

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

Boys & Girls Clubs of Story County

County: <i>Story County</i>		Amount Requested: \$116,500 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) <i>Erika Peterson</i>		Grant Contact/Project Director: <i>Erika Peterson</i>	
Agency Name: <i>Boys & Girls Clubs of Story County</i>		Agency Name:	
Address: <i>210 South 5th Street</i>		Address:	
City: <i>Ames, IA</i>	Zip: <i>50010</i>	City:	Zip:
Phone: <i>515.233.1872</i>	FAX:	Phone:	FAX:
Email: <i>epeterson@bgcstorycounty.org</i>		Email:	
DUNS Number: 151149036			
Data Collection and Evaluation Contact: <i>Constance Hargrave</i>		Fiscal Contact: <i>Erika Peterson</i>	
Address: <i>1660D Lagomarcino Hall – Iowa State Univ.</i>		Address: <i>210 South 5th Street</i>	
City: <i>Ames, IA</i>	Zip: <i>50011</i>	City: <i>Ames, IA</i>	Zip: <i>50010</i>
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BEFORE YOU APPLY

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

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

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):

- Site/Building Name: Meeker
 - Free and Reduced Lunch Rate Percentage: 46.75%
- Site/Building Name: Mitchell
 - Free and Reduced Lunch Rate Percentage: 50.56%
- Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____

- **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).

- **When will the program run?** (Check or highlight applicable option(s) below):

- Summer School Only
- Afterschool Only
- Before and Afterschool
- Before and Afterschool and Summer School
- Afterschool and Summer School

- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):

- 50 number of children x 200 days x \$7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$75,000 (total funding request for before and afterschool programs)

Summer School Formula

- 56 children x 45 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$25,000
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$116,500
 Funding Request total for Three Years: \$316,500
 Number of Children Served in Year One: 130
 Number of Children Served in Three Years: 320

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 54
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: <u>42-0888428</u> OR Enter School District Code _____

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

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

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

Documentation: _____

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

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

Documentation: Signed MOU w/ Anas Community School District

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

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1.0 Proposal Abstract

According to the Iowa Schools Report Card, in 2017, all Ames elementary schools have a significant racial achievement gap between black or African American students and their white peers, *with the highest gap being 46.7% at Meeker elementary. At the Ames Middle and High Schools, the reading and math proficiency for black students is 58.2% and 53.7% respectively.* In collaboration with the Ames Community School District, we propose to help address this dramatic achievement gap through our comprehensive youth development program.

At the Boys & Girls Clubs of Story County, Ames clubhouse we serve students in Kindergarten through 12th grade, afterschool and in the summers. Our youth development program focus on academic success, healthy lifestyles, and character development. Annually, we serve 400 students from the Ames School district at the Clubhouse. Fifty-three percent of all our members are minority students. Thirty-seven percent of the elementary school students we serve are from Meeker and Mitchell schools and of them, 71% qualify for Free or Reduced lunch (self-reported).

The 21st Century Community Learning Center program we propose would target academic achievement of the only two qualifying schools within our district – Meeker and Mitchell elementary schools - with the intent to increase their reading and math proficiency scores. By helping the younger children to lay a stronger academic foundation, they will be better prepared for the rigorous academics of middle and high school.

Our strategy is to address the achievement gap is to separate students into two different locations - elementary students will be served at the Ames clubhouse, and middle and high school students will be served at a new Club site located in Harvest Vineyard Church in Ames. By separating the students we will be able to more effectively serve their developmental needs and better address their academic and character development concerns. Adding a second site will also provide more space at both locations, enabling us to serve more students of all ages. This increases the potential for broad impact across the district.

Although we will continue to serve elementary students from across the district at the clubhouse, the 21st CCLC grant funds will exclusively support students from the qualifying schools – Meeker and Mitchell. Programming provided to the students from the other elementary schools will be funded through other sources.

According the District's Director of Student Support Services, students who are identified as needing additional academic or behavioral support, are pulled from their homeroom class for remedial support. This diminishes their ongoing learning as they are missing valuable instruction time. By providing academic support and character development programming outside of school time, in partnership with the Ames Community School District, Raising Readers in Story County, and the Ames Police Department, students' learning will be enhanced while not detracting from critical instruction time in the classroom.

The 21st CCLC program will run afterschool and in the summers at each of the above mentioned locations. The program will address the racial achievement gap through academic support programs, develop new interests through youth development programs, increase self-control behaviors to reduce emotional outbursts and bullying, and involve parents through learning sessions during family nights. DMACC, Raising Readers, and the local NAACP will partner with the BGC CLC to provide adult education and enrichment to increased family engagement.

Data to identify student need was collected from the Iowa Department of Education website, the Iowa Report Card for each of the schools, and from surveys conducted with faculty, teachers, parents, and students from both Meeker and Mitchell elementary schools. Additional needs were identified at the District level through communication with the Director of Student Support Services.

With an advisory committee representing the primary stakeholder, we will continuously build upon program successes and adjust to needs as they arise. Annually, the 3rd party evaluator – Constance Hargrave from Iowa State University, will provide objective feedback to assess progress.

We request a total of \$316,500 for three years, to serve a total of 320 students for Meeker and Mitchell schools.

2.0 Student Need - Needs Assessment/Evidence of Need

2.1 Student Need - Ames, Iowa is not typically considered a community of need. However, the growing population of students living in poverty, and the increasing achievement gap especially between students of color and their Caucasian peers is startling.

As the Ames community continues to grow, so do the number of children living in poverty. According to the Child & Family Policy Center's website, between 2000-2015 child poverty in Story County increased by 32%. In the last decade, the number of children enrolled in Free and Reduced Priced lunch (FRL) has increased dramatically for children in the Ames community. During the 2007-2008 school year, 29.5% of students enrolled at Meeker elementary qualified for FRL. A decade later by the 2016-2017 school year, 46.75% are now enrolled in FRL. Mitchell elementary school's FRL enrollment has nearly doubled in the same time period, from 27.7% enrolled to 50.52%.

According to the Iowa Schools Report Card, the reading and math proficiency of Black or African American students at Ames's schools are alarmingly lower than the state average. At Ames Middle School and Ames High School, black students are performing 24.3 and 27.8% below the state average respectively. At Meeker elementary school, black students are 46.7% below the state average.

In Ames, all five elementary schools feed into the single middle school, then into the single high school. All of the elementary schools show significant achievement gaps for students of color, especially those who are African American.

The Ames community school district recognizes these alarming statistics. They have set a district wide goal that ***by June 2021 all students will be 95% proficient in Reading and Math, with a specific sub-goal stating that all African American/black students will also be at 95% proficiency.***

To help address this achievement gap the district has agreed to collaborate with the Boys & Girls Clubs of Story County through the 21st Century Community Learning Center to focus on the academic achievement of the students, for the schools whose Free and Reduced Lunch enrollment is greater than 40%. Within the district, only Meeker and Mitchell elementary schools meet this criteria with FRL rates at 46% and 50% respectively. Therefore, the grant will be focused on the academic achievement of the students enrolled in these two schools.

Meeker had 477 students enrolled during the 2016-2017 academic year, and Mitchell had 291 enrolled during the same time period. Of these 33% and 35% were minorities, respectively. Annually, the Club serves 400 students from the Ames Community School District. Year to date, the after-school program serves 45 students from Meeker and 43 Mitchell. In the 2017 summer program, we served a total of 104 students from both schools. Of these students enrolled in the summer and after school programs, 55% are minority students.

The CLC program to be offered at the Boys & Girls Club clubhouse. Due to its limited capacity, we will increase enrollment up to 65 students from each school, with a plan to serve at least 50 per day.

In 2017, combined academic performance in Math and Reading, both Meeker and Mitchell schools, are considered "Commendable" according to the Iowa Report Card. However, there exists a significant achievement gap between white students, and their minority peers. At Meeker, the gap is most evident between its white students and its students of color. Black students at Meeker are

performing almost 40% lower than their peers across the state, and a staggering 46.7% lower than their white peers (see chart below).

<u>2017 School Data, in %</u>	<u>White Students</u>	<u>Black Students</u>	<u>Gap from White</u>	<u>Gap from State</u>	<u>Hispanic Students</u>	<u>Gap from White</u>	<u>Gap from State</u>	<u>FRL</u>	<u>Non-FRL</u>	<u>Gap from Non-FRL</u>
Meeker Elem	89.6	42.9	-46.7	-39.6	75	-14.6	-7.5	80.5	96.7	-16.7
Mitchell Elem*	95.8	<85.7	->10.1	n/a	88.5	-7.3	6.0	93.6	98.3	-4.7
Ames Middle School	90.8	58.2	-32.6	-24.3	72.5	-18.3	-10	83.2	95.9	-12.7
Ames High School	91.8	54.7	-37.1	-27.8	77.5	-14.3	-5	77.8	94.3	-16.5

Source – reports.educateiowa.gov/schoolreportcard

*Mitchell proficiency scores are for 2016, because the 2017 scores have too many minority scores redacted to draw conclusive data. In 2016, the proficiency for Asian and African American/black students at Mitchell elementary school were redacted from the overall minority proficiency score. The scores listed under the Black student score above is the overall score for all minority students at the school. The proficiency scores for Hispanic (88.5) and Multi race (90) students are higher than the overall minority score. And at all the other schools in the district, the Asian student proficiency score is higher than their white student peers. Therefore, it can be concluded that the proficiency scores of the African American/black students at Mitchell are less than the overall minority proficiency score.

At Mitchell, there is a 10.1 gap between all the minority students and its white students on the proficiency scores. There also exists a 9.7 percentage point reading gap between students enrolled in Free or Reduced Lunch and the overall reading proficiency score for the elementary school. In essence, minority youth in these two Ames schools are not performing as well as their Caucasian peers. And children who are enrolled in the Free or Reduced lunch program are not reading as well as their more affluent counterparts.

Surveys conducted with Meeker and Mitchell schools’ administration and teachers affirm the racial achievement gap and behavioral needs of their students. Of the 26 respondents (20 teachers, 3 counselors, 1 principal, 1 non-teaching faculty), 19 teachers and 2 counselors identified the need to address mental health concerns including aggressive behaviors and inadequate emotional regulation among students. The survey responses also averaged parent involvement at a 2.7 on a 5 point scale. In a similar survey, 52% of parents stated their child had been bullied, and 39% of students had experienced bullying. Additional needs identified include the need for affordable after school programs which offer tutoring, homework assistance, and additional enrichment activities.

Resources: At each school site, there is an after school care program. The program is available to all elementary students in the school, however it is cost prohibitive for many families. In the parent and teacher surveys, 24 of 65 responses stated youth were not involved in after school programs because of the cost.

According the District’s Director of Student Support Services, students who are identified as needing additional academic or behavioral support, are pulled from their homeroom class for remedial support. This diminishes their ongoing learning as they are missing valuable instruction time. By providing academic support and character development programming outside of school time, students’ learning will be enhanced while not detracting from critical instruction time in the classroom.

Transportation, safety and accessibility needs: The parent/teacher surveys also revealed lack of transportation as an obstacle for academic success for students. Sixteen respondents stated lack of transportation as a reason students do not attend afterschool programs. They also stated this would be a challenge for family engagement activities.

Meeting the Need: The program will address the racial achievement gap by giving priority enrollment to minority students in grades K-5 performing below proficiency and qualifying for FRL. The program will help lay a stronger academic foundation to better prepare students for the rigorous academics of middle school and high school through evidenced-based academic support and youth development programs that increase self-control behaviors to reduce emotional outbursts and bullying, and by involving parents through learning sessions during family nights. See question 3.1 for specific activities linked to the need.

2.2 – Data collection Data to identify student need was collected from the Iowa Department of Education website, the Iowa Report Card for each of the schools, and from surveys conducted with faculty, teachers, parents, and students from both Meeker and Mitchell elementary schools. In a meeting on November 20th, the Director of Student Support Services (DSSS), Dr. Anthony Jones, and the CEO of the BGC 21CCLC, reviewed the results of the need assessment surveys from Meeker and Mitchell schools. On November 29th, in a follow up meeting with Dr. Jones, he shared the district's overarching proficiency goal that ALL students will be 95% proficient in reading and math. We adjusted the proposed program goals to ensure alignment with district academic goals.

3.0 Project

3.1 Academic activities to meet the project academic goal of increasing the reading and math proficiency scores, especially for students of color and those enrolled in FRL, the 21 CCLC program will implement the following academic programs and activities. All programs will be offered both after school and in the summer unless otherwise noted.

Project Learn: Project Learn is an evidence-based and research-based afterschool learning strategy designed to build and reinforce academic skills. Project Learn features five components: Homework Help and Tutoring; High Yield Activities; School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. High Yield Learning Activities are intentionally designed to provide students with afterschool learning experiences that are hands-on, interactive and linked to specific academic skills. Offered daily after-school.

Power Hour: The Power Hour program engages all students in homework completion and academic skill practice during the first program hour after school. Trained staff and volunteers (including certified teachers) provide guidance and tutoring to students in both one-on-one and group formats as needed. Offered daily after-school.

Summer Brain Gain: Summer Brain Gain is a research- and evidence-based summer program that utilizes a project-based learning approach to reinforce skills in reading, writing, math, and STEM. Offered daily in summer.

Reading buddies: Students work one-on-one with trained volunteer tutors to supplement their in-school reading activities and focus on at-risk readers specifically. Offered at least 1/ week.

Academic Enrichment activities – STEAM – offered weekly

Coding: Coding Programs engages students in basic concepts and direct experience in learning programming languages and building animations, web games, and mobile apps.

Digital Arts: Animated tutorials guide students in developing skills in web design, graphic design, digital photography, music making and movie making.

The Arts: Students participate in activities in visual arts and creative writing to support the development of self-expression and creative thinking skills.

To meet the need to combat aggressive behaviors and bullying, the following Enrichment – Health/Character activities will be offered

Triple Play: Triple Play is a comprehensive health and wellness program developed in collaboration with the US Department of Health & Human Services. Triple Play features three components: 1) **Healthy Habits** engages youth in nutrition education and cooking activities, 2) **Fitness Challenges** engage youth in fun, non-competitive fitness games and tournaments, 3) **Social Recreation** helps youth build skills in cooperation, sportsmanship, and conflict resolution while enjoying games together. Programming offered daily.

SMART Moves: SMART Moves utilizes age-appropriate small group discussions and activities to develop responsible decision-making skills, enabling students to avoid risky behaviors, including involvement with alcohol, tobacco and other drugs. Offered weekly.

Torch Club: Torch Club provides opportunities for leadership and service experience, with students developing their group decision-making skills as they plan and implement a community service project. Offered weekly.

To meet the **family services** goal, learning and engagement opportunities for families of enrolled students will be offered at least quarterly. Workshops on family literacy and positive parenting skills will be offered in partnership with other community agencies. Raising Readers in Story County and the NAACP - Ames Branch will provide workshops to increase parents' involvement in their student's education; Des Moines Area Community College (DMACC) will offer continuing education and adult literacy coursework for parents;

3.2 Project Services. The variety of services listed in section 3.1 fit within the following eligible federal activities: **Remedial education activities and academic enrichment learning:** Project Learn, Power Hour, Summer Brain Gain, Reading buddies; **Literacy:** Reading buddies; **STEM education and Computer Science:** Weekly STEAM activities; **Tutoring:** Project Learn, Power Hour, Reading buddies; **Recreational activities; Physical Fitness; and Healthy Lifestyle education:** Triple Play; **Family Engagement:** Quarterly family activities; **Drug and violence prevention:** SMART Moves; **Character and Behavior education:** Torch Club.

During the school year, the 21 CCLC program will serve students Monday, Tuesday, Thursday and Friday, from 3:30 until 6:00pm, Wednesdays from 2:30-6:00pm, and from 7:30-6:00pm one day per month during the District professional in-service day, totaling at least 64.5 hours per month. Additionally, the program will operate from 7:30-6:00pm during winter and spring breaks. Daily, students will be provided a meal meeting the USDA school meal pattern requirement. On all day program days, in addition to the meal, they will be provided with a snack which will also meet the USDA snack pattern requirement. Summer meals are reimbursed through the Summer Food Service Program. Our program does not qualify for CACFP, for school year meals and snacks. Therefore, meals and snacks need private, or corporate funding to feed the students.

During the summer break, the program will operate 9 weeks (first week of June, through the second week of August; closed week of July 4th) totaling 45 days of programming. Hours of operation will be Monday - Friday from 7:30am – 6:00pm. Daily a meal and snack meeting the USDA meal/snack patterns will be provided.

3.3 Project Goals

Goal 1 –Academic activities – By June 2021, increase math and reading proficiency by 10% for children of color and students enrolled in Free or Reduced Lunch who attend Meeker and Mitchell schools
Objective 1.1 80% of students in 1-5 th grades will complete homework at least 80% of the time 1.2 90% of students will increase reading and math proficiency by 10% each year
Measure - Frequency
Attendance - School attendance – Monthly; Program attendance and activity participation - Daily
School-work - Grade-level teacher reports on Literacy/Math goals, and homework completion - monthly
Assessments - FAST scores and teacher survey – fall/spring
Goal 2 (Enrichment activities) – By June 2021, 80% of enrolled students will discover new interests and increase their knowledge and skills to make safe, positive, and healthy choices.

<p>Objectives</p> <p>2.1 80% of students will report discovering new areas of interest</p> <p>2.2 80% of students will increase their knowledge and skills in conflict resolution</p> <p>2.3 Reduction of student emotional outbursts by 10% per year at school and in program</p> <p>2.4 Bullying incidents will decrease by 10% per year at school and in program</p>
<p>Measure - Frequency</p> <p>Attendance - Activity participation – as offered</p> <p>Assessments</p> <p>-Activity Pre- and Post-test – as offered</p> <p>-Teacher survey – fall/spring</p> <p>-National Youth Outcomes Survey – Spring</p> <p>Incident reports</p> <p>-Review of school incident reports – quarterly</p> <p>-Review of program incident reports - quarterly</p>
<p>Goal 3 (Family activities)– By June 2021, 80% of families with students enrolled in the program will increase their knowledge of positive parenting skills, and involvement in their students’ educational growth</p>
<p>Objective</p> <p>3.1 80% of parents will attend at least 1 workshop/year</p> <p>3.2 80% of parents will report an increase in knowledge and/or skills to</p> <p> a) support their students’ educational development, and/or</p> <p> b) to provide positive parenting for their student</p> <p>3.3 80% of parents will report helping their student with homework, or reading to their child at home at least 2/month.</p>
<p>Measure - Frequency</p> <p>Workshop attendance – as offered; Parent Survey – fall/spring/post-summer program</p>

3.4 Alignment with School goals

Recognizing the need to increase proficiency for all students, the Ames Community School District has set an ambitious district wide goal: ***By June 2021, ALL students will increase both Math and Reading proficiency to 95%.*** To address the achievement gap, there are two sub-goals ACSD as set: ***By June 2021, all Black students in the 4th – 11th grades will increase proficiency: in Reading to 95% (6.2% increase/year) and in Math to 95% (7.2% increase/year)***

In alignment with this ambitious goal, the 21CCLC program intends to increase the annual proficiency of its enrolled students, by 10% each year. As the majority of enrolled members are students of color, the ability of our program to positively impact this District-wide goal is achievable.

Program staff will communicate with school staff monthly and quarterly as listed in 3.3 to ensure academic activities are aligning with school day curriculum.

3.5 Applicant experience

The Boys & Girls Clubs of Story County have provided critical, effective out-of-school time youth development strategies since its opening in Ames 1963. Youth development as implemented by the Club is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement. (Citation: Mannes, M., Lewis, S., & Streit, K. (2005). *Deepening Impact through Quality Youth Development Strategies and Practices: Final Report. Minneapolis, MN. Search Institute.*) This youth development strategy is applied in the 21 CCLC program offered by the Club.

4.0 Research Base - Evidence of activities success and citations

Project Learn - Program Area(s): Academic Support; Homework Help; Tutoring; Academic Enrichment; Remedial Education. **Research Basis:** Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities.¹

Research results: An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in Project Learn participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies.² Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide.

Summer Brain Gain - Program Area(s): Academic Enrichment; Literacy; Math Education.

Research Basis: Summer Brain Gain is modeled on research into the most effective types of youth development and out-of-school-time programs.³ **Research Results:** A multiple-year evaluation of Summer Brain Gain was completed in 2015, using a study design that included rigorously matched control groups. Midstream results documented the following improvements in Summer Brain Gain participants: improved math skills for 4th, 5th and 6th graders; and improvements in reading skills for 5th and 8th graders. Final results documented that participants experienced a notable increase in math performance and suffered no significant summer learning loss in early literacy, math, or reading.⁴

Triple Play - Program Area(s): Physical Fitness; Nutrition Education; Recreational Activities.

Research Results: An evaluation of Triple Play was conducted by Youth Development Strategies, Inc., using a randomized experimental approach with treatment and control groups. The evaluation documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than youth attending Clubs that were not implementing Triple Play.⁵

SMART Leaders - Program Area(s): Drug and violence prevention. **Research Results:** An evaluation of SMART Leaders was conducted by Pennsylvania State University using a pre-test/post-test nonequivalent group design. The evaluation documented decreases in behaviors related to drugs, tobacco and alcohol, and increased knowledge of the health consequences of substance abuse.⁶ SMART Leaders is an evidence-based program featured in the OJJDP Model Programs Guide.

¹ **Evidence Citation:** Clark Reginald. (2002) *Building Student Achievement: In-School and Out-of-School Factors*. Policy Issues, North Central Regional Educational Laboratory, Issue 13.

² **Evidence Citation:** Schinke, Steven, et al. (2000) *Enhancing the Educational Achievement of At-Risk Youth*. Prevention Science, Volume 1, No. 1.

³ **Web Link:** <http://www.metisassociates.com/news/2013/boys-and-girls-clubs.html>

⁴ **Evidence Citation:** Scuello, M. and Wilkens, D. (2015). *Evaluating Summer Brain Gain: 2015 Study Report* (New York, N.Y.: Metis Associates).

⁵ **Evidence Citation:** Gambone, Michelle, et al. (2009) *Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes*. Youth Development Strategies, Inc.

⁶ **Evidence Citation:** St. Pierre, Tena L., D. Lynne Kaltreider, Melvin M. Mark, and Kathryn J. Aikin. (1992) *Drug Prevention in a Community Setting: A Longitudinal Study of the Relative Effectiveness of a 3-Year Primary Prevention Program in Boys & Girls Clubs Across the Nation*. American Journal of Community Psychology, Vol. 20, Issue 6.

5.0 Management and Sustainability

5.1 Staffing and Management Plan

The Boys & Girls Club CLC program employs highly-qualified individuals to conduct the academic and youth development strategy. The team will ensure continuous programming after school and during all day summer programming, and will maintain at least a 1 to 20 adult to student ratio. In addition to being highly qualified, all staff and volunteers will be required to pass a background check prior to being work with the program.

The CLC program will fall under oversight of the BGC Operations Director who will oversee the Project Director. Together they will meet quarterly with the school principals to ensure alignment with the school curricula and district goals. The CEO will ensure financial compliance through monthly Finance committee meetings. Here they reviews financial activities and report to the Board of Directors, who also approve the annual budget and the annual audit.

Project Director (B&GC Unit Director) (1 FTE): Serve as the primary point of contact with Mitchell and Meeker schools. Oversee overall daily operations, staff training, budgets, grant administration and reporting, and program evaluation process. Facilitate parent engagement and develop collaborative partnerships to support CLC.

Site Coordinator (B&GC Program Directors) (1 FTE): Plan, supervise, evaluate and conduct CLC youth enrichment and support programming. Conduct and coordinate parent engagement. Coordinate facility use and ensure seamless transitions between CLC programs and other activities, e.g. sports. Supervise volunteers.

Academic Coordinator (1 FTE): Plan, supervise, evaluate and conduct CLC academic strategies, such as Project Learn, language opportunities, tutoring, and academic support. Maintain Continued Learning Plans (CLP) for participants to ensure person-centered linked learning. Serve to connect school day professionals, CLC staff, and parents. Position works closely with the School District, to further school day connection, collaborative data sharing, and partnership.

Membership Coordinator (0.5 FTE): Register new participants and participate in their orientation process. Keep in regular contact with parents. Help to maintain the safety of their site facility by controlling access. Perform administrative and office support activities. Track CLC attendance and maintain KidTrax program participation database. Provide guidance and role modeling.

Youth Development Professionals (0.5 FTE each): Conduct youth enrichment and Academic support programming. Maintain close, daily contact with participants, CLC coordinators, and other CLC program staff, to receive/provide information and discuss issues supporting youth.

All full-time staff will have a bachelor's degree in a field related to youth development such as education, psychology, or human services and at least 3 years of experience in the field. Part-time staff will have at least 2 years of higher learning, plus at least 1 year relevant experience.

The recruitment strategy includes identifying teachers, education assistants, and volunteers from Meeker and Mitchell schools who could execute the programs and are interested in additional income. Current student volunteers from Iowa State University who meet the criteria for the positions will also be invited to apply. The positions will also be advertise through local and online recruitment tools such as the Ames Chamber of Commerce, ISU's Cy-Hire, and Indeed.com.

Effective retention can be ensured by selecting qualified, motivated candidates and providing comprehensive onboard training, as well as ongoing professional development. Onboard training includes Spillett Leadership University online coursework, Youth Development Professional Institute in-person workshops, and first aid/CPR. ACSC professional development training opportunities will also be available to program staff. All staff will be encouraged to participate in the Iowa's Department of Education's monthly training webinars and workshops applicable to their positions. The Project Director will attend the required New Grantee Training, participate in the statewide 21CCLC committees and Impact After School conference. Staff will receive at least 20 hours of professional development.

5.2 Transportation and accessible facilities

During the school year, students enrolled in the CLC program will be dropped off by the school buses at the handicapped accessible Boys & Girls Clubs of Story County clubhouse. All program areas throughout the facility are accessible to children of all abilities – gym, learning center, technology room, multi-purpose games room/cafeteria, and program room.

The ADA compliant facility includes 2 handicap accessible parking spaces, a wheelchair ramp to the main entrance, and handicap accessible stalls in the restroom. Translation services and other special requirements are not anticipated at this time. However, the Boys & Girls Club will coordinate with the schools to address special needs of participants if they arise. The facility is located across the street from a main bus line, allowing for easy access by parents who do not have their own vehicle.

Participants are greeted at the door by the membership coordinator to ensure their safe entry into the Club. They use their individual membership card to digitally scan into the building, capturing attendance data and their presence on the premises.

At the completion of the program day, students will be picked up by their parent, guardian, or another adult individual authorized in writing by the student's parent/guardian. The membership coordinator will verify who is collecting each student to ensure their safe exit from the Club. As per our membership handbook, any adult who appears to be under the influence of alcohol or drugs will not be permitted to drive a student home. We will assist with other alternatives for safe transportation. Prior to exiting the building, they will scan out with their membership card.

During the 9-week summer program, parents/guardians are responsible for the safe drop off their student at the program site. Staff are onsite at least 15 minutes prior to the start of the program day to ensure that arriving students are not left unattended. As during the school year, students are collected by authorized adults, and verified by the membership coordinator prior to exiting the facility. All students will scan out prior to leaving.

5.3 Advisory Council

The advisory committee will meet monthly for the first six months of the program to establish priorities, and provide direction. After that time the frequency will be determined, whether they will continue to meet monthly, or less frequently such as quarterly. Members who have committed to the advisory committee include Meeker and Mitchell school principals, the Director of Student Support Services from ACSD, the School Resource Officer, and the President of the Ames Branch of the NAACP. Twelve parents, two counselors and one teacher have expressed interest as well.

The advisory group will be responsible for representation of stakeholders to discuss the ongoing needs of students and parents and the effectiveness of program activities in meeting those needs, recruitment of new volunteers, and help in sustaining the program. They will provide external feedback for the Project Director to ensure the program is meeting the need and making progress towards the objectives

5.4 Sustainability Plan

The quarterly Advisory Group meetings will allow the program to continuously improve through review of data against both objectives and the needs of students. For example, if attendance data is low during the first quarter, the Group can recommend strategies to engage participants from the unique perspective of students and parents to increase effectiveness.

The Boys & Girls Clubs of Story County has been a leader in out of school youth development programs for over 50 years. Lead by a Board of Directors representing business leaders from diverse local industries, the Club maintains a reputation of fiduciary growth and accountability within the community. Over the last 3 years, under the administration of a new Chief Executive Officer, BGC has increased its annual revenues by 49.45%, and its savings have increased 1.5 times to the equivalent of six months of operations. It completes each fiscal year with a positive net gain.

In addition to fundraising events which gross \$150,000 per year (26% of annual revenue), BGC is supported substantially by the City of Ames, Story County, and the United Way of Story County which collectively cover another 35% of annual expenses.

Positive, program outcomes as revealed in the evaluation process will attract funders whose focus is community development through partnership, youth services, low to moderate income families, and education. Some of these funders include the Story County Community Foundation, United Way of Story County, City of Ames, Wells Fargo, and Great Western Bank.

As part of the strategic plan for BGC, by December 2020 we will be serving over 2,000 youth per year at three Club locations. To achieve this goal, we have an aggressive campaign strategy to increase the financial support of individual donors through major gifts, by building our endowment, and through planned giving commitments. By the time the grant concludes in 2021, we will have additional significant funding streams in place to sustain the growth of the program.

As the partnership with ASCD continues to develop over the life of the grant, we anticipate we will be able to share additional resources to more effectively support the academic success of the students. In addition to transportation and training, we would expect to be able to share facilities and potentially staff.

Additionally, the professional development staff receive (see 5.1) will build capacity so program staff have the skills to continue to deliver high quality academically-focused activities. As the partnership with ASCD continues to develop over the life of the grant, we anticipate we will be able to share additional resources to more effectively support the academic success of the students. In addition to coordination with USDA funds, transportation, and training, we would expect to be able to share facilities and potentially staff.

6.0 Communication Plan

Communication outreach strategies

To keep communication current with primary stakeholders, two facebook pages will be created specifically for this program 1) for advisory committee members and 2) for parents of Meeker and Mitchell schools. These pages will be used to post program updates and events, share information and photos of program successes, solicit basic feedback.

Ongoing program information will be communicated monthly to the Advisory committee via digital newsletter (Constant Contact), email, and/ or at the committee meeting.

As program evaluation results become available quarterly they will be shared with the Advisory Committee. Annually, results will be published on the BGC CLC website, Facebook page, and shared with the school district. Results will also be made available to parents at both schools through the digital backpack. Annually, evaluation results will be submitted in a press release to the Ames Tribune.

7.0 Partnerships

7.1 Existing partnerships

The 21st CCLC program has secured the following partnerships (see attached MOUs):

Continuing Partnerships

Ames Community School District (ACSD) – ACSD has provided transportation for students to BGCSC for many years at no cost to the Club. This allows for seamless, safe transportation from the elementary schools to BGC.

Raising Readers of Story County (RRSC) – RRSC provides literacy support and language development for children up to grade 3. During afterschool and summer programs, RRSC volunteers tutor BGC students who have been identified as needing additional reading support. RRSC also offers programming for parents to improve their children’s literacy development.

Ames Police Department (APD) – APD provides programming quarterly to facilitate positive relationships between officers and youth. Annually, they sponsor family engagement activities at the Club to promote strong family and community relationships.

Nation Association for the Advancement of Colored People – Ames Chapter (NAACP) The local chapter of NAACP has sponsored our financial literacy program “Money Matters” for students. A member of the chapter will join the Advisory Committee.

Des Moines Area Community College (DMACC) – DMACC offers adult education programs for returning students and those seeking to expand their skill set. DMACC will provide continuing education programs for parents of enrolled students, scholarship opportunities for said parents, and adult literacy programming as needed.

7.2 Partnership development

The advisory committee will suggest new partners based on emerging needs that arise. A sub-committee will identify potential individuals or organizations who could provide resources to impact the project goals. Potential needs could be – a specific topic for a family engagement activity, such as how to teach conflict resolution to children; professional development on cultural sensitivity, etc. 21st CCLC Director will make presentations to the organizations and invite prospective partners to tours of the program.

8.0 Evaluation

8.1 Evaluator

Constance P. Hargrave, professor of education at Iowa State University will collect and analyze qualitative and quantitative data relative to the progress on the goals and objectives stated in section 3.3. Hargrave has both evaluated and lead informal youth education programs for more than 15 years using inputs, intermediate outcomes, and ultimate outcomes.

The evaluation approach proposed will look at inputs (actions and activities designed to achieve the outcomes), intermediate outcomes (immediate or short term effects), and ultimate outcomes (long term effects or changes). The evaluation plan is designed to answer questions about accountability (Did the project staff do what they said they would do?), effectiveness (How well did they do it?), and impact (What changed as a result of those actions?).

In addition, the evaluation will examine organizational/contextual factors that affect goal achievement, as well as any unanticipated outcomes or events.

8.2 Implementation of evaluation

During the first quarter, the Evaluator will develop a comprehensive three-year evaluation plan. The evaluation will focus on: (1) progress toward the project's primary goals and their related objectives; (2) the definition, collection, and analysis of quantitative and qualitative data required to evaluate project outcomes; and (3) identification of process and context factors to be included in the evaluation plan.

Outcomes related to effectiveness will be examined using student school data, surveys and/or focus groups. These will focus on measuring effectiveness, and perceived usefulness of activities, events, or resources, as well as member and participant satisfaction. Impact measures will look at longer-term behavioral changes that indicate achievement of the project goals. The evaluation process will include the development and submission of regular reports as outlined in the evaluation plan.

Proposed Evaluation Activities

Students	Method	Data source	Timing
Overall Program experience (NYOI)	Electronic survey	Participants	Annually, spring
Activities	Pre-post assessment	Participants	Beginning/End of each course
Curriculum development and review	Checklist, interviews	Records, advisory committee	Annually
Parents			
Engagement with child	Pre-post assessment	Participants, records of previous courses	Annually
Impact/Behavior change	Survey or interview	Participants, records	Annually

9.0 Budget Narrative

9.1 Description of cost

The CLC program will enroll at least 65 students each from Meeker and Mitchell schools, for a total of 130 students during the school year session, and again for the summer session. We will strive for 77% attendance during the school year, which is 50 youth per day. At \$7.50/student/day times 200 days, the grant request is \$75,000 for the school year. During the summer session we will serve at least 56 students per day at 86% attendance. Fifty-six students at \$10/day for 45 days is \$25,000. The total estimated annual cost would be \$100,000 for the program.

Eight percent of the budget supports the administrative and financial oversight provided by the CEO and Operations Director necessary to manage the grant. The rest of personnel cost is for direct program staff – the project director, site coordinator, academic coordinator, membership coordinator, and the youth development program staff.

The evaluation by a third party will keep to the \$4,000, or 4%, providing some work in-kind.

Professional development will take place on line and in person. The Youth Development Professional Institute is a 3-day intensive program orientation and training for direct service staff. It is offered quarterly by Boys & Girls Clubs of America, and staff will attend once per year. They are held in large Midwestern cities, so travel is necessary to attend. Management staff will attend the annual Boys and Girls Clubs leadership conference to learn of critical youth issues, and programs to address them. This conference also requires out of state travel. Ongoing monthly training will take place onsite at the clubhouse.

The summer program offers meals reimbursed through the Summer Food Service Program (SFSP). As the program does not qualify for CACFP, it is necessary to secure additional funding to feed the students. Twelve thousand dollars is requested to cover this expense.

9.2 Supplemental funding

The total annual operational budget for the BGC club program is \$578,000. Annually, we receive funds from the City of Ames, the United Way of Story County, Story County, and the ISU student government totaling \$211,820. Annual fundraising events generate \$150,000 in funds. SFSP generates approximately \$30,000 to cover summer meals. Annual membership revenue is \$17,500 at \$25 for the school year and \$50 for the summer. Altogether, this totals \$409,320 in guaranteed funds. The additional \$168,680 in funding must be self-generated. CLC grant funds will supplement the comprehensive youth program offered at the Boys & Girls Clubs of Story County. These funds will enabling us to focus our efforts on the students from Meeker and Mitchell schools.

Memorandum of Understanding
between
Boys & Girls Clubs of Story County (the Club)
and
Ames Community School District (the District)

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Club and the District, who will collaborate to provide 21st CCLC services to students attending *Meeker and Kate Mitchell elementary schools through the Club afterschool and summer programs.*

Partner name: *BOYS & GIRLS CLUBS OF STORY COUNTY* (the Club)
Partner representative: ERIKA PETERSON
Position: CEO
Address: 210 South 5th Street, Ames, IA 50010
Telephone: 515.233.1872
E-mail: epeterson@bgstorycounty.org

Partner name: *AMES COMMUNITY SCHOOL DISTRICT* (the District)
Partner representative: *DR. TIM TAYLOR*
Position: *SUPERINTENDENT*
Address: 2005 24th Street, Ames, IA 50010
Telephone: 515.268.6633
E-mail: tim.taylor@ames.k12.ia.us

A. Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program to achieve the following mutually agreed upon goals:

Academic goal – By June 2021, increase math and reading proficiency by at least 10% for children of color and students enrolled in Free or Reduced Lunch who attend Meeker and Mitchell schools

Enrichment goal – By June 2021, 80% of enrolled students will discover new interests, and increase their knowledge and skills to make safe, positive, and healthy choices

Family goal – By June 2021, 80% of families with students enrolled in the program will increase their knowledge of positive parenting skills, and their involvement in their students' educational growth

B. 21st Century Community Learning Center Program Development

The program was developed in partnership between the Club and the District through the following methods:

1. Review of objective data: State assessment scores, state report card grades, school improvement plan, Club afterschool attendance records, and surveys by students, parents, and teachers from the respective schools.
2. Interviews: Informational meetings were held with between the Club, District leadership, and school principals on *November 1st and 7th 2017* to review the program elements, and determine the best methods for additional data acquisition. On *November 20th and 29th 2017* the above data was discussed in more detail, and program goals were established for the 21st CCLC program to best meet the needs of students and their families.

The partners have agreed the following services will be most beneficial to the target population: *academic support and enrichment focused on reducing achievement gaps and reducing disruptive behavior, family engagement and family literacy, staff development, and program evaluation.*

C. Duties of Parties

The 21st CCLC program will be implemented in collaboration between the Club and District, with each partner committing to the following responsibilities.

Club Responsibilities include:

- *Serve as the fiscal agent for the grant;*
- *Provide proven afterschool programs in academics and child development;*
- *Plan and implement Family Engagement activities;*
- *Hire, train, and supervise program staff;*
- *Provide needed support including office space, telephone use, and computer use for afterschool staff;*
- *Provide appropriate space to accommodate the afterschool program;*
- *Provide access to 21st CCLC staff for the purposes of recruitment and referral, program alignment, and administering teacher surveys;*
- *Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget;*
- *Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;*
- *Communicate and collaborate with all partners;*
- *Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- *Complete paperwork related to and associated with the program;*
- *Assist the program in developing, implementing, and making progress on its sustainability plan;*
- *Lead recruitment of community partners;*
- *Recruit and refer students to the afterschool program;*
- *Participate on the Advisory Committee.*

District & School Responsibilities include:

- *Support the afterschool program in developing appropriate curricula, running an effective homework and/or tutoring program, and establishing clear linkages with the school day;*
- *Establish a collaborative relationship between school day staff and afterschool staff;*
- *Provide access to Infinite Campus for information as it relates to achieving 21st CCLC program goals;*
- *Open applicable school day teacher trainings to 21st CCLC staff;*
- *Recruit and refer students to the afterschool program;*
- *Coordinate Family Engagement activities with the 21st CCLC program;*
- *Communicate and collaborate with all relevant program partners;*
- *Complete paperwork related to and associated with the program;*
- *Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- *Assist the program in developing, implementing, and making progress on its sustainability plan;*
- *Participate on the Advisory Committee.*

D. Advisory Team Roles and Responsibilities

Both the Club and District will participate in the Advisory Committee. This includes:

From the Club:

CEO, Operations Director, and the 21st CCLC Director, Site Coordinator,

From the District:

Director of Student Support Services, Meeker and Mitchell School Principals, 2-4 teachers/faculty from each site, 2-4 parents and 2-4 students.

From the community:

2-4 community members and program partners

The Advisory Committee will *meet at least four times per year*, or as needed, about key decisions and issues related to successful program implementation.

E. Communication

All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Advisory Committee. Decisions will be reached by group consensus whenever possible and appropriate. The 21st CCLC Director will oversee and make all day-to-day decisions, in consultation with the program staff and feeder school principals, when appropriate, for the operations of the center. If partners cannot come to a mutual agreement, the Club will have final decision-making authority.

F. Funding and Support

Each partner will commit the following resources to the program:

Club (these could include):

- Facilities:
 - *Boys & Girls Club, 210 South 5th Street, Ames, Iowa 50010*
 - *Harvest Vineyard Church, 320 South 17th Street, Ames, Iowa 50010*
- Technology: *22" iMac computers, wifi access, iPads, educational software*
- Member tracking system: *Electronic scan card and software to record 21st CCLC participant attendance at each program activity.*

- Curriculum: *BGCA academic, enrichment, and youth development programs including Project Learn, Summer Brain Gain, SMART kids, Triple Play. Additional curriculum involving community partners includes reading and math literacy programs, STEAM programming, youth mentorship, character development, and bullying prevention.*
- Training: BGCA-certified trainers to train staff on academic and youth development programs.

District (these could include):

- Program Alignment: *Approximately 10-20 hours/program year* of grade level teacher time to advise 21st CCLC staff in aligning program activities to standards and school day curriculum.
- Recruitment and referral: Assistance from school day teachers and school counselors to identify students performing below proficiency and refer them to 21st CCLC staff for recruitment.
- Transportation: District bus to transport students from the school to the program

G. Data Sharing

The Club and District agree to share data required to evaluate the program's progress in meeting its goals and objectives. This includes:

District data sharing responsibilities:

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Provide access to assessment and other available data for the purposes of program evaluation, including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number);
- Collect aggregate student data (grade, race, sex, free/reduced lunch, special education and English language learner) required for federal reporting;
- Collect state assessment data each summer;
- Collect report card grades, school day attendance and discipline reports at the end of each semester.
- Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Create or decide upon data collection instruments.

Club data sharing responsibilities:

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Collect teacher, parent, and student survey data at the start and end of each program year;
- Collect program pre-post tests and parent event surveys as administered.
- Track individual student community learning center enrollment and attendance;
- Input required data in federal and state reports;
- Own, store, and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA);
- Create or decide upon data collection instruments.

H. Duration


This MOU shall commence on the date of the grant award (estimated February 15, 2018) and shall continue to June 30, 2021.

Signatures

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



(Club signature)



(District signature)

ERIKA K. PETERSON
Printed Name

Alesia Frandsen
Printed Name

CEO
Position

President, Board of Directors
Position

Boys + Girls Clubs of
Stary County
Organization

Ames Community School District
Organization

12/8/17
Date

December 4, 2017
Date

Interagency Memorandum of Agreement
between

RAISING READERS IN STORY COUNTY (the agency)
Ames, Iowa

and

BOYS & GIRLS CLUBS OF STORY COUNTY (the club)
Ames, Iowa

For the provision of program services for the Community Learning Center (CLC) at the club.

SERVICES TO BE PROVIDED

The agency will provide literacy and/or tutoring programs to children enrolled in the CLC program at the Club.

TERMS OF THE AGREEMENT

Terms of the Agreement include:

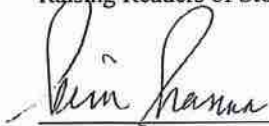
1. The agency will provide the training of and curriculum for the program volunteers.
2. The agency may provide literacy workshops for parents to increase engagement in student literacy.
3. The club will provide the programming space, and a club staff to supervise the area during programming.
4. The club will assist in identifying youth most in need of the literacy programs.
5. All agency staff and volunteers will sign in per the club visitor and volunteer policies.
6. All program volunteers who will have direct, repetitive contact with enrolled youth will need to submit and pass a criminal background check, paid for by the club, prior to beginning service at the club.
7. All Federal and State laws pertaining to non-discrimination HIPAA and confidentiality will be adhered to.
8. The agency and the club will share program data as needed for reporting.

DURATION OF THE AGREEMENT AND REVIEW

It is expected that this Agreement will be in force for the duration of the CLC grant from notification of grant funding in February 2018 – June 2021. Either party may cancel the Agreement by giving a 30-day notice in writing.

APPROVED

Raising Readers of Story County



Chief Executive Officer

12/14/17

Date

APPROVED

Boys & Girls Clubs of Story County


Chief Executive Officer

12/14/17

Date

Interagency Memorandum of Agreement
between

Ames Police Department (the agency)
Ames, Iowa

and

BOYS & GIRLS CLUBS OF STORY COUNTY (the club)
Ames, Iowa

For the provision of community support and program services for the Community Learning Center (CLC) at the club.

SERVICES TO BE PROVIDED

The agency may provide guidance and assist with program services for the CLC program at the Club.

TERMS OF THE AGREEMENT

Terms of the Agreement include:

1. The agency may provide representation on the CLC advisory committee with their school resource officer.
2. The agency may provide enrichment programming for students enrolled in the program which promotes positive character and citizenship.
3. The club will provide the programming space, and club staff to supervise the area during programming.
4. All agency staff or volunteers will sign in per the club visitor and volunteer policies.
5. All agency staff or volunteers who will have direct, repetitive contact with enrolled youth will need to submit and pass a criminal background check, paid for by the club, prior to beginning service at the club.
6. All Federal and State laws pertaining to non-discrimination HIPAA and confidentiality will be adhered to.
7. The agency and the club will share program data as needed for reporting.

DURATION OF THE AGREEMENT AND REVIEW

It is expected that this Agreement will be in force for the duration of the CLC grant from notification of grant funding in February 2018 – June 2021. Either party may cancel the Agreement by giving a 30-day notice in writing.

APPROVED

Ames Police Department


School Resource Officer

12/14/17
Date

APPROVED

Boys & Girls Clubs of Story County


Chief Executive Officer

12/14/17
Date

Interagency Memorandum of Agreement
between

**NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP) Ames
Branch (the agency)
Ames, Iowa**

and

**BOYS & GIRLS CLUBS OF STORY COUNTY (the club)
Ames, Iowa**

**For the provision of community support and program services for the Community Learning Center (CLC) at
the club.**

SERVICES TO BE PROVIDED

The agency may provide guidance and assist with program services for the CLC program at the Club.

TERMS OF THE AGREEMENT

Terms of the Agreement include:

1. The agency may provide representation on the CLC advisory committee.
2. The agency may provide adult education workshops during family events for parents to increase their engagement in their student's academic achievement.
3. The agency may provide financial literacy or other relevant enrichment programming for students enrolled in the program.
4. The club will provide the programming space, and a club staff to supervise the area during programming.
5. All agency staff or volunteers will sign in per the club visitor and volunteer policies.
6. All agency staff or volunteers who will have direct, repetitive contact with enrolled youth will need to submit and pass a criminal background check, paid for by the club, prior to beginning service at the club.
7. All Federal and State laws pertaining to non-discrimination HIPAA and confidentiality will be adhered to.
8. The agency and the club will share program data as needed for reporting.

DURATION OF THE AGREEMENT AND REVIEW

It is expected that this Agreement will be in force for the duration of the CLC grant from notification of grant funding in February 2018 – June 2021. Either party may cancel the Agreement by giving a 30-day notice in writing.

APPROVED


APPROVED

NAACP-Ames Branch

Boys & Girls Clubs of Story County


Board President

12/14/17
Date


Chief Executive Officer

12/14/17
Date

Interagency Memorandum of Agreement
between

Des Moines Area Community College (DMACC) (the agency)
Ames, Iowa

and

BOYS & GIRLS CLUBS OF STORY COUNTY (the club)
Ames, Iowa

For the provision of program services for parents of students enrolled in the the Community Learning Center (CLC) at the club.

SERVICES TO BE PROVIDED

The agency will provide adult literacy and continuing education programs to parents (parents) of children enrolled in the CLC program at the Club.

TERMS OF THE AGREEMENT

Terms of the Agreement include:

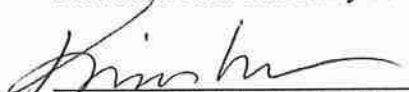
1. The agency will provide adult literacy and/or continuing education programs for parents who choose to enroll in the programs.
2. The agency will provide scholarships and/or financial aid for adult enrollees as eligible per their agency policies guidelines.
3. The agency may provide literacy or continuing education workshops during family events for parents to increase their engagement in their student's academic achievement.
4. The club will provide the programming space, and a club staff to supervise the area during programming.
5. The club will assist in identifying parents most in need of the literacy programs.
6. All agency staff and volunteers will sign in per the club visitor and volunteer policies.
7. All agency staff who will have direct, repetitive contact with enrolled youth will need to submit and pass a criminal background check, paid for by the club, prior to beginning service at the club.
8. All Federal and State laws pertaining to non-discrimination HIPAA and confidentiality will be adhered to.
9. The agency and the club will share program data as needed for reporting.

DURATION OF THE AGREEMENT AND REVIEW

It is expected that this Agreement will be in force for the duration of the CLC grant from notification of grant funding in February 2018 – June 2021. Either party may cancel the Agreement by giving a 30-day notice in writing.

APPROVED

Des Moines Area Community College


Executive VP of Academic Affairs

12.14.17
Date

APPROVED

Boys & Girls Clubs of Story County


Chief Executive Officer

12/14/17
Date

FORM A: SITE INFORMATION

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

21CCLC Site Name: Boys & Girls Clubs of Story County - CLC		
Site Address: 210 South 5th Street		
City, State, Zip: Ames, IA 50010		
Phone: 515.233.1872		
Site Contact Person: Erika Peterson		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Meeker Elementary School		65
Mitchell Elementary school		65
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 21st 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 21st 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 21st Century Community Learning Centers 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. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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


Part M: Private and Public School Consultation

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


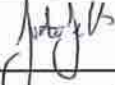


Part N: Grant Termination (Additional conditions in Appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Boys + Girls Clubs of Story County

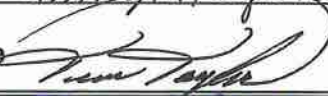



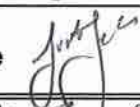
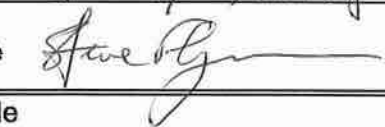
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Ames Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Kate Mitchell Elementary
	Meeker Elementary
 Dir. of Student Services	Amos Community School District

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 three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Tim Taylor, Superintendent	Agency	Ames Comm School District
Signature		Address	2005 24th St.
		City/Zip	Ames, IA 50010
		Phone	515-268-6660
Name/Title	Edna Y. Clinton, President	Agency	NAACP AMES Branch
Signature		Address	PO Box 529
		City/Zip	AMES, IA 50010
		Phone	515-232-6136
Name/Title	Nicholas M. Schieffer / SRU	Agency	Ames Police Department
Signature		Address	515 Clark Ave
		City/Zip	Ames, IA 50010
		Phone	515-239-5123
Name/Title	Anthony Jones, Director of Student Services	Agency	Ames Comm School District
Signature		Address	2005 24th St.
		City/Zip	Ames, IA 50010
		Phone	515-268-6628
Name/Title	Justin Jeffs	Agency	Kate Mitchell Elementary
Signature		Address	3521 Jewel Dr.
		City/Zip	AMES 50010
		Phone	515-239-3775
Name/Title	Steve Flynn, Principal	Agency	Meeker Elementary
Signature		Address	300 20th Street
		City/Zip	Ames, IA 50010
		Phone	515-239-3770
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	130	\$116,500	\$ 316,500

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Boys & Girls Club CLC	\$116,500	\$100,000	\$100,000	\$316,500	130
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 130

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

Applicant Agency: Boys & Girls Clubs of Story County **Site:** Boys & Girls Club - CLC

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:** 130

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	7,150	1,000	7,150	1,000	7,150	1,000	217,500
Staff Travel	2,500		2,500		2,500		7,500
Materials	32,500		16,000		16,000		64,500
Professional Development (minimum 5% per year)	5,000		5,000		5,000		15,000
Student Access, Transportation etc. (maximum 8% per year)							
Evaluation (maximum 4% per year)	4,000		4,000		4,000		12,000
Administrative/ Indirect Costs (maximum 8% per year)							
Totals	115,500	1,000	99,000	1,000	99,000	1,000	

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

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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.)*

The Boys & Girls Clubs of Story County has 6 months of operational reserves held USBANK in a Business checking account, totaling over \$200,000. This is enough to cover the start up costs of the program while still maintaining operations.

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: The primary academic goal of the project is to increase the reading and math proficiency of minority students at Meeker and Mitchell schools. A successful outcome will benefit the students for their rest of their lives.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

- American Indians
- Alaskan Native Americans
- Other

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

Present the rationale for determining no impact.

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

Name: ELIKA PETERSON
 Title: State Representative

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

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

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

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

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

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

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



Private School Consultation Meeting Log

Date 12-11-2017
Time 9AM
Location Ames Christian School

Meeting called by: Erika Peterson **Type of meeting:** Informative
Attendees: (Attach attendance sign-in sheet) Floyd Athay, Erika Peterson

----- Agenda Topics -----		
<p>Welcome [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> Personal and professional Introductions; Grant opportunity, highlighted goals and program activities; discussed # of students who already attend the BGC after school program;</p>		
<p><u>Conclusions:</u></p>		
<p><u>Action Items:</u></p>	<p>Person responsible:</p>	<p>Deadline:</p>
<p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> discussed potential availability of transportation if their current arrangement with the public schools for transportation becomes unavailable.</p>		
<p><u>Conclusions:</u> If student from Ames Christian do not have transportation to the BGC facility from the public school bus, they will use their van to transport the students; if that becomes an issue, BGC may be able to provide transportation with their vans</p>		
<p><u>Action Items:</u> follow up in the fall to see about transportation needs</p>	<p>Person responsible:</p>	<p>Deadline:</p>

Continues on next page.

Consultation Procedures [Insert Name] [Insert time allocation]		
Discussion: <u>Floyd Athay would be interested in learning more about the advisory committee and would consider joining if the program is funded</u>		
Conclusions: <u>they will have 3-5 students participate in the after school program at the BGC CLC program</u>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
<u>Follow up after grant notification</u>	<u>Erika Peterson</u>	<u>2/28/2018</u>
Questions All Staff [Insert time allocation]		
Discussion: _____		
Conclusions: _____		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
_____	_____	_____

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

Other Information

Resource persons:	
Special notes:	

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

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

