the program.

PPICS reporting will be completed annual in accordance with grant requirements. As a current 21CCLC grantee, we are familiar with the PPICS reporting process. Data for the report is collected through CIS, through the Waterloo Community School District, and through our own KidTrax Software which tracks daily attendance, program participation, and demographic information on program participants.

We will also be utilizing Parent Teacher Organization and Partners In Education groups as well as monthly family nights to effectively evaluate the impact of our program.

8.2 Utilizing Evaluation Results

Results are important to all programs we offer. The results we obtain justify our need to exist. Sometimes these results are individual and the program can be catered to an individual's need. Sometimes results are aggregate and affect all program participants. All results will be looked at in collaboration with Club and School staff to have the most impact on the youth served.

Outcomes will be evaluated by the project team for effective and will be used to re-evaluate the program and refocus initiatives as necessary. Outcomes will be published externally to increase member interest in the program, solidify support, and increase visibility of the program. Outcomes will be measured with the following tools:

Student Outcomes	Measurement Tool	Data Collection
Participants will score at or above the district average in math and reading.	ITBS proficiency rates and classroom grades will be used.	CIS in cooperation with WCSD

Participants will miss less days of school.	School attendance records	CIS in cooperation with WCSD
Participants will improve in: getting along with others, respecting adults, and managing stress/anger. Participants will have fewer incidences of fighting and bullying activities. More parents will attend family events with their child.	Anecdotal information Club write-ups, suspensions Bullying, Fighting, Referrals in School	Club Staff Site Coordinator CIS in cooperation with WCSD
Program participants will increase scores on pre and post-tests relating to nutrition, will participate in physical activity and will have acceptable BMI levels.	Triple Play pre-tests and post-tests BMI levels	Site Coordinator administers tests CIS in cooperation with WCSD, or DHS

In the Spring, BGCCV will hold a Strategic Planning session. Board, Staff, School personnel and Partners will come together and evaluate the program. Results will be looked at and strengths and weaknesses will be identified and prioritized. Through the variety of people involved in the session, a plan for addressing areas of concern will be developed.

The Club prepares an annual report each year to outline the successes of our programs. The data collection process begins in December each year and the report is filed in February. Reports are ready for dissemination to community supporters, donors, partners, volunteers, and parents in the spring of each year. Additionally, statistical data is presented to local funders and is submitted to the local media.

Budget Narrative (10) – maximum 2 pages

9.1 Justified, Necessary, and Reasonable Costs

The Boys & Girls Clubs of the Cedar Valley operates a current budget of over \$600,000 and serves over 600 youth annually. 21CCLC continuation funds would provide \$50,395/year for the Evansdale site. The Club currently manages 1 other 21CCLC for Cunningham Elementary in Waterloo. Additionally, funding is received through the United Way, local foundations, private donors, special events, Community Development Block Grants, and The Office of Juvenile Justice Programs.

Funds requested do not exceed the maximum guidelines of \$7.50/student/day (\$10/student/day in the summer). Thanks to partnerships with other entities the Club is able to offer a quality program for a reasonable cost. Resource partnerships include:

- Lease Agreements (Lockard Development)
- Staffing Agreements (AARP WorkSearch and UNI)
- Advertising/Marketing Services (Think N Think)
- Furniture/Fixtures (Waterloo Community School District)
- Healthy Meals/Snacks (Northeast Iowa Food Bank)

The budget has been developed to maximize the dollars/resources received and provide safe, impactful programming for all youth. The budget is as follows:

Personnel:

Funding will be used to support the Site Coordinator at the Boys & Girls Club (Evansdale Site). The coordinator is currently paid \$10.10/hour. Funding will also be used to support the Area Director who assists with program implementation and works with partners. 30% of the area director salary will be attributed to 21CCLC funds.

The site has 3 part time program aides focusing on academic assistance. One program aide is supported the 21CCLC funds at a rate of 7.50/hour. Program aids work 15 hours/week during the school year and 30 hours/week during the summer. One program aide is hired through AARP Worksearch. AARP provides senior employees to the Club at no cost to our organization. The other program aide is supported through a partnership with the University of Northern Iowa work-study program. The Boys & Girls Club pays 25% of the wages while UNI pays for 75%

Materials:

This budget has been reserved for items such as program supplies, membership cards and homework assistance supplies. Funds have been allocated for board games, technology software and upgrades, and nutrition activity supplies. 21st CCLC funds will also be needed to purchase curriculum based programming from Boys & Girls Clubs of America. Included in this is drug and alcohol prevention programming.

\$500 will be used each year toward the annual Family Literacy Night, Thanksgiving Dinner, and Summer Picnic for 21CCLC Families.

Professional Development (5% of budget; 21CCLC guidelines= no less than 4%):

21st CCLC funds have been reserved to utilize trainings offered through the 21CCLC Summer Institute, the Department of Education, and Boys & Girls Clubs of America. Additionally, each year the program closes for one week between the school year program and the summer program to offer trainings to all staff on site.

Evaluation (5% of budget; 21CCLC guidelines= no less than 4%):

Funds will be used to support the collection of data at each school site, data entry, data analysis, and the development of reports for use in continuous improvement. The Boys & Girls Club administration will partner with Waterloo Community Schools and Communities in Schools to assist in the data analysis and development of an objective evaluation. This evaluation will be presented to Advisory Groups, Partners in Education, Parent Teacher Organization and the community. This evaluation will also be made available to the Department of Education.

Administrative (2% of budget; 21CCLC guidelines=<8%):

Administrative costs supported by the grant include telephone and internet fees. The Boys & Girls Club will cover other administrative costs including office supplies, printing, accounting fees, and liability insurance.

9.2 Supplement, not Supplant

21CCLC funds have been received for Poyner Elementary for 5 years. The continuation request is for 50% of the amount of the original request. The program will serve the same number of youth as the current program with potential to serve more youth as we will also accept 2nd graders in the program.

Our current cost to operate the Evansdale site is \$150,000/year. We are requesting \$50,000 per year in 21CCLC funds. Funds for the program are also received from United Way, local foundations, the Office of Juvenile Justice & Prevention, In-Kind Services, private donors, and special event fundraisers.

21CCLC SITE INQUIRY FORM

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

21CCLC Site Name: Boys & Girls Club Evansdale Site		
Site Address: 3574 LaFayette Road		
City, State, Zip: Evansdale, IA 50707		
Phone: 319-234-2839		
Site Contact Person: Chuck Rowe		
Poyner Elementary	427	80

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		

(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.

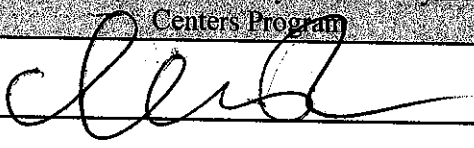
Part M: Private and Public School Consultation

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
	Boys + Girls Club of York County, IA

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Cary W. Novak</i>	Waterloo Community School Dist.
Signature of Site Principal for Each 21 st Century Community Learning Center-Fluited Site	Site Name
<i>Justa Marternach</i>	Poyner Elementary

FORM C COLLABORATIVE SIGNATURES

Every IICLC 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.


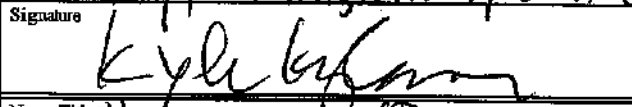
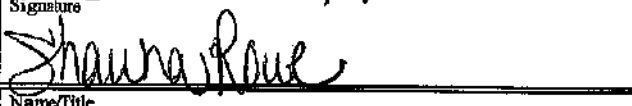
Attach as many additional sheets as necessary

Name/Signature		Agency/Affiliation	
Name/Title	Crystal Buzzell	Agency	Waterloo Community School District
Signature		Address	1516 Washington Street
		City/Zip	Waterloo 50702
		Phone	319-433-1865
Name/Title	DeAnne Kobliska Deputy Clerk	Agency	City of Evansdale
Signature		Address	123 N Evans Rd
		City/Zip	Evansdale/50701
		Phone	319-232-6683
Name/Title	Barbara Prutten	Agency	NORTHEAST Iowa Food Bank
Signature		Address	Box 2347
		City/Zip	Waterloo IA 50703
		Phone	319 235-0507
Name/Title	Phyllis L Tansey Payroll Clerk	Agency	AARP Foundation WorkSearch
Signature		Address	223 E. 4th Street
		City/Zip	Waterloo 50703
		Phone	319-234-0206
Name/Title	Paris R Corbett, Director, School of #PELS	Agency	University of Northern Iowa, School of #PELS
Signature		Address	203 Wellness/Recreation Center
		City/Zip	Cedar Falls 50614-0241
		Phone	319-273-2141
Name/Title	Lois Eberhard Park Manager	Agency	George Wyth State Park Iowa DNR
Signature		Address	3659 Wyth Rd
		City/Zip	Waterloo 50703
		Phone	319-269-6705
Name/Title	Donna Erickson, President Chamber of Commerce	Agency	Evansdale Chamber of Commerce
Signature		Address	3445 Lafayette Rd
		City/Zip	Evansdale
		Phone	233-5409
Name/Title	Abe Mohr Cedar Bend Volunteer Com.	Agency	Cedar Bend Humane Society
Signature		Address	1166 W. Airline Hwy
		City/Zip	Waterloo IA
		Phone	232 6887
Name/Title	Erin Hinton/ Realtor	Agency	Lockard Realty
Signature		Address	4501 Prairie Pkwy
		City/Zip	Cedar Falls IA 50606
		Phone	319 859 3777

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.

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation
Name/Title <i>Michelle Temeyer, Executive Director</i> Signature 	Agency <i>Black Hawk Co. Extension</i> Address <i>3420 University Ave. Suite B</i> City/Zip <i>Waterloo, 50701</i> Phone <i>319-234-6811</i>
Name/Title <i>Kyle Klugman, Director</i> Signature 	Agency <i>DAN FABLE MUSEUM</i> Address <i>Teterson St</i> City/Zip <i>Waterloo, IA 50703</i> Phone <i>319-504-4478</i>
Name/Title <i>Shawna Rowe, VD</i> Signature 	Agency <i>Waterloo Black Hawks</i> Address <i>125 Commercial St.</i> City/Zip <i>Waterloo, 50701</i> Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
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	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOYIN FUNDING REQUEST (Before and/or After School Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites):	Total three-year funding request (all sites):
1	80	\$250,000
	Total first-year funding request (all sites):	
	\$50,000	

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served
Poyner Elementary	\$50,000	\$50,000	\$50,000	\$250,000	80
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Boys & Girls Clubs of the Cedar Valley

Site: Poyner

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: 80

Category	Year 1		Year 2		Year 3		Totals
	Students Served	Family Budget	Students Served	Family Budget	Students Served	Family Budget	
Personnel	38,000	2,000	38,000	2,000	38,000	2,000	200,000
Staff Travel							
Materials	4,000	500	4,000	500	4,000	500	22,500
Professional Development (minimum 4% per year)	2,500		2,500		2,500		12,500
Student Access, Transportation etc. (maximum 8% per year)							
Evaluation (recommended 4% per year)	2,000		2,000		2,000		10,000
Administrative/ Indirect Costs (maximum 8% per year)	1,000		1,000		1,000		5,000
Totals	47,500	2,500	47,500	2,500	47,500	2,500	

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

**This is a 5 year continuation.*

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

Checking - \$25,000 (Farmers State Bank)
Money Market - \$150,000 (Farmers State Bank)
Credit Card - \$12,000 credit limit (Regions Bank)
No Loan Debt

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

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

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

FORM D4 FOR CONTINUATION GRANTEEES ONLY: 21ST CENTURY COMMUNITY LEARNING
CENTERS GRANT WORKSHEET

Applicant Agency: Boys & Girls Clubs of the Cedar Valley Site: Evansdale (Poyner)

Directions: Please provide detailed information on how the budget gap of 50% reduction in 21CCLC funding will be met through in-kind or cash support. Please indicate in your budget narrative if the gap will be met through in-kind or cash support and from what organization. The "Continuation Grant 50%" column should reflect the total amount requested for your continuation grant over three years (current request). The "Gap 50%" reflects the difference between the original grant and continuation grant budgets. Number of students served should not change between grant periods.

Restrictions: Please refer to Section III C of the RFA for specific budget restrictions. Number of Students Served: 80

Category	21CCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
Personnel	38,000	2,000	27,980	3,000	We are working with UNI for work study opportunities + internships as well as ATP&P work search + volunteers. New building layout allows for a different staffing model	Staff duties shifted.
Staff Travel			2,500		Staff travel expenses were consistently under-utilized and are now covered under professional development.	

Student Ratio has increase w/ volu + new staffing mod

*We are a part of a cohort on a reduced funding formula so our program is currently receiving 50% of our original funding. So we are currently operating on the amount of funding we are requesting.

*Program offered in actuality increase

Category	MIECHV Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
	Materials	4,000	500	5,400		The program receives a large amount of in-kind gifts + donations. Also, as an established program the larger initial purchases have been made.
Professional Development (maximum 4% per year)	2,500		0		No change.	
Student Access, Transportation etc. (maximum 8% per year)			2,500		Transportation needs have changed and the school has absorbed transportation costs.	

Category	21CCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
Evaluation (recommended 4% per year)	2,000		1,500	500	Outside Evaluator provides evaluation at no-cost through a cooperative agreement with the R.J. McElroy trust.	
Administrative/ Indirect Costs (maximum 8% per year)	1,000		5,910		As an established program, Admin overhead is not as high. Also, other fundraising efforts are contributing to costs involved.	
Totals	47,500	2,500	100,790	6,500		

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



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

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

Name: Cheryl B.
Title: Exec Director

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.

Private School Consultation Meeting Log Template

	<p>Private School Consultation Meeting Log</p> <p>Date 11/7/12 Time 11 AM Location Tele conference / WhatsApp ITA</p>
---	--

Meeting called by: Chuck Howe Type of meeting:

Attendees: (Attach attendance sign-in sheet)

Chuck Howe, Till Krall, Eric Eckerman (Principal)

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
<p>Discussion: <u>Chuck Howe discussed w/ Eric Eckerman, principal of the Don Bosco Catholic school system, about Boys + Girls club programming. Mr Eckerman was glad we had the tele conference but was not interested at this time.</u></p> <p>Conclusions:</p>		
<p><u>It was concluded that Chuck would contact Mr Eckerman at the start of each school year to gauge interest.</u></p>		
Action Items:	Person responsible:	Deadline:
Resources for Non-Public Schools	[Insert Name]	[Insert time allocation]
<p>Discussion: <u>N/A</u></p> <p>Conclusions:</p>		
Action Items:	Person responsible:	Deadline:

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

Other Information

Resource persons:	
Special notes:	

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