

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

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Des Moines, Iowa 50319**

RECEIVED

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JAN 31 2014

**DEPARTMENT OF
EDUCATION**

APPLICATION INFORMATION

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

County: Linn		Amount Requested: \$500,000 900,000 (Total Form D1)	
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Is this an application for a continuation grant? (Check yes or no): • Yes X No

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation 20
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number:

42-1434056 OR

Enter School District Code

(if applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: SINA list from the Iowa Department of Education website available at www.educateiowa.gov

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

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

Documentation: See attached MOUs

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

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PROPOSAL ABSTRACT

Project Title: YouthPort STRIPES (Success Through Reading, Innovation, Play, Exploration and Service) Program

Request for Application Cycle: FY 2014-2016

Identity of Applicant Agency or Organization: Boys & Girls Clubs of Cedar Rapids

Student Needs: a recent Student Needs assessment of youth in Cedar Rapids showed:

- High level of poverty and need for support in at-risk neighborhoods identified below:
 - Cedar Hills Neighborhood, Taylor, and Hoover Elementary School Neighborhoods.
- Hoover, and Taylor Elementary Schools are both SINA schools
- Reading proficiencies of 3rd grade students at Hoover and Taylor are 49% and 61% respectively
- Math proficiencies of 3rd grade students at Hoover and Taylor are 65% and 64% respectively

Project: The YouthPort STRIPES Program

- Expands & enhances existing programs while incorporating new & innovative activities
- Serves youth and families most in need
- Contributes to all four areas for positive youth development
- Has all elements of quality before and after-school programs
- Aligns with student needs, the Comprehensive School Improvement Plan (CSIP) plan, and several of the 14 eligible activities

Research Base: Programming will meet the needs of students based on research of the program's four major components:

Power Hour

- Three components: homework help, tutoring, and educational enhancements
- Helps students improve grades and become self-directed learners

40 Developmental Assets

- Promotes academic success
- Diverts youth from risky behaviors and increases civic engagement
- Gives young people the personal strengths they need to make positive choices in life

Read Naturally

- Improves reading ability and shows an increase in students' confidence and self-esteem
- Students are empowered and feel responsible for their own success
- Students are confident in their academic abilities and feel that their academic future is secure

Triple Play

- Improves overall health of youth by increasing daily physical activity, teaches proper nutrition, and develops healthy relationships
- Research shows that weight corresponds to academic performance in young children

Art Therapy

- Techniques include music, creative writing, visual arts, drama,
- Uses expressive arts to help children connect to their personal struggles, gives voice to emotions, boosts communication and helps create new coping techniques
- Children's individuality and self-esteem are supported and enhanced

Management Plan: The STRIPES Program will consist of the following staffing and support:

- **STRIPES Advisory Group** - will include principals, staff and students of participating schools, Program Site Directors, volunteers and representatives from each of the partner agencies. This group will make program decisions and provide guidance and counsel relating to program development, implementation, and evaluation.

- **Program Site Directors** – hired by the Advisory Group to provide grant oversight, ensuring that timelines and commitments are met by all partner agencies. This person will also lead the program management of day-to-day activities.
- **Youth Program Assistants** – current partner agency staff and teachers from identified schools will be recruited to provide direct program services to youth and families.
- **Volunteers** – recruited from area Rotaries, area colleges, and Rockwell Collins' Retirees; will provide program support by assisting youth with homework and supervising enrichment activities.

Communication Plan: The STRIPES program will have multiple avenues of communication through the following mediums:

- Newsletters
- Face to face communication
- Program presentations
- Surveys
- Questionnaires
- Email
- Press Releases

Partnerships: The following core partners will be actively involved in program development, implementation, and evaluation and will also have representation on the STRIPES Advisory Council.

- **YouthPort** is a collaborative effort between three non-profits, Boys & Girls Clubs of Cedar Rapids, Young Parents Network, and Tanager Place. These organizations developed a model of outreach to be duplicated in at-risk neighborhoods providing: shelter & safety, nutritious meals, academic support, parenting education, opportunities to boost parental engagement and mental health counseling. The professional input of these non-profits provides direct care services impacting children from conception to age 27.
- **Boys & Girls Clubs of Cedar Rapids (BGCCR)**, a non-profit agency providing academic and enrichment activities, employs the Program Site Directors and shares in the employment of the Youth Program Assistants at each program site, and acts as the fiscal agent for the STRIPES.
- **Young Parents Network (YPN)** provides enrichment and family activities through the 40 Developmental Assets and Read Naturally Programs. YPN's expertise in the area of parent development and support will be used to offer classes and workshops centered around parent involvement as it connects to academic success and social/emotional growth for youth. They will share in employing the Youth Program Assistants.
- **Tanager Place** serves youth and their families who struggle with mental and behavioral health needs. They provide counseling support that aligns with the Cedar Rapids School District's Community School Improvement Plan, Comprehensive School Improvement Plan (CSIP) and introduce youth to art therapy through expressive art exploration.
- **Cedar Rapids Community School District (CRCSD)** provides program sites at Hoover and Taylor Elementary Schools; collect and share data regarding students' grades, attendance, and Iowa assessment data; and provide information regarding students in need of STRIPE's programming.

Evaluation: The following is a partial list of data that will be collected:

- Student level data regarding attendance in the regular school day program
- Completed Youth Program Quality Assessment tools, twice each year – *a best practice tool*
- Completed Youth Development surveys (ECIPYDS) pre and post programming – *best practice*
- Student level data from the Developmental Asset Profile (DAP) tool
- Cedar Rapids School District will compile data on STRIPES students including grades, attendance, and Iowa assessment scores

STUDENT NEEDS ASSESSMENT

2.1 School & Community Evaluation:

The neighborhoods that are served by Hoover and Taylor Elementary Schools are some of the most impoverished areas of Cedar Rapids. When combined, these schools show an 82% free and reduced price lunch rate. As a way to meet community needs for safety and extended educational opportunities beyond the school day, three non-profits, Boys & Girls Clubs of Cedar Rapids (BGCCR), Tanager Place and Young Parents Network (YPN), joined together to create YouthPort in 2012. The STRIPES (Success Through Reading, Innovation, Play, Exploration and Service) program, implemented through the YouthPort model will be offered at Hoover and Taylor Schools, to help fill the needs of at-risk neighborhoods.

Combined, Hoover and Taylor schools report a total of 551 youth are eligible for Free or Reduced Priced Lunches (FRPL) at school. The enrollment of students and percentages of youth who are identified as youth attending Taylor and Hoover schools, FRPL and low Socio Economic Status (SES) are as follows:

	TOTAL ENROLLMENT	% RECEIVING FREE/ REDUCED PRICE LUNCH	% LOW SOCIO ECONOMIC STATUS
Hoover	425	76%	76%
Taylor	259	88%	88%

According the Iowa Department of Education's website, Hoover and Taylor Elementary Schools are identified as SINA schools. Research by United Way of East Central Iowa (UWECI) has shown that third grade reading proficiency rates are closely related to many other vital education milestones in a child's life. Some of the milestones associated with third grade reading proficiencies include: higher eighth grade reading, lower absenteeism in ninth grade, lower course failures in ninth grade, higher GPAs in ninth grade, greater high school graduation, and a greater probability of attending college.

The number of 3rd grade students at Hoover and Taylor Elementary Schools who are proficient in reading and math is as follows:

	2012-2013 Reading Proficiency	2012-2013 Math Proficiency
Hoover	49%	65%
Taylor	61%	64%

The program model, YouthPort, impacts the neighborhood by providing safe program options for children, parenting support and education, and supervised sessions improving academic goals. Recreational outlets for children and families are also within the model, as well as opportunities for community engagement, mentoring, and instruction by community volunteers. A key indicator of this model's success is the fact that programming is ongoing and long-term. This is crucial for trust building and sustained growth and development. This program boosts the neighborhood with sound principles and outcomes that are measurable and attainable. Some of the needs identified in these at-risk areas include:

- Hoover, Cedar Hills Neighborhood – urban site with poverty levels as follows:
 - 22% of children living below the poverty line, which is a higher rate of poverty than 64% of U.S. neighborhoods and higher than Cedar Rapids poverty line of 14.8%
 - 33% of the working adults in service positions require long hours and early commutes, averaging 15-30 minutes
 - Elementary students on FRPL prior to the Flood of 2008 was 10% and post flood is 76%
- Taylor Neighborhood –compares to other Cedar Rapids neighborhoods as follows:

- 71% higher population density with 16% living below poverty line and 88% of elementary students on free and reduced lunch program
- 23% lower household income with 100% both parents working outside of the home
- 68% more single mothers reside here
- Twice as many male adults employed in the trades requiring long hours and commutes

Youth Needs Assessment: The most recent youth needs assessments were completed with youth aged 4th-12th grades living in the Cedar Rapids metro area. These assessments, the Survey of Student Attitudes and Beliefs (a middle/high school survey) and Me & My World (an upper elementary survey) were designed by the Search Institute and were used to measure areas of student need, strength, and weakness in the following categories: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. When statistically combined, the findings of these needs assessments indicated:

- 82% felt a strong family connection and high levels of love and support
- 81% believe they have surrounded themselves with positive peer relationships
- 74% felt their school provided clear rules and boundaries
- 74% reported their parents and teachers expected them to do their best and set high expectations

However, findings also showed:

- 65% felt their neighborhood was not a caring environment
- 62% reported that they didn't have a positive adult role model (outside of their family)
- 54% felt proficient in their ability to resist negative behaviors (high risk choices)
- 48% reported low self esteem
- 60% reported feeling a "lack of personal power regarding things in their life"
- 38% felt disengaged in their learning process
- Only 30% agreed that they had the skills to plan ahead and carry out decisions

Parent Needs Assessment: The most recent parent needs assessment indicates the need for:

- Access to before and after school programs
- Programs available both throughout the school year and during breaks
- A place for their children to go later in the evening
- Expanded program opportunities for youth and adults (field trips to give youth more experiences)
- Improved family communication skills
- Educational opportunities for adults for continuous improvement (job skills)
- Transportation to and from school that was safe, reliable, and affordable

YouthPort is addressing these concerns by offering workshops, focus groups, feedback opportunities, and a family literacy component; the STRIPES program will comprehensively support youth and families.

Community Needs Assessment: A larger community needs assessment in the area of education was completed by the UWECI in 2013 in the greater Cedar Rapids area. The following educational goal was identified: By 2020, increase the number of low-income children who are on track academically and developmentally by 4th grade by 30%. This goal will be guided by the following principle: All children will have the cognitive and social-emotional supports and opportunities they need to succeed in work, school, and life.

The following key findings from a report compiled by UWECI and the local Ready by 21 Chapter supporting the need for expanded and enhanced before and after school programming in our community:

While proficiency percentages in the State of Iowa have increased over the past several years, data from Linn County shows a significant drop in proficiency rates, and no overall improvement. There is a persistent achievement gap between low-income students and their higher income peers, specifically in early literacy skills, and reading and math proficiency rates. Only 50% of low-income kindergartners are proficient in early literacy skills, in contrast to 72% of their higher-income peers.

In Linn County there is an approximate gap in the reading proficiency of fourth graders of 15% between students who are eligible for FRPL and their peers from higher income families. This gap remains stable through the grades. In the CRCSD, the gap is even wider, 22% for fourth graders, 31% for eighth graders and 27% for eleventh graders. (The Iowa Department of Education) The percentages of low-income and minority students enrolled in the CRCSD are increasing. One third of elementary students qualified for FRPL in the 2001-02 school year; over 50% qualify a decade later.

STRIPES programming will meet these identified needs by offering a safe and caring environment for youth to learn and thrive. The program will address the academic needs of youth by focusing on math, reading, science, and other core areas of study while enrichment programming will address the whole child. Enrichment activities, done in partnerships with the agencies of YouthPort and other community-based organizations, will focus on the 14 eligible federal guidelines while working to address these community concerns identified in each of the student, parent, and community needs assessments.

2.2 Engagement of Variety of Stakeholders:

Youth: BGCCR, YPN & Tanager Place will engage youth through interviews and surveys to gather input and information regarding their out of school time experiences. This information will be used to develop and modify existing programs to meet the needs of youth and provide a better comprehensive educational experience. Additionally, youth members will attend the Advisory Board meeting once each quarter.

Parents /Families: Successful youth development programming has a strong parent/family component. Parents from the Taylor and Hoover Neighborhoods have been engaged with YouthPort since its inception. This partnership and open communication will continue to be an integral part of STRIPES programming. Parent members will be incorporated into the Advisory Board.

Community/Neighborhood: Quality youth programming relies on support from the neighborhood to keep youth safe and appropriately engaged. The STRIPES program will work with locals in the neighborhood including police, fire, businesses, and citizens to ensure the safety and well being of our children. The community will be invited to participate in special event programming and service learning in the neighborhood.

School/Educators: The Advisory Board will include the principals of Hoover and Taylor schools. Both schools will contribute staff personnel to support the students' out of school time learning experience.

Partners: YouthPort organizations and the CRCSD have the following goals:

1. Offer before and after school programs to neighborhood children where these schools are located
2. Create networks of support and programming for young parents and their families
3. Make available professional guidance and counseling to families in need

Additional partners who join the STRIPES project will align with these goals, the CRCSD's Comprehensive School Improvement Plan (CSIP), and the 14 eligible federal guidelines, as we work to provide innovative offerings for youth.

PROJECT

3.1 Link to Student Need:

The STRIPES program will serve students from Taylor and Hoover school sites, both are identified as SINA schools. A community needs assessment completed by the UWECI and Ready by 21 identified a persistent achievement gap between low-income students and their higher income peers, specifically in early literacy skills, and reading and math proficiency rates. These findings support the need for expanded and enhanced before and after school programming in our community.

3.2 Academic, Enrichment and Family Literacy Services:

Academic-The STRIPES program includes a comprehensive approach to academic assistance that includes Power Hour (homework help), tutoring, technology, Read Naturally and STEM programming. Power Hour works to foster good homework habits by providing homework assistance at the same time every day and will be primarily provided by BGCCR. Teachers from all identified schools will be recruited to help with academic tutoring that will provide continuity between the school day and the STRIPES program. Community volunteers from local businesses, human services and faith based organizations, middle and high school youth and senior citizens will provide additional individual and small group tutoring to students in need. Youth will have access to the BGCCR's computer lab to bolster computer skills as well as increase reading and math skills. A computer safety lesson will also be taught.

Read Naturally, a nationally recognized program, offers struggling readers guided using three research-based strategies to improve fluency. These include teacher modeling, repeated reading, and monitored progress. YPN, BGCCR and other trained volunteers will provide Read Naturally to youth.

Exploration and improvement in the areas of Science, Technology, Engineering and Math (STEM) will be provided to students during Power Hour, as well as through other enrichment learning opportunities. Cedar Rapids is fortunate to have a large number of engineers and other scientists in the community, primarily through employment at Rockwell Collins. Many of these employees volunteer their time to stimulate interest in STEM learning among youth in the community and it is anticipated that many will provide both academic and enrichment activities to the STRIPES program. In fact, one of the board members at YPN has launched two new STEM sites in the corridor. In addition the CRCSD, along with community volunteers and Partners of the Governor's STEM Advisory Board, will provide support and guidance in this area.

The Family Connections Library, of which YPN is a member, is a division of the metro library system, and will be utilized to allow for literacy enhancement.

Enrichment-The STRIPES program will include enrichment activities designed to introduce students to concepts of service learning and enhance the social, emotional and behavioral development of the students as identified in the Search Institute's 40 Developmental Assets. Students participating in the program will identify areas of personal interest and enrichment activities will target those areas.

Specific enrichment activities include:

- **Triple Play**, an overall health and well-being program designed by Boys & Girls Clubs of America to get kids up and moving every day and give them a better understanding of making healthy lifestyle choices.
- **Expressive Art Therapy**, including music, creative writing, visual arts, and drama, will be lead primarily by Tanager Place. Expressive art therapy uses art to help children connect to their personal struggles, giving them a voice, increasing communication and helping them learn new coping techniques.

- **Service Learning**, will be provided by BGCCR, YPN and other community volunteers. Students will pick a service opportunity and take it from the planning to final stage following a self-imposed timeline.
- **Drug and Violence Prevention Programming**, will be provided by several outside organizations. YouthPort currently has relationships with the Cedar Rapids Police Department and Area Substance Abuse Council to assist youth in learning the dangers associated with drugs, alcohol, tobacco, bullying and other forms of violence, including ways to prevent such negative or high-risk behaviors.

Nutrition - Before the STRIPES program was implemented, lunch was often the last meal of the day for many youth in these neighborhoods. When children are hungry, they experience concentration problems, which can cause disruptive behavior in class. According to the American Psychological Association, 10 children who were hungry exhibited 7 to 12 times as many symptoms of conduct disorder than their at-risk or not-hungry peers. The addition of the food program allows children to go home with a full stomach each night, which then allows for a better night's sleep. All youth enrolled in the STRIPES program can take advantage of this opportunity at no cost to their family.

Family - The STRIPES program includes a family component designed to increase family literacy, communication, and support – skills essential to the development of healthy, productive, successful young people.

- **Workshops & Focus Groups:** YPN will provide parenting support through workshops and focus groups. Other community-based organizations will be utilized to meet additional family needs, such as: credit counseling, adult high school education completion, and health and wellbeing.
- **Family Nights:** YPN will schedule quarterly Family Nights to strengthen the engagement of parents in their child's education. During these Family Nights brief presentations may be provided to parents regarding community resources available to the families. Kirkwood Community College provides adult high school completion programs and may be utilized, along with the Family Connections Library, to assist with family literacy issues.
- **Referrals:** Students in need of additional behavior management skills may be referred to Tanager Place for Behavioral Health Intervention Services.

3.3 Goals, Objectives and Performance Measures:

Between the two STRIPES sites, we will serve 75 additional children, a total of 150 youth through after school programming. The broad goal of the STRIPES program is for the participating students to contribute positively to the social, environmental, and economic success of their communities. To accomplish this goal, a participant survey will be conducted, which will identify measurable academic and asset-based outcomes. Program activities will be structured to accomplish these results. Overall, students will show accelerated growth in reading/language arts and math skills when compared with other students from the same schools who do not participate in the program. In addition, students will improve attendance and decrease behavioral disruptions, as well as demonstrate an increase in the number of personal assets.

Program Goals:

- Provide before and after-school programs that offer academic, behavioral, health intervention services, and enrichment activities that empower students to meet and /or exceed the school district's CSIP academic proficiency goals.
- Introduce youth to concepts of service learning and enrichment activities enhancing social, emotional and behavioral development.

- Provide family programming and services that are designed to increase literacy, communication, and support for student learning and citizenship skills.

Program Objectives:

- Number of students who demonstrate core reading proficiency will increase 4% yearly as measured by bi-annual standardized assessments in curriculum reading assessments.
- Number of students who demonstrate core math proficiency will increase by 4% yearly as measured by bi-annual standardized assessments in curriculum math assessment.
- STRIPES students will maintain a 90% average daily attendance during the school year.
- 75% of students will be active in the development and implementation of at least one service-learning project per year. Using the Developmental Asset Profile, a screening tool that measures individual assets:
 - 75% of STRIPES students will report a positive sense of self.
 - 75% of STRIPES students will report having a positive relationship with a non-family adult.

3.4 Alignment with School Day and CRCSD CSIP:

The goals detailed in the CSIP for all identified schools include goals regarding improved reading and math skills, as well as social, emotional, and behavioral development. Through a variety of basic learning and enrichment activities, the STRIPES program will contribute to each student's proficiency in reading, math, science and social studies. Teachers from each school will be recruited to help provide continuity between the school day and the STRIPES program. Power Hour will assist students in completing homework assigned during their school day. In addition, families will be engaged with the program through family nights and other literacy and enrichment activities, which will assist families in becoming more engaged with their children's schools.

3.5 Organizational Experience:

The STRIPES program, led by YouthPort agencies, have more than 180 years of combined experience successfully educating children and families through a wide variety of programs. The STRIPES program continues the collaboration, allowing for an increase in the number of children and families served with comprehensive services.

RESEARCH BASE

4. Research of Activities: Programming will meet the identified student needs through the following core programs: Power Hour, 40 Developmental Assets, Read Naturally, Triple Play, and Art Therapy.

Power Hour, a Boys & Girls Clubs of America program has proven to help youth improve grades in school and become self-directed learners through homework help, tutoring and educational enhancement. According to the National Partnership for Quality Afterschool Learning, "Most researchers have found that students who complete homework assignments have higher academic grades than students who do not complete homework assignments." In addition to homework help and tutoring, engaging in out-of-school learning activities can greatly enhance academic achievement in school. Power Hour includes educational enhancement supplemental materials, which are designed to take advantage of the innate curiosity of young people and help them become self-directed learners.

40 Developmental Assets is a framework for helping kids become healthy, successful and productive adults. Developed by the Search Institute in Minneapolis, Minnesota, the Assets have been highly researched and are connected to national youth development initiatives like America's Promise and Ready By 21. Asset Programming incorporates this framework into everyday teachable lessons for youth, using the Assets to explore new interests for youth. Search Institute's research shows that the more assets young people have, the less likely they are to engage in risky behaviors. Numerous findings have emerged about the importance of these assets:

- Assets promote academic success
- Assets divert youth from risky behaviors and increase civic engagement
- Assets give young people the strengths they need to make positive choices in life
- Across the US (in big cities and small towns) most young people now experience fewer than half of the 40 Developmental Assets (Search Institute, www.searchinstitute.org, Dec, 2010)

Read Naturally, a nationally recognized curriculum for Kindergarten through 12th graders, helps youth become better readers and improve reading fluency. The program's success comes from three powerful, research-based strategies for improving fluency: teacher modeling, repeated reading, and progress monitoring. Results of improved reading ability show an increase in students' confidence and self-esteem. They feel responsible for their own success, express confidence in their academic abilities and hope for their academic future.

Triple Play is a physical fitness and overall health and wellness program created by the Boys & Girls Clubs of America. Triple Play strives to improve overall health of youth by increasing daily physical activity, teaching good nutrition, and helping develop healthy relationships. A study presented at the American Heart Association's 2010 Conference on Nutrition, Physical Activity and Metabolism (Science Daily, www.sciencedaily.com) found that physical fitness is associated with academic performance in young people.

- Youth who were fit throughout a two-year study scored highest on standardized tests
- Youth who became fit over the two-year period scored second highest on test scores
- Youth who lost their fitness levels, test scores went down
- Youth who were not physically fit at any point throughout the study had the lowest test scores

Expressive Arts Therapy has shown to help children cope with behavioral disorders as well as anger and control issues through techniques such as music, creative writing, visual arts and drama. Expressive art therapy uses art to help children connect to their personal struggles, giving them a voice, increasing communication and helping them to learn new coping techniques. According to the Growing Up Easier website (www.growingupeasier.org) Expressive Arts Therapy has helped youth cope with the following problems: Anxiety, Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Depression, Migraine Headaches and Rage.

MANAGEMENT PLAN

5.1 Effective Staffing

The management of the STRIPES program includes high quality staff, continued professional development, effective leadership, a group of active stakeholders, and plans for program evaluation, improvement, and sustainability.

High-Qualified Staff: YouthPort will run the STRIPES program as outlined below.

- **STRIPES Advisory Group** – The advisory group includes principals from participating schools, school staff, parents, students, Program Site Directors, designated program volunteers and representatives from each of the partner agencies. This group will be responsible for making program decisions and providing guidance and counsel relating to program development, implementation, and evaluation.
- **Program Site Directors** – These people will be hired by the Advisory Group to provide grant oversight and ensure that timelines and commitments are met by all partner agencies as well as provide day-to-day management of the STRIPES program.
- **Youth Program Assistants** – High quality staff from the schools will be hired so that a 15:1 student to staff ratio can be maintained. It is important that intensive instruction for students with special academic needs be performed in a low class size setting by teachers who are employed by the school during the school day. This provides consistency, as these are the teachers they identify with throughout the day. We will enlist the help of each school's principal to recruit school staff, specifically in the areas of math and reading. Other youth program assistants will include part time staff from BGCCR and one staff member from both YPN and Tanager Place. The youth program assistants will provide direct program services to both youth and families.
- **Volunteers** – YouthPort recruits volunteers from service clubs throughout Cedar Rapids. Additional recruitment will be done at volunteer fairs, area colleges, and Rockwell Collins' retiree volunteer program. YouthPort will also blend the volunteer base of all agencies involved with this 21st Century Learning Center grant. All volunteers will be required to apply for and undergo a screening with full background checks to ensure the safety of all youth. Once the application process is completed, all volunteers will support programming activities in a variety of ways such as helping students with homework, reading with students, and supervising sports and family night activities. Volunteers will be actively engaged with the students to ensure high retention.

Professional Development: Professional Development activities include extensive, ongoing staff development at the program level: 10 hours of pre-service orientation each fall and four educational trainings throughout the school year. Each summer an additional 10 hours of pre-service orientation will be required prior to summer programming. Both orientations will integrate basic knowledge of child development with essential areas for developing effective programs. Staff trainings will be led by the Program Site Directors and will include content from the following areas: 21st Century Learning Center grant expectations, the Search Institute's 40 Developmental Assets, data requirements, and program specific information related to academic and social-behavioral curriculum and strategies. In addition, the Program Site Directors will attend two 21st Century Community Learning Center meetings, the State of Iowa conference as well as the National conference in Washington DC. Both conferences will ensure programming is running properly. Other professional development will include weekly meetings and/or staff training for support staff and volunteers. These sessions will provide time for support staff and volunteers to discuss problems and learn best practices so they can better assist with the daily activities.

Effective Leadership: Program Site Directors will oversee day-to-day activities of the STRIPES program including continuous improvement and leading of staff and volunteers. This leadership structure includes management operations, recruiting and professional development of staff, curriculum development

aligned with the school day, partner and non-public school scheduling and communication. Strong management will be supported through monthly meetings where staff will meet collaboratively with the Principals and Curriculum Specialists in bi-weekly meetings to provide coordination between Program Management Staff.

Youth Development staff are qualified and experienced direct service providers. Each organization has quality staff with administrative experience as it relates to youth programming. The Program Site Directors, who will be responsible for program development and management, will be of similar quality and experience. The support staff and volunteers will ensure sufficient program and student supervision. The application and interview process will ensure the best quality people provide direct service youth programming. All staff will participate in a minimum of 10 hours of professional development during the school year and 10 hours of professional development during the summer to maintain quality assurances.

Retention: Staff and Volunteers: Continuity and structure are two important factors in a child's educational development. In the STRIPES Program we plan to have a low turnover in staff to keep the program running seamlessly and provide an optimal learning environment for members of the program. We will do this through weekly meetings with staff, giving them an opportunity to give input for planning and implementation of programs to give them a sense of ownership to the program. Staff and volunteers will be given a questionnaire to fill out prior to working in the STRIPES Program. The questionnaire will give us information on where their interests lie and what areas of programming they are most interested in. Through the questionnaire we will have a good idea of how staff and volunteers will best fit into the program to aid in retaining all those involved in STRIPES.

5.2 Transportation, Translation, Disabilities & Inclusivity:

Transportation: Youth participating in STRIPES who require transportation will be picked up by van or bus each afternoon from their school and dropped off safely. Between all of the cooperating agencies we have access to multiple vans and one 30-passenger bus. We also have relationships and agreements with local transportation vendors to arrange for additional transportation as needed.

Translation: STRIPES will be open to students without regard to race or ethnicity. The overall number of English Language Learners (ELL) in the CRCSD is small, 2.7% of the student population. However, Hoover's ELL rate is 25%. To serve this need, the CRCSD provides a Parent Education Program for ELL families at Hoover that also serves surrounding neighborhoods.

Students with Disabilities and Inclusivity Policy: STRIPES will be open to students of all physical and learning abilities. All schools are all accessible for students with physical disabilities. Extra help will be available for students with learning disabilities, which will be determined on an as needed basis. When needed, a special meeting will take place to discuss the particular need of the student and his or her specific learning disability and how best to help that student.

5.3 Development & Engagement of STRIPES Advisory Group

The Advisory Group will consist of

- Principals from participating schools
- School staff from participating schools
- Parents and students from participating schools
- Program Site Directors
- Designated program volunteers
- Representatives from each of the partner agencies
- Youth who participate in STRIPES programming will be included quarterly

This group of people will be responsible for making program decisions and providing guidance and counsel relating to program development, implementation and evaluation. This group will meet monthly and as needed to carry out the following functions:

- Evaluate outcomes, timelines and align program with CRCSD and 21st CLC standards
- Provision of technical support and leadership opportunities
- Represent the best interests of the neighborhood families
- Monitor students and parents participation
- Provide guidance relating to program development, implementation and evaluation

To aid the Advisory Group in making informed decisions, the Program Site Directors will coordinate ongoing student assessments. The assessments will be in the form of surveys to assess the effectiveness of the STRIPES Program. This feedback will be instrumental in establishing new, or improving existing services.

5.4 Program Improvement, Sustainability & Use of Public Funds

Sustainability and program improvement efforts will strengthen the STRIPES program to maintain and enhance out of school time programming for students at participating schools. The Youth Program Quality Assessment tool (YPQA), a recommended evaluation tool by the Iowa Afterschool Alliance, will be conducted at each site once a year. The STRIPES Advisory Council, with assistance from a YPQA Coaching and Mentoring trained Evaluator, will determine the necessary steps to ensure improvement, program quality, staff compatibility and connectedness, and program sustainability. The Youth Development Program Manager from YPN became a YPQA “reliable” external assessor in 2010 and has maintained certification.

The STRIPES program combines an array of community partners and services to make the best use of public resources. All agencies have excellent track records of sustaining successful programming through grants, fundraising and unrestricted contributions from community businesses and individuals. The collaboration of YouthPort ensures added accountability to funders and the community at large.

COMMUNICATION PLAN

6.1 Community Outreach Strategies: The STRIPES program will consist of multiple avenues of communication.

Notify media when the grant is awarded (Spring 2014)	Eastern Iowa Corridor	Press Release	Gain community support/volunteers
Hold orientation (Spring 2014)	Parents	Face to face conversation	Parents support the education of their children
Learn where students need help through pre programming assessment (Spring 2014)	Youth	Questionnaire	Tailor the STRIPES program to our youths' interests to better serve them
Communicate at 3,6,9 & 12 months and/or when projects have been completed	Parents	Newsletter highlighting student projects	Understand what their children are learning
Gather student input (Months 3, 6, 9 & 12)	Youth	Survey	Receive feedback about the impact of the STRIPES program to share with staff & volunteers at 3, 6, 9 & 12 month meetings
Receive feedback from each of the partners (Months 3, 6, 9 & 12)	Collaborating Partners	Meetings	Continue partnership
Show volunteer impact (Months 3, 6, 9 & 12)	Volunteers	E-newsletter updates	Retain STRIPES program volunteers
Seek out students' teachers weekly (Ongoing)	Teachers	Face to face conversation	Receive feedback on the progress students are making with their grades
Share success of STRIPES Program with area businesses (Fall 2014)	Cedar Rapids Businesses	Presentation to area businesses	Financial Support for our programming
Send information to the Eastern Iowa Corridor	Eastern Iowa Corridor	Press Release	Gain additional support for our activities
Greet parents daily as they pick up their children (Ongoing)	Parents	Face to face conversation	Receive feedback on how they perceive the progress their children are making
Develop advocates within the school board (Ongoing)	Cedar Rapids School Board Members	Presentation at School Board Meeting	Gain additional support from the school district

PARTNERSHIPS

7.1 Programmatic Partnerships

As a way to meet community needs, an innovative collaboration between Boys & Girls Clubs, Young Parents Network and Tanager Place supports programming to area families in the newly created: YouthPort. The goal of the partnership is to offer safe haven for at-risk neighborhoods and provide education and supportive services. Programming includes:

- Before and after school care for neighborhood children
- Provide young parents and families with networks of professional support and educational programming
- Nutritious meals daily
- Professional guidance and mental health counseling

Collaborating STRIPES partners combine over 180 years of experience and demonstrate strength and expertise working collaboratively in managing and providing youth programming. Each partner agency has a long commitment to providing quality youth development services and clearly understands the importance of developing the future workforce and strong community citizens. A top executive from each collaborative partner and school principals from each school site serve on the STRIPES Advisory Council, all of whom have extensive experience implementing out-of-school time programming and sustainability planning. This group has been instrumental in the planning of the STRIPES Program.

Communication and learning from the school day will continue once youth walk through the doors at the YouthPort sites. A safe, caring environment will allow youth to thrive as programming aligns with both the Cedar Rapids Community School's CSIP plan as well as answers criteria identified by the Iowa Department of Education as eligible activities.

Boys & Girls Clubs of Cedar Rapids: BGCCR will lead the STRIPES Program through program oversight and fiscal management. BGCCR has offered quality youth development programming in Linn County for 20 years and currently serves approximately 250-300 youth members during the school year and between 285 – 325 members during the summer at five sites located in the metro area. BGCCR has been successful in Cedar Rapids because it provides a positive place for youth to go after school and during the summer to keep them off the streets and out of trouble. Over the past five years, BGCCR has had two club members receive the distinction of Youth of the Year, a national Boys & Girls Clubs of America competition.

BGCCR will be responsible for the delivery and oversight of the academic success of youth through the Power Hour program, which aligns with the District's CSIP plan. They will also be responsible for the incorporating Boys & Girls Clubs of America's Triple Play program for physical fitness and total health of youth. Additional programs offered to youth including but not limited to: tutoring, technology, expressive arts, life skills enrichments, STEM programming, physical fitness, and prevention programming align with 9 of the 14 eligible activities.

Young Parents Network: Over the past 28 years, YPN has become a vital community resource with expertise in providing multiple prevention-based programs to children, youth, and families. YPN Youth Development staff are trained and certified in the 40 Developmental Asset Framework from the Search Institute, a nationally recognized leader in the field of Youth Development, based in Minnesota. Developmental Asset programming has been implemented in both classroom and out-of- school sites with great success for the past six years and will be the cornerstone of enrichment programming for the STRIPES program. During FY 2013 YPN served approximately 2,500 unduplicated children and families through classroom presentations, center-based activities, weekly parent meetings and home visits.

Asset Development and enrichment programming offered by YPN for the STRIPES project aligns with both the District's CSIP plan and 6 of the 14 eligible activities. Additionally, YPN's expertise in the area of parent development and support will be used to offer classes and workshops on the importance of parent involvement.

Tanager Place was founded in 1879. Tanager Place participated in the STARS 21st CCLC at Johnson School of the Arts in Cedar Rapids, providing the family literacy component. This experience working in a 21st CCLC as well as their expertise in working with families makes them a valuable partner in the STRIPES Program. Tanager Place has a 68-bed residential program, an expressive arts program including music, creative writing and visual arts, and an outpatient mental health clinic. Community-based programs include child welfare services provided under a contract with the State of Iowa and Behavioral Health Intervention Services, a voluntary skill development service provided to children with a mental health diagnosis, and their families. Tanager Place directly impacts 4,000 children and their families in a variety of mental health and prevention programs annually.

Tanager Place will serve the mental and behavioral health needs for youth and families. They will provide counseling support that aligns with the CRCSD's CSIP plan. They will also introduce youth to art therapy through expressive art exploration.

Cedar Rapids School District will play a vital role in the STRIPES program. Throughout the program the CRCSD will provide the Taylor and Hoover schools as program sites; collect and share data regarding students' grades, attendance, and Iowa assessment data; and provide information regarding students in need from all participating schools.

In addition to the partners identified above, other community agencies will be utilized as needed to enhance STRIPES. For instance, families may be referred to a family support worker to access community resources and meet their critical needs. All services provided by community agencies will assist in meeting STRIPES goals and objectives through collaboration and programming to serve youth and families.

7.2 Engaging Partners

YouthPort has been involved in sustaining programming through fluctuating economic conditions over the course of many years. The Advisory Council, composed of representatives from each STRIPES Program partner agency, will assume responsibility for long-term sustainability planning. This will include short and long term plans for recruiting new partners, maintaining current relationships within the project, and engaging families and youth for long-term success. YouthPort has the general capacity to provide all the services/activities described and will seek additional funding to maintain services/activities at this current level and to promote growth as identified through participant surveys. The STRIPES Advisory Council will work together to leverage additional funding through federal, state or local grants and fundraising efforts. YouthPort agencies have excellent track records of sustaining successful programming through grants, fundraising and unrestricted contributions from community businesses and individuals.

The STRIPES program is critical to the health and well being of at-risk neighborhoods as it answers the basic needs of families, educational enhancement, daily nutrition needs, parental education interventions and mental health support. This program can be duplicated in a variety of settings and has structural oversight by actively involved Advisory Council members. Funding streams for this program have been secured to date through private donations, special events, and grants. The commitment of the Advisory Board provides a foundation of concrete financial and mission driven support.

EVALUATION

8.1 Experienced Evaluator

The CRCSD has agreed to release assessment data of the students involved in the STRIPES program. The Program Directors will coordinate all elements of the project's evaluation plan, including collecting data from CRCSD, evaluating data to monitor success and reporting data to the STRIPES Advisory Council and the community at large. All collected data for the STRIPES Program will be reported to the state, as required, in a collaborative effort by the Program Directors, Project Evaluator, and Fiscal Manager.

Data to be collected will include:

- Student data from bi-annual standardized assessment results on proficiency levels in reading and math
- Student level data regarding attendance in and feedback on STRIPES before and after-school enrichment activities
- Student level data regarding attendance in the regular school day program
- Completed YPQA assessments, once a year – *considered a best practice tool*
- Completed United Way of East Central Iowa's Positive Youth Development Survey (ECIPYDS) pre and post programming – *best practice*
- Student level data from the Developmental Asset Profile tool
- Teacher Feedback and Tracking Tool
- Parent attendance and feedback on parent learning activities

STRIPES will incorporate the YPQA tool developed by the High/Scope Educational Foundation once each year. The YPQA evaluates the effectiveness of a youth program's quality in the following areas: safe environment, supportive environment, youth interaction, and youth engagement while also assisting staff in the development of an engagement plan. Research shows that youth involved with YPQA based programs achieve the highest level of youth engagement. YPN has extensive experience with the administration and follow up of the YPQA.

ECIPYDS has been modified from and implemented by the Ready By 21 local chapter. Both BGCCR and YPN Youth Development staff have experience implementing and utilizing this highly effective tool, which is designed to capture a child's experiences directly related to programming while showing attitude and behavioral changes. This tool will measure pre and post program level of 21st Century Skills, youth connection to the site, positive youth-adult relationships, perception of academic success and cultural competence levels.

The STRIPES Family Survey and feedback forms will be developed and implemented for all the enhancement activities and family activities conducted in the STRIPES Program as a way of measuring anecdotal needs and moment-in-time feedback.

YPN Youth Development Team Members are trained in the administration, collection and analysis of data from the Developmental Asset Profile (DAP). This 58-question survey allows program workers a snapshot view of which Asset categories are strengths and which are weaknesses both for individual youth, or the group as a whole. Information from the DAP is very valuable as a planning tool because programming is aligned to meet student needs as well as areas of interest.

The collective use of these evaluation tools will provide comprehensive information regarding program success to ensure ongoing program improvement and adequate reporting to the State Department of Education.

8.2 TIMELINE OF EVALUATION

<p>Fall 2014</p>	<p>Documentation of baseline ITBS scores, attendance, and grades</p> <p>Pre-test evaluation using ECIPYDS and the DAP tools</p> <p>Conduct school staff and parent meetings as orientation to the program</p> <p>Assess the site using YPQA</p>	<p>BGCCR</p> <p>YPN</p> <p>STRIPES Program Site Director in partnership with agencies and community stakeholders</p> <p>YPN</p>	<p>Information sharing with partner agencies and their BODs</p> <p>Incorporation of data into the sustainability plan</p> <p>Publication of results to bolster community support.</p>
<p>3, 6, 9, and 12 month marks AND/OR at the completion of a project within the program</p>	<p>Continued assessment of programming to ensure alignment with student needs, CSIP, family needs, 14 eligible activities, and youth interests</p> <p>Conduct staff and volunteer reviews to ensure retention and development</p> <p>Hold STRIPES Advisory Council meetings for discussion and outcome</p> <p>Conduct school staff, School Board, and parent meetings as part of an ongoing communication plan for the program</p>	<p>STRIPES Program Site Director, Partner Agencies and community stakeholders as indicated</p>	<p>Tweak programming as needed for best possible outcome for youth.</p>
<p>Summer 2015</p>	<p>Conduct annual assessments to compare with baseline data</p> <p>Share information with the community</p>	<p>STRIPES Advisory Committee Members</p>	<p>Evaluate the success of the program, develop a plan for year 2, incorporate findings into the sustainability plan of the project, deliver data to the state and publicize according to the Communication Plan</p>

OTHER EXPENSES

Professional Development:

The Site Director and up to one other staff member will attend the 21st Century prescribed conferences in Washington DC and Des Moines. Resource materials such as curriculum and training manuals for the enrichment programs will be accounted for in this line item as well.

Professional Development Total: \$7450 (Hoover) \$8,000 (Taylor)

Student Access Transportation:

Funds will be used to cover the expenses such as fuel, staff mileage for transport, and repairs related to program access. Boys & Girls Club and its partners have access to a fleet of three vans and one 30-passenger bus that will be used to transport youth for any off-site activities.

Total Student Transportation \$4,000 (Hoover) \$5,000 (Taylor)

Evaluation:

The necessary funds have been designated to data collection, data analysis, and the creation of any of the necessary reporting documents. Program data and evaluation will be ongoing in this program to ensure that programming is continuously adjusting to meet the needs of the youth and that the highest quality of programming is being achieved. Data will be reported to the Advisory Council and all requested documentation will be submitted to the Department of Education in a timely fashion. As referenced earlier, YPQA and DAP will be used for outside program evaluation. The CRCSD will provide information related to math and reading proficiency and attendance. Tanager Place will provide framework for more extensive evaluation through Tanager Place Research Center. BGCCR will track STRIPES program attendance through out the school year.

Total Evaluation Cost \$7,000 (Per site)

Administrative:

Administrative cost include printing, telephone, liability insurance, accounts payable services, and all other indirect cost associated with employment of program staff as well as all of the vendor contracts necessary to ensure the quality of the project.

Total Administrative Costs \$7,500 (Per Site)

TOTAL YEARLY PROJECT BUDGET: \$175,200 (Hoover) \$174,200 (Taylor)

TOTAL YEARLY IN KIND CONTRIBUTIONS: \$26,200 (Hoover) \$24,200 (Taylor)

TOTAL YEARLY REQUEST: \$150,000

9.2 Application Program seeks to supplement not supplant:

The STRIPES Program will be an extension of services at Taylor and Hoover Schools. These sites currently serve 50 youth per site through YouthPort programming and with the addition of STRIPES, will allow us to serve an additional 100 youth at each site for a total of 200 youth at these schools and will not replace any currently accessed funding streams. There will be significant investment from the local community through in-kind support and resources as referenced in the previous section. This project exists because of the broad based partnerships that exist between these organizations. We all work together to provide the best possible service and in doing so, are able to serve more youth in a highly efficient manner. This program relies completely on donated funds.

RECEIVED

JAN 31 2014

DEPARTMENT OF
EDUCATION

MEMORANDUM OF UNDERSTANDING (MOU)

Between
Boys & Girls Clubs of Cedar Rapids
And
Tanager Place

I. Parties

This MOU is between Boys & Girls Clubs of Cedar Rapids (BGCCR) located at 420 6th St. SE, Cedar Rapids, IA, and Tanager Place located at 2309 C St. SW Cedar Rapids

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/14 and ends on 5/31/15.

III. BGCCR Responsibilities

- Providing grant administration and grant coordination with prescribed partners per 21st Century application.
- Will ensure that provided programming and curriculum adheres to the Iowa Department of Education's Guidelines for before and after school programs as outlined in submitted application with partner agencies.
- Adhere to all guidelines and tracking mechanisms as prescribed by the participation contract with the Food and Nutrition division regarding meal counts and documentation.

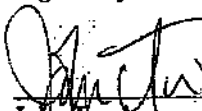
IV. Tanager Place's Responsibilities

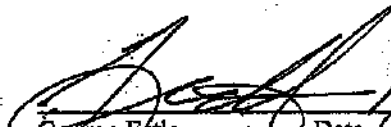
- Allow us to work with youth at your site in an appropriate educational setting (ex. Polk Alternative Education Center, Taylor Schools, any BGCCR site).
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

V. General Agreements

- This agreement is predicated upon BGCCR being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:


John Tursi
Executive Director
Boys & Girls Club of Cedar Rapids
Date 1/26/14


George Estle
Chief Executive Officer
Tanager Place
Date 1/26/14

MEMORANDUM OF UNDERSTANDING (MOU)

**Between
Boys & Girls Clubs of Cedar Rapids
And
Young Parents Network**

I. Parties

This MOU is between Boys & Girls Clubs of Cedar Rapids (BGCCR) located at 420 6th St. SE, Cedar Rapids, IA, and Young Parents Network located at 420 6th St. SE Cedar Rapids, Iowa.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/14 and ends on 5/31/15.

III. BGCCR Responsibilities

- Providing grant administration and grant coordination with prescribed partners per 21st Century application.
- Will ensure that provided programming and curriculum adheres to the Iowa Department of Education's Guidelines for before and after school programs as outlined in submitted application with partner agencies.

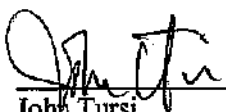
IV. Young Parents Network Responsibilities

- Allow us to work with youth at your site in an appropriate educational setting (ex. Polk Alternative Education Center, Taylor Schools, any BGCCR site).
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

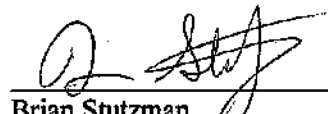
V. General Agreements

- This agreement is predicated upon BGCCR being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:



John Tursi Date
Executive Director
Boys & Girls Club of Cedar Rapids



Brian Stutzman Date
Executive Director
Young Parents Network

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Boys & Girls Clubs of Cedar Rapids

And

Hoover Elementary School

I. Parties

This MOU is between Boys & Girls Clubs of Cedar Rapids (BGCCR) located at 420 6th St. SE, Cedar Rapids, IA, and Hoover Elementary School located at 4141 Johnson Ave. NW Cedar Rapids

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/14 and ends on 5/31/15.

III. BGCCR Responsibilities

- Providing grant administration and grant coordination with prescribed partners per 21st Century application.
- Will ensure that provided programming and curriculum adheres to the Iowa Department of Education's Guidelines for before and after school programs as outlined in submitted application with partner agencies.
- Adhere to all guidelines and tracking mechanisms as prescribed by the participation contract with the Food and Nutrition division regarding meal counts and documentation.

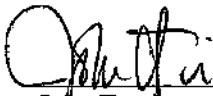
IV. Hoover Elementary Responsibilities

- Allow us to work with youth at your site in an appropriate educational setting (ex. Polk Alternative Education Center, Taylor Schools, any BGCCR site).
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

V. General Agreements


- This agreement is predicated upon BGCCR being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:



John Tursi
Executive Director
Boys & Girls Club of Cedar Rapids

6/23/14
Date



Clint Stone
Principal
Hoover Elementary School

6/17/14
Date

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Boys & Girls Clubs of Cedar Rapids

And

Taylor Elementary School

I. Parties

This MOU is between Boys & Girls Clubs of Cedar Rapids (BGCCR) located at 420 6th St. SE, Cedar Rapids, IA, and Taylor Elementary School located at 720 7th Ave SW Cedar Rapids

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/14 and ends on 5/31/15.

III. BGCCR Responsibilities

- Providing grant administration and grant coordination with prescribed partners per 21st Century application.
- Will ensure that provided programming and curriculum adheres to the Iowa Department of Education's Guidelines for before and after school programs as outlined in submitted application with partner agencies.
- Adhere to all guidelines and tracking mechanisms as prescribed by the participation contract with the Food and Nutrition division regarding meal counts and documentation.

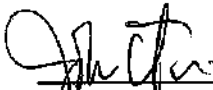
IV. Taylor Elementary Responsibilities

- Allow us to work with youth at your site in an appropriate educational setting (ex. Polk Alternative Education Center, Taylor Schools, any BGCCR site).
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

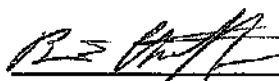
V. General Agreements

- This agreement is predicated upon BGCCR being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:



John Tursi 1/23/14 Date
Executive Director
Boys & Girls Club of Cedar Rapids



Brian Christoffersen 1/17/14 Date
Principal
Taylor Elementary School

MEMORANDUM OF UNDERSTANDING (MOU)

Between

Boys & Girls Clubs of Cedar Rapids

And

Cedar Rapids Community School District Business Services: Food and Nutrition

I. Parties

This MOU is between Boys & Girls Clubs of Cedar Rapids (BGCCR) located at 420 6th St. SE, Cedar Rapids, IA, and the Cedar Rapids School District Department of Food Service located at 2500 Edgewood Road NW, Cedar Rapids, IA 52405

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/13 and ends on 5/31/14.

III. BGCCR Responsibilities

- Providing grant administration and grant coordination with prescribed partners per 21st Century application.
- Will ensure that provided programming and curriculum adheres to the Iowa Department of Education's Guidelines for before and after school programs as outlined in submitted application with partner agencies.
- Adhere to all guidelines and tracking mechanisms as prescribed by the participation contract with the Food and Nutrition division regarding meal counts and documentation.

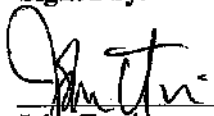
IV. Business Services: Food and Nutrition Responsibilities

- The School District shall provide meals that meet applicable State and Federal Standards regulations.

V. General Agreements


- This agreement is predicated upon BGCCR being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:



John Tursi
Executive Director
Boys & Girls Club of Cedar Rapids

1/23/14
Date



Suzy Ketelsen
Manager of Food & Nutrition Department
Cedar Rapids School District

1/22/2014
Date

FORM A SITE INFORMATION

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

21CCLC Site Name: Taylor Elementary School		
Site Address: 720 Seventh Ave SW		
City, State, Zip: Cedar Rapids, IA 52404		
Phone: (319) 310-7124		
Site Contact Person: Emma Thompson		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
No Feeder Schools		
21CCLC Site Name: Hoover Elementary School		
Site Address: 4141 Johnson Ave NW		
City, State, Zip: Cedar Rapids, IA 52405		
Phone: (319) 731-3266		
Site Contact Person: Jenny Emerson		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
No Feeder Schools		
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

Part M: Private and Public School Consultation

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

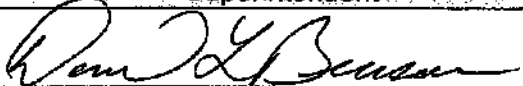
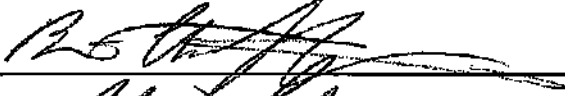
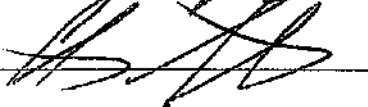
Part N: Grant Termination (Additional conditions in appendix D)

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

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

<p>Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program</p>	<p>Applicant Agency Name</p>
<p><i>John [Signature]</i></p>	<p>Boys & Girls Clubs of Cedar Rapids</p>

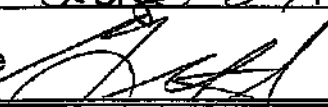
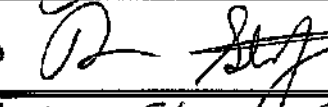
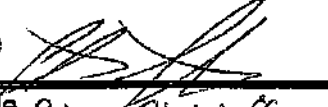
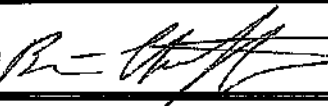

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency/Affiliation	
Name/Title	George Estle CEO	Agency	Tanager Place
Signature		Address	2309 C St SW
		City/Zip	Cedar Rapids Phone 319 365 9164
Name/Title	BRIAN STUZMAN ED	Agency	YOUNG PARENTS NETWORK
Signature		Address	420 6th St SE
		City/Zip	Cedar Rapids 52401 Phone 319-364-8909
Name/Title	Clint Stone - Principal	Agency	Harver Elementary
Signature		Address	4141 Johnson Ave
		City/Zip	Cedar Rapids Phone 319-558-1201
Name/Title	Brian Christoffersen / Principal	Agency	Taylor School
Signature		Address	720 7th Ave SW
		City/Zip	Cedar Rapids / 52404 Phone 319-558-2477
Name/Title	Suzy Ketelsen	Agency	Cedar Rapids Community Schools
Signature		Address	2500 Edgewood Rd NW <small>Food and Nutrition</small>
		City/Zip	Cedar Rapids 52406 Phone 319-558-7305
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application: <u>2</u>	Total number of students being served (all sites for one year): <u>200</u>	Total three-year funding request (all sites): <u>\$900,000</u>
	Total first-year funding request (all sites): <u>\$300,000</u>	

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Taylor Elementary School	\$150,000	\$150,000	\$150,000	\$300,000	100
Hoover Elementary School	\$150,000	\$150,000	\$150,000	\$300,000	100
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency:

Boys & Girls Clubs of Cedar Rapids

Site: Hoover Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$107,000	\$13,050	\$107,000	\$13,050	\$107,000	\$13,050	\$60,150
Personnel In kind	\$7,000	\$4,000	\$7,000	\$4,000	\$7,000	\$4,000	\$33,000
Staff Travel In kind	\$3,200	\$1,000	\$3,200	\$1,000	\$3,200	\$1,000	\$12,600
Materials	\$3,000	\$1,000	\$3,000	\$1,000	\$3,000	\$1,000	\$42,000
Materials In kind	\$8,500	\$1,500	\$8,500	\$1,500	\$8,500	\$1,500	
Professional Development (minimum 4% per year)	\$6,000	\$1,450	\$6,000	\$1,450	\$6,000	\$1,450	\$22,350
Student Access, Transportation etc. (maximum 8% per year)	\$3,000	\$1,000	\$4,000	\$1,000	\$4,000	\$1,000	\$15,000
Evaluation (about 4% per year)	\$6,000	\$1,000	\$5,000	\$1,000	\$5,000	\$1,000	\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$6,500	\$1,000	\$6,500	\$1,000	\$6,500	\$1,000	\$22,500
Totals	\$131,500	\$18,500	\$131,500	\$18,500	\$131,500	\$18,500	
Totals In kind	\$18,700	\$6,500	\$18,700	\$6,500	\$18,700	\$6,500	

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

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

Applicant Agency:

Boys & Girls Clubs of Cedar Rapids

Site: Taylor Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel Personnel (In kind)	\$105,200 \$8,000	\$11,475 \$2,000	\$105,200 \$8,000	\$11,475 \$2,000	\$105,200 \$8,000	\$11,475 \$2,000	\$350,025 \$30,000
Staff Travel (In kind)	\$3,200	\$1,000	\$3,200	\$1,000	\$3,200	\$1,000	\$12,600
Materials Materials (In kind)	\$4,000 \$8,500	\$1,825 \$1,500	\$4,000 \$8,500	\$1,825 \$1,500	\$4,000 \$8,500	\$1,825 \$1,500	\$5,825 \$30,000
Professional Development (minimum 4% per year)	\$6,000	\$2,000	\$6,000	\$2,000	\$6,000	\$2,000	\$24,000
Student Access, Transportation etc. (maximum 8% per year)	\$4,000	\$1,000	\$4,000	\$1,000	\$4,000	\$1,000	\$15,000
Evaluation (about 4% per year)	\$6,000	\$1,000	\$6,000	\$1,000	\$6,000	\$1,000	\$21,000
Administrative/ Indirect Costs (maximum 8% per year)	\$6,500	\$1,000	\$6,500	\$1,000	\$6,500	\$1,000	\$22,500
Totals Total In kind	\$131,700 \$19,700	\$18,300 \$4,500	\$131,700 \$19,700	\$18,300 \$4,500	\$131,700 \$19,700	\$18,300 \$4,500	

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

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.)

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: John Tursi
Title: Executive Director

Definitions

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.


(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date: 1/23/2014 Time: 3:30 pm Location: Boys & Girls Clubs Administrative Office</p>
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Meeting called by: John Tursi Type of meeting: Phone call
 Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----

Welcome Mr. Louk 20 minutes

Discussion: Mr. Tursi explained that Boys & Girls Clubs of Cedar Rapids were submitting an application for a 21st Century Community Learning Center in collaboration with the Cedar Rapids Community School District and specifically at Hoover Elementary School. Mr. Tursi offered that if there were students at St. Jude's Elementary School who would benefit from the 21st Century Learning Center activities that they were invited to participate.

Conclusions: Mr. Louk will look into whether or not they have students who would benefit and that Mr. Tursi should keep him updated as to whether or not the 21st Century Learning Center grant was awarded to Boys & Girls Clubs of Cedar Rapids and the Cedar Rapids School District.

<p><u>Action Items:</u></p> <p>Mr. Tursi will follow up with Mr. Louk if the 21st Century Community Learning Center grant is awarded to Cedar Rapids</p>	<p><u>Person responsible:</u></p> <p>John Tursi</p>	<p><u>Deadline:</u></p> <p>May 31, 2014</p>
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Resources for Non-Public Schools [Insert Name] [Insert time allocation]

Discussion:

Conclusions:

Action Items:	Person responsible:	Deadline:
_____	_____	_____
-	-	-

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]		
Discussion: _____		

Conclusions: _____		

Action Items:	Person responsible:	Deadline:
_____	_____	_____
-	-	-
Questions All Staff [Insert time allocation]		
Discussion: _____		

Conclusions: _____		

Action Items:	Person responsible:	Deadline:
_____	_____	_____
-	-	-

Other Information

Resource persons:	_____
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Special notes:	
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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.