Application Cover Page
21st Century Community Learning Centers

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Des Moines, Iowa 50319

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APPLICATION INFORMATION			
Applicant Serving as Fiscal Agent (Applicant Agency) Boys & Girls Clubs of the Cedar Valley			
County: Black Hawk		Amount Requested: $148,985 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Chuck Rowe, CEO		Grant Contact/Project Director: Laura Kann, Chief Development Officer	
Agency Name: Boys & Girls Clubs of the Cedar Valley		Agency Name: Boys & Girls Clubs of the Cedar Valley	
Address: 515 Lime Street		Address: 515 Lime Street	
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BEFORE YOU APPLY

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

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

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- ***What is the Free and Reduced Lunch Rate for each site?*** List below (use as many lines as necessary):
  - Site/Building Name: Highland Elementary School
    - Free and Reduced Lunch Rate Percentage: 80%
  - Site/Building Name:
    - Free and Reduced Lunch Rate Percentage:
  - Site/Building Name: _____
    - Free and Reduced Lunch Rate Percentage: _____

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

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

  ☐ Summer School Only

  ☐ Afterschool Only

  ☐ Before and Afterschool

  ☐ Before and Afterschool and Summer School

  ☑ Afterschool and Summer School

- ***Funding Formula:*** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
  - 83 number of children x 186 days x $7.50 either $7.50 (just afterschool) or $10.00 (Before and afterschool) per day = $115,785 (total funding request for before and afterschool programs)

  Summer School Formula
  - 83 children x 40 of days = (minimum 30 days) x $10.00 = (total funding amount for summer) $33,200
  - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: $148,985
Funding Request total for Three Years: $446,955
Number of Children Served in Year One: 83
Number of Children Served in Three Years: 249

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
- ❑ XPrivate Nonprofit Organization- Number of years in operation 52
- ❑ Private For-Profit Organization Number of years in operation _____

Enter Federal Employer ID Number:
42-6083723 ***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.

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

Documentation: The Iowa Department of Education has designated the school proposed in this application as follows:

Academic Achievement	Highland						Iowa					
Proficiencies	Reading			Math			Reading			Math		
Grades	3	4	5	3	4	5	3	4	5	3	4	5
Overall % proficient	39.4	54	67.9	50.7	64.3	80.4	76.9	75.6	76.9	79.8	78.9	76.8
Free/Red Lunch % proficient	52%			62.3%			64.9%			66.7%		

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

XApplication 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: Boys & Girls Clubs of the Cedar Valley collaborates with the Waterloo Community School District and other partners
Examples of documentation: Original signatures of joint applicants or MOUs recognizing joint submission.

1. Proposal Abstract

Boys & Girls Clubs of the Cedar Valley, in partnership with the Waterloo Community School District, proposes to establish a 21st CCLC to serve elementary students who attend Highland Elementary School. The school is located in Waterloo and has a student population with significant need; within the census tract where the school is located, the per capita income is only $11,575, the lowest per capita income in the state. As the area is high in crime and the children's home lives are under-resourced in terms of both finances (high poverty) and education (low educational attainment of parents), the school and larger community must work together to ensure that all children have access to programming that will provide a pathway out of poverty.

BGC has collaborated with community stakeholders who will work with us to provide a comprehensive out-of-school-time program that addresses the needs of the whole child and their family. Multiple meetings were held and surveys were conducted to ensure that the program was collaboratively designed. Hosting the 21st CCLC on-site at Highland removes transportation as a barrier and will allow us to recruit after-school staff and teachers from among Highland's existing bilingual staff. The school has agreed to provide office space for the Program/Site Coordinator. This on-site location will allow seamless integration of curricula and programming via daily interaction between program and daytime staff.

The 21st CCLC acknowledges the needs of the whole child while placing literacy development at the forefront of STEM-inspired programming. This project is directly aligned with Highland's 2017-2018 School Improvement Plan, which seeks to raise proficiency levels in reading and math, reduce discipline referrals, and increase parental involvement.

To meet our program and the school's academic year goals, all programming will be organized around quarterly themes. Certified teachers will oversee the academic components, all of which will continue in the summer program, as it is vital to prevent "summer slide" for this vulnerable, low-income population of students. Specific goals for our 21st CCLC are:

Goal 1: Increase academic achievement;
Goal 2: Enhance parental involvement in education to improve student success;
Goal 3: Increase student attachment to education, their peers, adults, and the community.

To meet these goals, our collaborative efforts have designated the following areas of focus: Academic support; Academic enrichment; Parent Engagement; Health/Well-being; and, Safety/Pro-social skills development. The program will run after-school (including dinner) and full-days during vacation days (i.e. President's Day) and in the summer (breakfast and lunch included).

Evidence-based curricula have been selected for each element that are directly aligned with in-school programming, the school's improvement plan, and Iowa State Standards. Close coordination with school-day staff will ensure that the 21st CCLC is a true extension of the school day with fun incentives (like field trips) to encourage regular attendance and family supports (food and community services) to foster family involvement in learning.

BGC has fifty years of experience in providing afterschool programs that increase academic performance and promote positive youth development and serves more than 600 youth annually at four locations. Program evaluations from our previous and current 21st CCLC programs found that nearly all participants (95%) had stable or increasing reading comprehension and fluency scores compared with the previous year. The staffing plan includes a designated Project Director, a Site/Program Coordinator, certified teachers, Youth Development Coaches, and multiple volunteers.

The 21st CCLC will benefit from strong community support. At least ten representatives from our partners, stakeholders (school administrators, teachers, parents), and community-based organizations and businesses, will participate in a 21st CCLC Advisory Committee that will oversee 21st CCLC programming. Representing diverse segments of the community, the Committee will meet monthly to provide vision, goal setting, and strong management. It will also review program policies, identify and resolve challenges, monitor success, and disseminate results to the broader community via as many avenues as possible. This 21st CCLC will also benefit from the multitude of resources that the Boys & Girls Clubs of America provides to local clubhouses.

BGC has multiple local champions who promote quality afterschool programming at every opportunity. BGC's annual "Lights On Afterschool" and service learning presentations highlight our programs and attract community attention, since participants and their families invite other relatives, friends, and neighbors to attend. BGC staff make quarterly presentations to local service clubs, including Kiwanis, Rotary, and the Exchange Club. Finally, BGC sends press releases to media outlets at least monthly and receives considerable favorable media coverage. All these activities will increase community awareness of the 21st CCLC program.

Partners in this proposal include the Waterloo Community School District, Friends of the Family, the Northeast Iowa Food Bank, the University of Northern Iowa, Hawkeye Community College, the Volunteer Center of the Cedar Valley, the Waterloo Black Hawks Hockey Team, and the Waterloo Police Department. Additional partners will be recruited on an ongoing basis.

The Advisory Committee will also provide guidance and review reports as prepared by the external evaluator. The independent evaluator has worked with the BGC for over 11 years and has the experience to conduct comprehensive, rigorous evaluations of program effectiveness, at the local level and in cooperation with the Iowa Department of Education. The program will use a continuous improvement model to allow the evaluation results to guide program changes and modifications.

BGC requests **competitive priority** points because this application is submitted via a collaboration of BGC and the Waterloo Community School District, which receives funds under Title I, and other community partners.

The total amount requested per year is $148,419 to serve 83 Highland Elementary School students for a total cost of $1,788/student (after-school and summer). Funds will be used for staffing, materials, professional development, transportation, field trips, evaluation, and administration, all of which are reasonable and directly linked to project goals.

2.1 Student Needs Assessment

Waterloo is home to 67,934 people. Table 1 clearly illustrates the need within Waterloo and particularly in Census Tract 13.01:

Table 1	CT 13.01	Waterloo	Iowa
% minority	46%	23.8%	12.6%
% live in poverty	54%	17.6%	12.5%
% never graduated HS	28%	14.7%	11.1%
Have a bachelor's degree or higher	5.7%	20.4%	26.7%
Median income	$11,575	$41,933	$53,183
US Census population estimates 2016; American Community Survey 2015			

Waterloo is the county seat of Black Hawk County. According to the Robert Wood Johnson County Health rankings (2017), Black Hawk County ranks 85th for health indicators and 90th of Iowa's 99 counties for social and economic factors (children in poverty, income inequality, etc.). The chance of becoming a victim of crime in Waterloo is 1 in 104 vs 1 in 350 for Iowa (neighborhoodscout.com). As the children's home lives are under-resourced, the schools and larger community must work together to ensure that all children have access to the types of enrichment opportunities that will provide a pathway out of poverty. In partnership with the Waterloo Community School District, BGC is targeting Highland Elementary School, located in Census Tract (CT) 13.01. It has a total enrollment of 538, 89% of whom qualify for free or reduced price lunch, a leading indicator of need. Our goal is to serve 83 of the most high needs students as determined by parents, teachers, and the principal with year round programming.

Highland is a K-5 school serving a high poverty, high minority population (71.6%); 171 students (30.4%) are Hispanic, the largest segment of students. A typical school in Waterloo has only 8.3% Hispanic students. Other pertinent demographics include: 16.4% IEPs (individual education plan); 28% English Language Learners (ELL), which is the highest in the district and much higher than the median across all elementary schools in Iowa (4%). Although Highland is designated *Acceptable* by the Iowa Department of Education, its Proficiency rate of 58.8% is well below the State average of 79%. The 2016 Iowa School Report Card documented negative trends; about 12% decline on each - reading, math, and combined indicators for College and Career Ready Growth Year-to-Year Comparison scores. There is a 15.7 point achievement gap between the White and minority students at Highland (Iowa State Report Card, 2016). There were an alarming 1,269 discipline referrals last year.

The table below illustrates the significant number of students not meeting standards:

Academic Achievement	Highland						Iowa					
Proficiencies	Reading			Math			Reading			Math		
Grades	3	4	5	3	4	5	3	4	5	3	4	5
Overall % proficient	39.4	54	67.9	50.7	64.3	80.4	76.9	75.6	76.9	79.8	78.9	76.8
Free/Red Lunch % proficient	52%			62.3%			64.9%			66.7%		

Our 21st CCLC was created in close consultation with the leadership at Highland Elementary School specifically to increase the percentage of students who are meeting state standards. The goals for the 21st CCLC are directly aligned with Highland's 2017-2018 School Improvement

Plan, particularly their building-level goal around achievement, which is to: Increase achievement for all students through rigorous curriculum, high expectations, and effective delivery of instruction, with assessment for improved teaching and increased learning. Our afterschool and summer programming will help Highland achieve this goal through curricula that is directly aligned with the school day and by hiring bilingual Highland teachers who know the students, families, and school day programming to work afterschool and in the summer.

Community & School Resources – Highland does not have an afterschool program nor do the children have a summer school learning option at the school; existing resources simply do not currently meet the demands of students/families in need. Highland does have a community garden where children learn the importance of good nutrition; the garden will be available to the 21st CCLC for programming. As the 21st CCLC will be held on-site, Highland has agreed to allow the BGC to use all school materials and resources for the program and their literacy coaches will be valuable partners. There are a few community-based programs that strive to enhance student learning; we will be partnering with many of them (Friends of the Family, Boys Scouts of America, Winnebago Council, etc.) to ensure that Highland students have access to these community resources.

Transportation – Finances prevent families from enrolling their children in afterschool programming, not transportation. Transportation will not be an issue as we will host the 21st CCLC on-site at Highland. The children will already be there after school and have easy access during the summer. At the end of the day, children will be picked up by a parent or have a signed permission slip to walk home following established safety procedures. Highland is a true community school; most children live only a few blocks from the school.

Safety – 20% of parent respondents to our survey and 33% of teachers (see 2.2 below) mentioned bullying and violence prevention as a need area and 21% cited anger management (also cited by 53% of teachers). Black Hawk County has a violent crime index of 501 compared to 270 for Iowa and 62 for top US performers (RWJ County Health Rankings, 2017). There are 271 registered offenders in Waterloo (60.34% higher than national averages) and 28 previous drug labs within close proximity of the target school (homefacts.com). In addition, Black Hawk has the highest recidivism rate (42.6%) for youth offenders among Iowa's 8 highest populated counties. Black Hawk County similarly leads in just about every arrest category (type of offense), compared to other counties (Iowa Juvenile Court Services Offices, Juvenile Delinquency Statistical Report, 2015). Most (63%) violent crimes committed by juveniles occur on school days between 3 and 7 p.m. (*National Incident-Based Reporting System, 2009 and 2010).* This program is therefore essential for keeping youth safe, out of trouble, and engaged in pro-social activities; BGC will provide a safe, secure learning environment by providing programming in pro-social skills development, character education, drug and alcohol prevention.

Accessibility – The vast majority (75%) of current BGC families are single parent households. As shown in our surveys (2.2 below), many children are home alone after school to while the (often single) parent works. This after-school initiative will be free to all families and on-site, removing finances and transportation as barriers to participation. We will recruit teachers from within Highland, many of whom are bilingual, removing language as a barrier. Their participation will help ensure alignment and communication with the school day staff.

2.2 Stakeholder Engagement

In addition to the District and the target school, BGC consulted with a variety of **partners** in planning this proposed program, including Hawkeye Community College and the Waterloo Police Department. They identified academic support for youth, as well as dropout and violence prevention, as high needs. Because the reading scores (as seen in the table above) are particularly low at this school, this project will have a literacy focus and will work closely with Highland's existing literacy coaches. To ensure the program was fully responsive to student and family needs, BGC surveyed students, parents, and teachers in October 2017. Surveys were also available in Spanish.

The most common teacher response to, "What percentage of your students complete their homework properly on a daily basis?" was a distressing 25%. When asked what subjects were most impacted by summer learning loss, 100% of teachers across all grade levels replied, "reading." Almost every parent agreed that help with homework is their top priority. The written responses indicate that parental literacy levels may not be high enough to be helpful to children. Very few have attended or graduated from college, so help with homework may be out of their reach. On an encouraging note, 89% of parents expressed interest in attending Family Literacy Nights.

Students had the highest response rate (over 100 surveys returned) and their responses illustrate similar literacy concerns with 68% requesting reading and 61% requesting writing help in an after-school program. Over 50% participate in no after-school activities and 80% reported needing help with homework but only 51% said that a parent was able to help. Alarmingly, 74% of student respondents reported being bullied at school yet no parents were aware of such bullying; 47% of parents said they were not sure if their child had ever been bullied.

These findings are reiterated by Highland's principal who stated that: "Highland is striving to become a school that not only will address the academic needs of our students, but also their social and emotional needs. We are focused on literacy priorities when it comes to decoding and comprehension strategies. We believe STEM is a way that we can close gaps quickly."

Our 21st CCLC will focus on literacy, which will have long-term implications. Numerous studies have shown that students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than proficient readers (Annie E. Casey Foundation, 2011). We recently surveyed 1,000 teens about our Teen program. They highlighted three issues that will be addressed by this project *before* our participants become teenagers with these worries: a safe place to do homework, ACT readiness, and that their highest stress had to do with grades and post graduation plans, all of which must be addressed long before the end of high school.

To ensure all community stakeholders were represented, we also solicited input from the Waterloo Police Department. They provided the Safety data referenced earlier and agreed to provide literacy support by having officers bring books and read to kids, provide career education opportunities, provide safety education to kids, and provide leadership on the Advisory Board. This 21st CCLC was therefore designed with a wide variety of stakeholder input and will meet the top priorities of this high-poverty school: academic support (particularly literacy) and violence/bullying prevention along with the development of pro-social behavioral skills.

3.1 Activities linked to Needs

Need	Goals	Curriculum & Intervention *see below
Low academic proficiency, poor literacy, limited homework help	1: Increase academic achievement	Project Learn, State-certified teachers provide small group and individualized instruction, homework help, field trips, literacy activities
Limited education and involvement in children's education	2: Enhance parental involvement in education to improve student success	Family literacy, character building, parental volunteer program, family week in the summer, Advisory Committee participation
Anger management, bullying, high disciplinary issues, high crime neighborhood ranking poorly in health indicators	3: Increase student attachment to education, their peers, adults, and the community.	Group games, sports, and nutrition education (Triple Play), field trips
		Pro-social skills (TLIM and SMART Moves), field trips, service learning, Positive Action, PBIS, mentoring

3.2 Academic, enrichment, and family literacy/engagement services - During the school year, the 21st CCLC will operate from 3:30-6:30p.m. and full days (8:30a.m.- 5:00p.m.) on summer and teacher in-service or vacation days. Program elements will meet all federal guidelines. **After-school** will begin with a USDA approved snack, followed by 20 minutes of recreation, including skill games focused on group interaction, team building, respect, and cooperative effort. Next, students will participate in academics and enrichment followed by an evening meal. **Summer and vacation day** programs will include breakfast and lunch, recreation (including weekly field trips), drug AND violence prevention, art, music, personal wellness, conflict resolution training, and financial literacy. The morning program in the summer will be entirely academic and afternoon programming will replicate that of after-school.

Academic Support and Enrichment: Our 21st CCLC will be modeled on BGA's nationally recognized Project Learn, an evidence- and research-based afterschool learning strategy designed to build and reinforce academic skills. Project Learn features five components: Homework Help and Tutoring (Power Hour); High Yield Activities; School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. Project Learn provides teacher-led structured activities and is an evidence-based program featured in the OJJDP Model Programs Guide. Iowa-certified teachers will assess each student individually and deliver instruction at no more than a 1:10 teacher-student ratio along with 30 minutes of individualized instruction 4 days/week. Teachers will assess students regularly with ongoing consultation with the daytime teachers.

Power Hour assists all students in homework completion and reinforcement during the first hour after school. Trained staff (including certified teachers) and volunteers provide guidance and tutoring to students one-on-one and in groups. In the summer, we use Summer Brain Gain a research- and evidence-based program that utilizes a project-based learning approach to reinforce skills in reading, writing, math, and science, thereby reducing summer learning loss.

High Yield Learning Activities (1 hour each day, afterschool and summer) are hands-on, interactive and linked to specific academic skills. These activities, provided by BGC staff and/or community partners, are based on the student interest surveys from October and stakeholder input to develop a variety of academic, social-emotional, and life skills. Examples of enrichment include, but are not limited to: arts, fitness, book clubs, STEM projects, and cooking.

In addition to Project Learn, the proposed program will offer literacy activities that are intentionally aligned to quarterly themes. Literacy will be reinforced in all theme areas by the availability of related readings. During the first fall quarter, the theme will be nutrition/fitness and students will travel to the University of Northern Iowa for football and volleyball clinics, to Northeast Iowa Food Bank, and participate in Triple Play, a comprehensive health/wellness program. One possible related reading may be Rising Above: How 11 Athletes Overcame Challenges in their Youth to Become Stars (Zuckerman, 2017). During the 2nd quarter, we will emphasize science/STEM in its academics and enrichment, including hands-on experiments and field trips to the Zoo, the Grout Museum of History and Science and the Bluedorn Science Imaginarium. In the 3rd quarter, the life skills theme will teach such skills as money management and effective communication, culminating in a final project presented to the community. The 4th quarter will focus on the arts, including music, dance, theater, and visual arts. Students may take lessons from UNI music education majors and field trips will include UNI theater/concert; a UNI art education major will lead students in diverse art projects. One possible book for this theme is Kid Artists: True Tales of Childhood from Creative Legends (Stabler and Horner, 2016). Students in the summer program will see these same themes reflected in the mornings - 2 weeks of each theme.

Parent Engagement/Family Literacy: The 21st CCLC will offer four Family Literacy events annually. Families, 21st CCLC staff, and school staff will share a meal and participate in literacy activities. Families will receive books and/or games to take home. Partners (described below) will attend to share information on local resources, such as childcare benefits and the community college's GED program. Parents can participate in skill development sessions, such as basic computers and parenting skills. At partner sites, parents can work toward economic self-sufficiency and gain literacy skills. Summer program participants will participate in Family Week, centered around the 4th of July, where families will be invited to an Open-House, with siblings attending morning programming and parents working on projects with their children.

Health and Physical Well-being: BGC will provide healthy food that meets USDA guidelines. Daily, youth will participate in recreational activities that combine learning with exercise and develop teamwork skills through Triple Play. Triple Play is designed to incorporate healthy living and active learning by emphasizing good nutrition and regular physical activity to improve overall well-being. Summer participants will attend field trips to places like Lost Island Water Park, George Wyth Memorial State Park, Cedar Valley Arboretum & Botanic Gardens, and Cedar Valley Nature Trail. Summer programming will be held outdoors whenever possible.

Pro-Social Skills: The 21st CCLC will use the same research-based The Leader in Me (TLIM) and Positive Behavioral Interventions and Supports (PBIS) that the district uses during the day. In addition, we will use Positive Action, an evidence-based program that helps build character development, academic achievement, and social/emotional skills. PA uses games, songs, and role-plays in order to improve school climate and impart drug education and climate resolution skills. We will also use the SMART Moves character development/substance prevention program to assist youth in resisting alcohol, tobacco and other drugs and to resist bullying. BGC will also implement their successful mentoring program for as many students as possible for at least one hour per week each. Summer participants will also participate in the above programming. All students will be encouraged to participate in service learning opportunities.

3.3 Goals and Objectives - All goals will improve student outcomes as described above (3.1).

Goal 1: Increase academic achievement

Objective 1a: Daytime teachers will report that at least 50% of regularly attending 21st CCLC participants improve academically as evidenced by annual surveys.

Objective 1b: 21st CCLC participants' literacy/math scores will increase by at least 10% over the year as evidenced by student report cards and annual standardized tests.

Objective 1c: For 21st CCLC participants with two years of Iowa Assessment scores, at least 25% will increase their proficiency category by the second year.

Goal 2: Enhance parental involvement in education to improve student success

Objective 2a: At least 25 families/site will attend one or more Family Literacy events (evidenced by attendance sheets) during each program year.

Objective 2b: 80% of 21st CCLC students and parents will report increased communication with their school as evidenced by annual surveys.

Objective 2c: Each year, 8-10-people (parents, teachers, school staff, partners, community members) will participate in quarterly Advisory Committee meetings as evidenced by attendance and meeting minutes.

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

Objective 3a: 21st CCLC participants will have better attendance and fewer tardies and discipline referrals than non-participants as evidenced by school attendance records and incidence reports each year.

Objective 3b: At least 20 21st CCLC participants will complete service learning projects alongside project partners; 80% will report increased leadership skills, as evidenced by 21st CCLC attendance records and student surveys.

Objective 3c: In annual surveys, school-day teachers will report that 21st CCLC participants improved their behavior, motivation, and increased their ability to get along with others as compared to non-participants.

3.4 Alignment with school day – Hosting the 21st CCLC on-site and using Highland teachers makes programming alignment seamless. In addition, the FT Site Coordinator will have an office on-site at Highland and will have daily input from administrators and communication with school staff. 21st CCLC teachers *are* school staff and can assess individual student goals regularly with school day teachers. The 21st CCLC is also directly aligned with the school's improvement plan. Each curricular element is directly aligned with one or more of the Iowa State Standards. For example, Healthy Habits, a Triple Play Program teaches about healthy living and active learning, which falls within the Iowa 21st century framework area 4, health literacy.

3.5 Organizational experience - BGC has served the community for over 50 years, serving over 600 youth annually at four locations. BGC has administered two 21st CCLC's; one previous grant (the program is sustained and operating) and one current grant, both in cooperation with Waterloo Schools. Program evaluations from Year 1 of our current grant demonstrate that despite the Club serving a student population who are exposed to higher risks, they are performing at higher levels in the measured outcomes than the district average. This aligns with findings from our previous grant, which found that nearly all participants (95%) had stable or increasing reading comprehension and fluency scores compared with the previous year. Our 21st CCLC students also had higher school attendance than the school average. Our evaluator works with many local non-profits and reports that our Club has the greatest impact on local youth.

4. Research Base - The following evidence-based programs will be used:

Project Learn: There is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities (Clark, Reginald. (2002) *Building Student Achievement: In-School and Out-of-School Factors.*) An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies. (Schinke, Steven, et al. (2000) *Enhancing the Educational Achievement of At-Risk Youth.* Prevention Science, Volume 1). Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide.

Summer Brain Gain: A multiple-year evaluation of Summer Brain Gain used a study design that included rigorously matched control groups and documented the following improvements in participants: improved math skills for 4th, 5th and 6th graders; and improvements in reading skills for 5th and 8th graders. Final results found a notable increase in math performance and no significant summer learning loss in early literacy, math, or reading. (Scuello, M. and Wilkens, D. (2015). Evaluating Summer Brain Gain: 2015 Study Report (New York, N.Y).

Triple Play: An evaluation using a randomized experimental approach with treatment and control groups documented that youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than non-participating youth (Gambone, Michelle, et al. (2009) *Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes*. Youth Development Strategies, Inc).

The Leader in Me (TLIM): Teachers and principals say TLIM improved school climate and student behavior; students say TLIM increased order and security and decreased bullying; and teachers, principals, and parents reported "fewer arguments, fights, disciplinary actions, and suspensions" (Johns Hopkins University 2012:5-6).

In 2011, SAMHSA's National Registry of Evidence-based Programs and Practices rated **Positive Behavioral Intervention and Support** (PBIS) as 4.0 on a 4-point scale in implementation materials, training/support resources, quality assurance, and overall rating, with no weaknesses identified by reviewers. The American Psychological Association (2012) says PBIS has "the potential, when implemented with fidelity, to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time."

Positive Action: The U.S. Department of Education website *What Works Clearinghouse* found that Positive Action affected significant improvement on school suspension rates, use of drugs and alcohol, and tobacco use through family classes and community coalition components.

SMART Moves: A three-year longitudinal study showed that SM youth improved over time in their self-reported ability to refuse alcohol and marijuana (BGCA 2004:47). Another study showed that SM promoted "involvement in healthy and constructive educational, social and recreational activities" (BGCA 2004:56).

5.1 Management and Staffing

BGC recruits, hires, trains, and works to retain effective and highly qualified staff who treat participants with respect, advocate for them, and act as mentors for them. BGC will hire 21st CCLC positions using existing job descriptions and standard hiring procedures. All staff are provided with a handbook detailing policies and procedures for operating youth-centered programs. BGC commits all the organization's resources to ensure program success.

The **21st CCLC Program Director**, Bryan Burton, will oversee a staffing plan to maintain appropriate staff-student ratios. He will oversee all staff, payroll, hiring, policies and procedures oversight, talking with parents with serious issues, setting the general schedule and concept of the program, planning, and program implementation. He will also facilitate collaborations, convene monthly staff meetings, assesses site staff, and schedule staff development. He has been with BGC since January 2016. Bryan has a degree in business administration and experience in human resources, marketing, payroll processing, presentation skills, and project management. He will devote 25% of his time to the project.

A **Site/Program Coordinator** will be hired and will be housed on-site at Highland. The Site Coordinator (SC) will plan, schedule, and facilitate all site activities, supervise staff and record daily attendance. SC will ensure staff-to-student ratios are met, supervise staff, oversee site budgets, purchase supplies, plan activities and monitor progress toward goals. They serve as a resource for and a communications link with school personnel, meet with daytime teachers about student academic progress, concerns, and referrals, and communicate regularly with families about students' academic progress. SC will lead planning and facilitation of Family Literacy events; analyze adult and parenting education needs through a family assessment; connect families with existing community resources; coordinates other opportunities for families, such as field trips.
Qualifications: Bachelor's degree in a discipline related to 21st CCLC programming; ability to work independently and within established budgets, meet deadlines, and communicate effectively; experience working with youth; pass a background check; bilingual skills preferred.
Recruitment: Through the Area Education Agency, the LEA, and local media advertising; seek recommendations from current school and BGC staff.

Iowa-certified teachers will work with children for four hours per week at no more than a 1:13 teacher/student ratio and confer regularly with school staff about students' academic progress.
Qualifications: Iowa teaching certification and teaching experience; prefer bilingual skills and experience at the school where 21st CCLC participants attend.
Recruitment: Certified teachers seek afterschool positions regularly. BGC advertises unfilled teaching positions through the AEA and will recruit teachers from Highland.

Youth Development Coaches (YDCs) supervise students whenever the students are not working with teachers. YDCs will lead activities at no more than a 1:15 staff to student ratio. YDCs assist the SC with planning activities and lead enrichment and recreation activities and communicate regularly and effectively with students and their families. The program will employ college students who are music education majors as YDCs to provide instrumental music lessons to 21st CCLC students for 4 hours/week afterschool.

Qualifications: Pass a criminal background check; possess successful college experience, demonstrating personal value for education to share with students; first-hand experience with youth (as workers, siblings or volunteers); willingness to advocate for students, demonstrate maturity and caring; ability to problem solve, clearly communicate and use patience and persistence in their work; determination to identify and build on student strengths; and, most importantly, possess and call on a sense of humor.
Recruitment: BGC recruits YDCs among teachers and para-educators at the schools participants attend and at local colleges, using recommendations from professors, counselors, administrators, and student organizations. BGC also relies on partnerships with the University of Northern Iowa for staff and volunteers and AARP for senior adults.

BGC'S existing **Volunteer Coordinator,** Emily Walters, will recruit, train, and support program volunteers (particularly seniors) at no cost to the project. **Volunteers** tutor and mentor students individually, including reading to them and listening to them read, and lead enrichment activities.
Qualifications: Pass a criminal background check, be interested in and have experience working with school-age children. Bilingual skills and some college preferred.
Recruitment: BGC actively recruits, trains, places, and evaluates volunteers for all site programs, recruiting volunteers through AARP, the Volunteer Center of the Cedar Valley, local colleges and universities, the business community, faith-based organizations, and the community at large.

Training/retention - BGC will ensure a minimum of 20 hours of professional development each year. We conduct orientations for all new staff and volunteers. Staff complete mandatory training such as CPR/First Aid, child development, and other training pertinent to their jobs. As quality control, BGC administrators assess staff and volunteers' work regularly, based on input from school and other BGC staff, volunteers, parents, students, and evaluation results, to determine areas for future staff development. BGC staff attend state and national afterschool conferences and workshops so that they can share information with other staff and volunteers. BGC retains effective staff and volunteers by attending to their needs and concerns, seeking their input in planning, and generally promoting their investment in and ownership of the programs. All staff undergo an annual review process each June regardless of when they began.

All 21st CCLC staff will be provided with quarterly **professional development** to help them learn how to structure and implement inquiry-based learning, align to Standards, and use evidenced-based strategies across program activities. At school, teachers meet twice a week in a Professional Learning Community to discuss data, equity, instructional strategies, differentiation, and formative assessment. Instructional coaches and the administration team also follow up with coaching cycles and observation feedback to continue to develop teachers professionally. Our 21st CCLC teachers will be drawn from Highland's existing staff and will apply their professional development learning to ensure that afterschool activities are highly informed by and well-aligned with school day instruction.

BGC will send the Project Director and the SC to at least one national or regional conference; this may include the Foundations Inc. Beyond School Hours National Conference, National AfterSchool Association Annual Convention or the annual conference held by The After School Institute. Staff will be expected to turn-key information to all other program staff through an on-

site training to be held within two weeks of any conference. The Program Director will also attend any State directors' meetings, trainings, and/or technical assistance workshops.

BGC provides both online and in-person quarterly professional development using outside speakers, such as local law enforcement, the school district, local behavioral services agencies, and counselors. BGC also provides professional development to our program partners as detailed in Memoranda of Agreement with each partner. All partners will be required to attend at least two training events and may host them depending on their expertise. For example, CPR/First Aid trainings will be conducted by Allen Hospital, Big Brothers Big Sisters will provide mentoring training, the Food Bank will conduct food-safety demonstrations, Highland's existing literacy coaches will provide literacy training and professional development, and the police department will provide violence prevention information. These types of collaborative trainings ensure that all partners use the same principles and language. Findings from the program's evaluation will determine future professional development training topics.

5.2 Transportation and Accessibility

BGC will serve Highland children on site at their school, thereby eliminating transportation as a potential barrier. Children will be picked up by a parent, or have a signed permission slip to walk home from the afterschool program and both ways during the summer (the school is located in a walkable, residential community). Staff will follow established BGC safety procedures including an approved guardian pick-up list, supervised sign out, and designated pick-up location. The school meets all state safety requirements including ADA compliance. As a significant number of students and their families speak a language other than English, teachers and staff will be recruited from among Highland's large bilingual staff.

Although the program targets students with academic deficiencies, BGC does not deny program access to any student. All BGC programming is free from discrimination and provides equal opportunity for all. The 21st CCLC will be stocked will all appropriate first aid supplies and a copy of safety instructions will be posted on the wall of all program areas. All staff will be trained in Emergency Procedures, First Aid and CPR. Fire drills will occur monthly.

5.3 Stakeholder Advisory

Approximately ten representatives from our partners, stakeholders (school administrators, teachers, parents), and community-based organizations and businesses, will participate in an Advisory Committee that will providence guidance and input on 21st CCLC programming. It will provide vision, goal setting, and oversight. The Advisory Committee will meet monthly to review program policies, identify and resolve challenges, and monitor success. Committee members will advocate for the 21st CCLC, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability. The PD will convene the Advisory Committee with the SC responsible for recruiting and maintaining communications with stakeholders from their 21st CCLC site. The PD will lead the Committee in monitoring program milestones including partner planning, mid-year evaluation results, end of year evaluation results and sustainability progress. The SC will hold less formal subgroup meetings, comprised of Highland parents, students, teachers and partners to focus on continuous improvement of the program. The subgroups will review formative evaluations measures, such as attendance data, review recruitment and retention progress and discuss whether program

activities are meeting the needs of students and their families. Meeting summaries and recommendations will be distributed to the Committee, which will assist the 21st CCLC partners in making programmatic improvements and serve as a peer learning community to share successes and challenges.

5.4 Sustainability

The Advisory Committee's focus on continuous program improvement (see 5.3) will help build a high quality program with proven results that the Committee can use to sustain the 21st CCLC via new funding sources and coordinated local, state, and national public and private sources.

BGC has recently created an endowment fund with the Community Foundation of Northeast Iowa to ensure that youth have the opportunity to participate in Club activities far into the future. Endowment growth will be one of the focuses of our upcoming capital campaign. This capital campaign to build a new teen center has raised $4 million so far, allowing us to project a 2019 opening date. Please note that the focus of the endowment fund will be to sustain BGC programs, not the organization. We anticipate that it will take 4 years to grow our endowment to a size sufficient enough to sustain the 21st CCLC and other Club programming; it should be on firm financial footing by the time this grant expires.

In addition to the endowment fund, BGC commits to sustaining the 21st CCLC program via advocacy and fundraising. To sustain this program past the grant period without solely relying on the endowment, BGC will collaborate with the following partners to help address funding gaps: Community Bank and Trust, St. Timothy's United Methodist Church, City of Waterloo, Waterloo Public Library, HGS, Hellman, KBBG, and the Jesse Cosby Center.

Through an integrated system, BGC uses city facilities, such as the Center for the Arts and The Museum, by establishing a point of contact and sharing information at BGC staff meetings. This enables equitable services, while maintaining the ability to meet individual student needs. Waterloo Community Schools provides transportation from the schools to the BGC Clubhouse and the United Way allows donors to designate BGC as the recipient of their donations.

The BGC Board reviews the organization's sustainability plan continuously to ensure that the Club does not become too dependent on any one source. More than 500 volunteers contributed to BGC programs last year, increasing sustainability. In addition to the partners already committed, BGC is exploring a partnership with the Phelps's Youth Pavilion at the Waterloo Center for the Arts, which will promote artistic growth and discovery. The BGC is also working to develop a partnership during the grant period with the 4-H program hosted by Iowa State University to encourage scientific education and awareness. These partnerships allow us to leverage and coordinate local resources.

We have a strong history of sustaining our programs and expect the same for this new 21st CCLC. There was a 21st Century grant at Waterloo's Holmes Junior High; when that grant expired, we worked closely with the school to sustain it. Today, the school contributes teachers and space, while the BGC provides program staff and volunteers. The program is robust and was even honored as *Partnership of the Year* by the State of Iowa a few years ago.

6 Communications Plan

The 21st CCLC will follow BGC's successful communications plan, which disseminates information systemically. BGC staff communicate personally with students, school staff, and families. BGC distributes flyers and letters to parents as handouts in school for children to take home to their families and at school events, including PTA meetings and twice-yearly parent-teacher conferences. BGC's long-standing partnership with the school district and record of effectiveness means that teachers, administrators, and counselors refer academically needy students to the program regularly. Program staff confer at least weekly with school staff about students' academic progress. Since the program operates every school day, staff can make daily contact with teachers, children, and families. BGC staff contact families directly when the school refers children to the program at any time during the school year. BGC sends program calendars to families monthly; 21st CCLC calendars, newsletters, flyers, letters, and meeting minutes will be available in the families' home languages (English and Spanish).

Parents, children, and school staff have regular input into 21st CCLC programming. The Project Director will survey each of these key stakeholders annually in addition to conducting considerable informal communications daily. Previous BGC surveys indicate parents identify direct communication from their child's teacher, principal, or BGC staff as most important. Word-of-mouth is another important source many parents mention, saying they heard about the program from friends, neighbors, or coworkers.

The community will learn about the program on our website and on social media. BGC's annual "Lights On Afterschool" and service learning presentations highlight quality afterschool programming and attract community attention, since participants and their families invite other relatives, friends, and neighbors to attend. BGC staff make quarterly presentations to local service clubs, including Kiwanis, Rotary, and the Exchange Club. Finally, BGC sends press releases to media outlets at least monthly and receives considerable favorable media coverage. All these activities will increase community awareness of the 21st CCLC.

BGC will keep site staff aware of program activities and techniques and up-to-date on professional development through monthly multi-site staff meetings. Staff for the proposed programs will meet together weekly to share concerns and strategies for addressing them. Staff who attend afterschool conferences will present the new information they gained to staff who did not attend, making conference attendance a valuable asset for all.

The 21st CCLC Advisory Committee will meet monthly to monitor the program. The independent evaluator will provide the Committee with annual reports on the school year and summer programs. The Committee will use the reports to monitor trends and progress toward goals, identify and resolve challenges, and maintain/increase program quality. When the evaluator finalizes reports in response to Committee feedback, if any, Committee members will post the reports on their websites for public perusal and communicate the results to increase community-wide awareness of the 21st CCLC and pursue sustainability. In addition, BGC shares key evaluation findings on its website and in social media and issues an Annual Report to all funders, families, and partners.

7.1 Partnerships

Active partnerships with a variety of agencies are currently in place and new ones are continuously under development. As fiscal agent, BGC will develop the contracting agreements, administer funds, monitor the accuracy of financial reporting, and complete program evaluations for its programs. Our partners will provide some key programmatic elements. According to the Iowa 21st CCLC *Best Practices Site Visit Report* completed by the Iowa Afterschool Alliance for the Iowa Department of Education (2011), BGC demonstrates the best practice of "creative involvement of community partners." The report further named BGC as a strong partner in its advocacy for high-quality afterschool programming within the community.

The **Waterloo Community School District** has long worked closely with BGC in multiple ways, including cooperative planning, data-sharing, provision of summer lunches, professional development, and technical assistance. The District transports students from their schools to the BGC facility; we are the only nonprofit that receives this benefit. In 2011, the District provided BGC with furniture and fixtures for our new Clubhouse. The District will provide curriculum consultation from the Educational Services Team to ensure that 21st CCLC educational and enrichment activities align with the District CSIP, state standards, and all benchmarks. The District will allocate time for principals, literacy coaches and teachers to consult with BGC staff about student needs. Most importantly, administrators, teachers, and counselors will refer the most in-need/at-risk students to the program. The required MOU is attached from the school district.

The **Food Bank of Northeast Iowa** provides a healthy snack and a hot nutritious evening meal for the program participants at no cost to students, families, or BGC. The Food Bank will deliver the meal, which meets the requirements of the USDA National School Lunch Program, and paper products to Highland each day. Twice each month, Food Bank staff will teach a nutrition class to the participants that frequently features less common fruits and vegetables and allows for the youth to become familiar with new foods and try them. The Food Bank also hosts field trips where students learn about operations and assist with the work and will partner with the 21st CCLC on service learning opportunities.

The University of Northern Iowa (UNI) provides clinics that expose youth to football, track/field, volleyball, and dance. UNI is a major source of volunteers for BGC programs and identifies appropriate students to teach music and art to BGC participants. UNI provides BGC participants with free admission to athletic, arts, theater, and music events and will participate in STEM programming as described in Section 3 above.

Hawkeye Community College is essential for family literacy. Hawkeye will accept referrals of family members from the Program Director. They will work with the family members to determine which of their adult literacy programs will best serve their needs, assist with enrollment and in qualifying for financial assistance and/or scholarships, and provide essential literacy services. As evidenced by earlier needs section, this is a critical element for our families.

Volunteer Center of the Cedar Valley (VCCV) staff will meet weekly with students to increase their awareness of and attachment to the community and identify projects that interest them; VCCV staff will then guide them through a service learning project where the students visit the

organization they select to learn how to help. This partnership will enable students to assist such nonprofits as the Salvation Army, the Food Bank, and the Humane Society.

Since 2011, the **Waterloo Black Hawks USHL Hockey Team** has partnered with **United Sport and Athlete (USA) Inc.** and BGC in a "Bench Buddies" program to promote youth health and fitness activities. Members of the Black Hawks team will pair up with 21st CCLC participants for a twelve-week fitness program of four, three-week sessions in Tae Kwando, boxing, Olympic weight lifting, and group fitness at USA Inc.'s Waterloo facility. Participants will also receive a free t-shirt and ticket vouchers to Black Hawks games.

Waterloo Police Department officers will speak to the 21st CCLC monthly about public safety, substance use and gangs. Police offers will also read to children afterschool and in the summer. These presentations enable officers to serve as role models and increase participants' community attachment. In addition, the Department will host field trips and provide staff with information on city crime trends and keeping kids safe.

BGC also collaborates with other community-based organizations for field trips to public swimming pools, bowling alleys, golf courses, libraries, and the art center. Volunteers enhance BGC programming through one-on-one tutoring, field trip accompaniment for safety, and presenting programs. Additional partnership examples for this 21st CCLC include:

- The Cedar Bend Humane Society's "Barking Book Buddies" program that enables students to read to dogs that are trained to listen carefully to them;
- AARP Foundation will provide senior volunteers to help with administrative tasks;
- Boys Scouts and Girls Scouts will provide weekly programming to any youth interested;
- Wheaton Franciscan Healthcare will provide free quarterly health services to youth and their families, including flu shots, blood pressure screenings, and health fairs, along with a weekly girls group that addresses issues such as bullying and maintaining healthy relationships;
- John Deere volunteers will design, plan, and operate a LEGO Club; and
- Friends of the Family will provide a character-building program and counseling services to parents who may be going through homelessness or abuse issues

All partners are expected to contribute toward the program's sustainability post-grant by continuing to provide services and by enlisting other community partners.

7.2 Schedule of Meetings

BGC has invited 21st CCLC partners described above to participate in the Advisory Committee. The Advisory Committee intends to engage partners meaningfully over the lifetime of the grant and of the program, maintaining current partnerships and recruiting new partners from such sectors as city government, faith-based and community service organizations, and music and drama groups. The Committee sets goals for the number of new partners to recruit in a year, makes a list of contacts, and arranges to meet with potential new partners to recruit their support. Meetings will be scheduled monthly, in the evenings to encourage parents to attend. The Site Coordinator will assist by holding less formal meetings to encourage stakeholder feedback and involvement. Please see attached MOUs for evidence of stakeholder involvement.

8.1 External evaluator

Brad McCalla, MSE, Ed.S, Executive Director of SuccessLink, will serve as the external evaluator. He has provided independent evaluation services to BGC since 2005, and has the capacity and experience to conduct comprehensive, rigorous evaluations of program effectiveness, at the local level and in cooperation with the Iowa Department of Education. Since 2001, this system has captured data at the individual level to better track and measure outcomes. SuccessLink gathers data from the area school districts and many youth serving agencies besides BGC (YMCA, YWCA, Big Brothers Big Sisters). This system allows all involved agencies to measure data-driven outcomes and serves as the backbone for many program evaluations throughout this community. Mr. McCalla has extensive experience in evaluating 21st CCLC programs in the State of Iowa, has evaluated both of BGC's previous 21st CCLC grants, and will comply with all requirements and procedures including on-site monitoring visits and forms and assistance with the Annual Report.

8.2 Evaluation will result in program improvement

BGC will use our existing system to capture all data necessary for 21st CCLC reporting requirements, including individual attendance, program activities, program goals and objectives, and assessment results. Highland has agreed to provide student-level data annually, including measures in the table below. This data will enable accurate assessment of the effects of the 21st CCLC. BGC will provide all requested data and program information to the state.

School Data Measures	21st CCLC Data Measures
Academic measures: Iowa Assessments scores and quarterly district-assessed achievement scores related to standards (report card equivalent).	On-site teachers assess literacy and math achievement at the beginning and end of the summer sessions.
Student level demographics, including school, school transfers, grade, gender, race/ethnicity, IEP, lunch status, and ELL status.	21st CCLC staff records student demographics, including school, grade, gender, race, and ELL and lunch status (where known).
Student attendance by quarter, including excused and unexcused absences, tardies, suspensions.	21st CCLC staff record daily program and family literacy attendance.
Student level data on discipline referrals.	Qualitative reports of discipline issues.

Detailed plan to make the evaluation results public - BGC will survey parents, students, teachers, and staff annually and collect qualitative data on program implementation, including operational changes and staffing, through observations and interviews with staff, teachers, parents, and students. Site staff will record students' success stories as anecdotal evidence of success. Evaluation results will be use to refine, improve, and strengthen the program and build community support as illustrated in the adjacent continuous improvement diagram. When the school provides official data annually, the evaluator will report on school, site, and summer data to the Advisory Committee within six weeks. The Committee will begin using results immediately to identify and resolve challenges. BGC will provide a summary of evaluative results to school staff and parents and, with our

partners, post the reports, in brief and in full, on their websites and begin using the results to build community support. Surveys will be conducted, and outcome information will be shared, in both English and Spanish.

Evaluation procedures - The evaluator will use t-tests to compare academic outcomes for children who did and did not participate in a 21st CCLC program, service learning, and whose parents did and did not participate in Family Literacy events. The evaluation will use correlations and multiple regression to determine whether number of days of afterschool/summer attendance affects academic outcomes, school attendance, and discipline referrals. Multiple regression controls will be implemented for factors known to produce the achievement gaps among subgroups as described in the student needs section above, such as economic status, IEPs, EFF, and gender. A matched samples design creates a control group and provides a second test of programming effectiveness. The evaluator will match each participant with another student who did not participate as closely as possible on the following dimensions: school, grade level, age, gender, race/ethnicity, poverty (lunch status), disability (IEP), and language spoken at home.

Goals and Objectives	**Data Analysis**
***Goal 1**: Increase academic achievement*	
1a: Daytime teachers will report that at least 50% of 21st CCLC participants improve academically	Annual teach survey; calculate the percentage teachers said did improve.
1b: 21st CCLC participants' literacy and math scores will increase by at least 10% over the year and summer as evidenced by student report cards and annual standardized tests	Calculate average literacy/math scores at the beginning/end of the year. Compare pre and post scores for summer. Compare participants/non-participants by quarter for all and low-achieving groups.
1c: For 21st CCLC participants with two years of Iowa Assessment scores, at least 25% will increase their proficiency category by the second year.	Calculate the % who increase their proficiency category; compare with non-participants if data available.
***Goal 2**: Enhance parental involvement in education to improve student success*	
2.a: At least 25 families attend one or more Family Literacy events.	Report the # of families attending and the #s of events they attend.
2b: 80% of 21st CCLC students and parents will report increased communication with their school as evidenced by annual surveys.	Report the # and % of parents who say their communication increased.
2c: At least 8-10 21st CCLC parents/school staff will participate in the Advisory Committee as evidence by attendance and meeting minutes.	Report the # of parents and staff on the Committee and their #s of meetings.
***Goal 3**: Increase student attachment to education, their peers, adults, and the community.*	
3a: 21st CCLC participants will have better attendance and fewer tardies & discipline referrals	Compare participants and non-participants by quarter and over the school year.
3b: At least 20 students will complete service learning projects alongside project partners; 80% will report increased leadership skills.	Attendance records; Report the #s and %s of children who participate in service learning. Student Surveys.
3c: In annual surveys, school-day teachers report improved behavior, are more motivated, and increase their ability to get along with others.	Annual teacher survey reports of the # who improve for behavior, motivation, and ability to get along with others.

9.1 Costs are Reasonable

All of the following line-items are necessary for program implementation, are reasonable in their cost estimates, and are based on the Iowa Department of Education's funding formula (83 students X $7.50/afterschool and $10/student for summer school).

Personnel: High-quality staff will serve 83 students for 36 weeks during the school year, plus an additional 11 non-school days during the school year (186 total), and for 8 weeks (40 days) in the summer.

- The Project Director will be the Waterloo Unit Area Director, Bryan Burton. $10,000 is requested so that he can devote .25FTE to this program. He will act as liaison to the Advisory Committee and the school, oversee program implementation, liaise with our State program officer. The Program/Site Coordinator will report to him and he will ensure that the Coordinator has the appropriate credentials to meet DHS licensing to supervise and lead the daily program and personnel.
- The FT Program/Site Coordinator for Highland (TBH) will be housed on-site at Highland Elementary School. S/he will manage day-to-day operation and serve students directly. 1 FTE = $28,000
- Iowa-certified teachers will tutor students for 1 hour/day during the week, 4 hours/day during the summer at the standard teacher salary of $25/hour. This enables teachers to tutor each student who needs assistance at no greater than a 1:13 ratio. This application requests support for six teachers during the school year and six during the summer. $36,000.
- Youth Development Coaches (YDCs) - will work with students whenever they are not with teachers at $7.50/hour for 36 weeks during the year and 8 weeks in the summer. This application requests support for 5 YDCs to work 20 hours/week. In summer, YDCs will work for 32 hours/week. During the 11 non-school days, the YDCs will work for 8 hours/day. This request enables YDCs to supervise students and lead activities at no more than a 1:15 staff to student ratio. $35,000.

All salaries are standard BGC salaries for these positions. Benefits for all staff total $9,919 and include FICA (7.65% x salary) and workers comp (1.96% x salary) for total benefits of 9.61% of salaries. The total personnel request is $118,919 annually for student programs and Family Literacy. The personnel portion of the budget request is 80%.

Materials: BGC requests $9,500 per year for materials and supplies (paper, crayons, scissors, rulers, glue, and other supplies) to support enrichment activities for 83 students. This amount also provides the materials for the family activities at the four Family Literacy events, along with support for the books, art projects, and STEM games families use at the events and take home with them.

Professional development is important for training and retaining high-quality staff, and BGC requests $8,000 per year for this purpose. This is 5.3% of the overall budget. BGC will use these funds for in-person and online training, orientation materials, travel for 21st CCLC meetings and conferences, and for sending staff to other local, regional, state, and national afterschool conferences so that they can share information with other staff. This includes the 2019 National Afterschool Association Convention and the 2019 Best Out of School Time Conference. BGC will also work closely with the school to ensure that professional development is aligned with

ongoing teacher professional development in much the same way that the curriculums are aligned. In all programming, we will strive for a balance of skill based explicit instruction and inquiry based and rigorous authentic tasks. Ongoing meaningful professional development will ensure our program remains focused on literacy while emphasizing STEM themes. We will ensure that 21st CCLC teachers understand that a balanced literacy approach incorporates all the major components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Student access is vital to effective programming and constitutes just less than 2% of the budget. The District buses students from their schools to the BGC facility **at no cost**, so this request is for transporting students on three to four field trips per month. Field trips are an important component of our planned enrichment activities. BGC will use its three 15-passenger vans to transport 45 students on field trips. Buses will be rented to transport the remaining 75 students. The vans will be used by the 21st CCLC program approximately 10% of the time; therefore, the requested funding will cover 10% of the cost of maintaining, insuring, and registering three 15 passenger vans, as well as compensating drivers @$10.42/hour. Additionally, funding will cover the hourly and mileage costs of bus rentals. All translation of materials (i.e. annual surveys in Spanish) can be done in-house at no additional cost to the project. $2,500.

Evaluation enables program improvement and sustainability. The program has identified an experienced independent evaluator (described in the earlier Evaluation section) who will conduct this evaluations at $42/hour, capped at $1,500. This is far below the allowed 4% because this evaluator is already working with BGC and is already evaluating our current 21st CCLC grant.

9.2 Supplement, not Supplant

This is an entirely new program that fills a service gap and supplements school day learning; there is no current program at Highland Elementary School. This new 21st CCLC will thus provide high quality programming for 83 students after school and in the summer, creating an all new program opportunity for these underserved students and families. Regarding **administrative costs,** BGC is requesting $8,000, which is 5.3% and far below the 8% allowed. BGC and other partners provide sufficient in-kind administrative services to ensure program success, including community relations, advocacy, and regular additional consultation about program planning, implementation, monitoring, and sustainability. In addition, as volunteer and partner coordination is key to the project's success, BGC will also contribute part of the existing Volunteer Coordinator's time to the 21st CCLC at no cost. The Volunteer Coordinator, Emily Walters, will dedicate approximately 10 hours per week year-round to recruiting, training, and supporting volunteers. She will ensure that partners send representatives to appropriate programs, arrange for field trips to appropriate partner sites, and remind partners of advisory meetings. The time of the volunteer coordinator is provided as an in-kind contribution to the project.

Memorandum of Understanding

between

Boys & Girls Clubs of the Cedar Valley

and

Waterloo Community Schools

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Boys & Girls Clubs of the Cedar Valley* and *WCS,* who will collaborate to provide 21st CCLC services to students.

Partner name: WCS
Partner representative: Darren Hanna
Position: Director of Elementary Education
Address: 1516 Washington, Waterloo, IA
Telephone: 319.433.1800

Partner name: Boys & Girls Clubs of the Cedar Valley
Partner representative: Chuck Rowe
Position: Chief Executive Officer
Address: 515 Lime St, Waterloo, IA, 50703
Telephone: 319.234.2839

Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities

21st Century Community Learning Centers Vision

The purpose of our partnership is to meet our vision of *creating a safe environment that engages and motives Cedar Valley Youth in reaching their full potential.* Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, *of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.*

Duties of Parties

The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school programing for all students who attend Irving and Highland schools

Serve as the fiscal agent for the grant

Waterloo Community Schools:

- Provide bussing for students who attend the Club
- Provide space at Irving Elementary for Club programming
- Help to identify teachers and para educators, who may be interested in working with the Club

Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

Funding and Support

All of the support given to the Club by WCS, is considered in-kind. This agreement will last the length of the 21st Century Grant (If awarded) but will be reviewed at the end of each year by both parties.

Signatures

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

(Partner signature)

Printed Name:

CEO

Position

Boys & Girls Clubs

Organization

4/27/17

Date

(Partner signature)

Jane Lindaman

Printed Name

Superintendent

Position

Waterloo Schools

Organization

11-27-2017

Date

Memorandum of Understanding

between

Boys & Girls Clubs of the Cedar Valley

and

Boy Scouts of America, Winnebago Council

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Boys & Girls Clubs of the Cedar Valley* and *Boy Scouts of America Winnebago Council,* who will collaborate to provide 21st CCLC services to students.

Partner name: Boy Scouts of America Winnebago Council
Partner representative: Whitney Jensen
Position: Senior District Executive
Address: 2929 Airport Boulevard
Telephone: 319.234.2867

Partner name: Boys & Girls Clubs of the Cedar Valley
Partner representative: Chuck Rowe
Position: Chief Executive Officer
Address: 515 Lime St, Waterloo, IA, 50703
Telephone: 319.234.2839

Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program providing the following services to targeted students and families:

- Character Building activities
- Hands on program activities

All of the support given to the Club by Boy Scouts of America Winnebago Council, is considered in-kind. This agreement will last the length of the 21st Century Grant (If awarded) but will be reviewed at the end of each year by both parties.

Signatures

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

(Partner signature)

Chuck Rowe

Printed Name:

CEO

Position

Boys + Girls Club

Organization

11/21/17

Date

(Partner signature)

Whitney Jensen

Printed Name

District Director

Position

Boy Scouts of America

Organization

11/21/17

Date

Memorandum of Understanding

between

Boys & Girls Clubs of the Cedar Valley

and

University of Northern Iowa Athletics

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Boys & Girls Clubs of the Cedar Valley* and *UNI Athletics,* who will collaborate to provide 21st CCLC services to students.

Partner name: University of Northern Iowa
Partner representative: Steve Schofield
Position: Associate Director of Athletics
Address: UNI Dome, Cedar Falls, IA 50701
Telephone: 319.273.7465

Partner name: Boys & Girls Clubs of the Cedar Valley
Partner representative: Chuck Rowe
Position: Chief Executive Officer
Address: 515 Lime St, Waterloo, IA, 50703
Telephone: 319.234.2839

Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program providing the following services to targeted students and families:

- Healthy Lifestyle Clinics
- Family Nights

Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

Funding and Support

All of the support given to the Club by UNI Athletics, is considered in-kind. This agreement will last the length of the 21st Century Grant (If awarded) but will be reviewed at the end of each year by both parties.

Signatures

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

(Partner signature)	(Partner signature)
Printed Name:	STEVE SCHOFIELD. Printed Name
CEO Position	Deputy AD Position
Boys Hosts Club Organization	UNI Athletics Organization
11/13/17 Date	11/13/17 Date

Memorandum of Understanding

between

Boys & Girls Clubs of the Cedar Valley

and

House of Hope

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Boys & Girls Clubs of the Cedar Valley* and *House of Hope,* who will collaborate to provide 21st CCLC services to students.

Partner name: House of Hope
Partner representative: Dusky Steele
Position: Development Director
Address: 306 Walnut St, Waterloo, IS 50703
Telephone: 319.232.3823

Partner name: Boys & Girls Clubs of the Cedar Valley
Partner representative: Chuck Rowe
Position: Chief Executive Officer
Address: 515 Lime St, Waterloo, IA, 50703
Telephone: 319.234.2839

Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities

21st Century Community Learning Centers Vision

The purpose of our partnership is to meet our vision of *creating a safe environment that engages and motives Cedar Valley Youth in reaching their full potential.* Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, *of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.*

Duties of Parties

The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school programing for all students who attend Irving and Highland schools

Serve as the fiscal agent for the grant

Provide job opportunities for women from House of Hope, to help with their job training and program initiatives

Provide follow up and encouragement to staff members hired from House of Hope

House of Hope:

House of hope is a home for women and families looking to get back on their feet. During their two year stay at this program, women are assisted in writing resumes and finding jobs. Assuming they pass proper background checks for working with children, House of Hope will provide names of potential applicants, who are part of the House of Hope program.

Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

Funding and Support

All of the support given to the Club by House of Hope, is considered in-kind. This agreement will last the length of the 21st Century Grant (If awarded) but will be reviewed at the end of each year by both parties.

Signatures

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

(Partner signature)

Printed Name: Justin Steele

Position: Development Coordinator

Organization: House of Hope

Date: November 15, 2017

(Partner signature)

Printed Name: Claude Reine

Position: CEO

Organization: Boys + Girls Clubs

Date: 11/15/17

Memorandum of Understanding

between

Boys & Girls Clubs of the Cedar Valley

and

Waterloo Police Department

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Boys & Girls Clubs of the Cedar Valley* and *Waterloo Police,* who will collaborate to provide 21st CCLC services to students.

Partner name: Waterloo Police Department
Partner representative: Dan Trelka
Position: Chief of Police
Address: 715 Mulberry, Waterloo, IA
Telephone: 319.291.4340

Partner name: Boys & Girls Clubs of the Cedar Valley
Partner representative: Chuck Rowe
Position: Chief Executive Officer
Address: 515 Lime St, Waterloo, IA, 50703
Telephone: 319.234.2839

Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program providing the following services to targeted students and families:

- Health and Safety
- Literacy Education

21st Century Community Learning Centers Vision

The purpose of our partnership is to meet our vision of *creating a safe environment that engages and motives Cedar Valley Youth in reaching their full potential.* Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, *of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.*

Duties of Parties

The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school programing for all students who attend Irving and Highland schools

Serve as the fiscal agent for the grant

Waterloo Police Department will:

- Provide literacy resources by officers bringing books and/or reading to kids, when available
- Provide career education opportunities for kids, by showing up at career fairs
- Provide safety education to kids throughout the year
- When possible, provide leadership on our board of directors

Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

Funding and Support

All of the support given to the Club by Waterloo Police Department, is considered in-kind. This agreement will last the length of the 21st Century Grant (If awarded) but will be reviewed at the end of each year by both parties.

Signatures

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

(Partner signature)	(Partner signature)
Daniel J. Trelka Printed Name:	Printed Name
Chief of Police Position	CEO Position
Waterloo Police Organization	Organization
November 29, 2017 Date	11/25/17 Date

Memorandum of Understanding

between

Boys & Girls Clubs of the Cedar Valley

and

Friends of the Family

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Boys & Girls Clubs of the Cedar Valley* and *Friends of the Family,* who will collaborate to provide 21st CCLC services to students.

Partner name: Friends of the Family
Partner representative: Ben Brustkern
Position: Executive Director
Address: 3835 W. 9th St Waterloo, 50702
Telephone: 319.234.0232

Partner name: Boys & Girls Clubs of the Cedar Valley
Partner representative: Chuck Rowe
Position: Chief Executive Officer
Address: 515 Lime St, Waterloo, IA, 50703
Telephone: 319.234.2839

Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program providing the following services to targeted students and families:

- Healthy Lifestyle Clinics
- Family Nights

21st Century Community Learning Centers Vision

The purpose of our partnership is to meet our vision of *creating a safe environment that engages and motives Cedar Valley Youth in reaching their full potential.* Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, *of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.*

Duties of Parties

The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school programing for all students who attend Irving and Highland schools

Serve as the fiscal agent for the grant

Provide follow up and encouragement to youth who take part in Friends of the Family Programming

Friends of the Family will:

Provide character building programs for youth

Provide counseling services for parents who may be going through homelessness or abuse issues

Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

Funding and Support

All of the support given to the Club by Friends of the Family, is considered in-kind. This agreement will last the length of the 21st Century Grant (If awarded) but will be reviewed at the end of each year by both parties.

Signatures

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

(Partner signature)

Ben Brustkern

Printed Name:

Executive Director

Position

Friends of the Family

Organization

11-13-17

Date

(Partner signature)

Chuck Reme

Printed Name

CEO

Position

Boys + Girls Club

Organization

11/13/17

Date

Memorandum of Understanding

between

Boys & Girls Clubs of the Cedar Valley

and

Highland Elementary School

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Boys & Girls Clubs of the Cedar Valley* and *Highland Elementary School,* who will collaborate to provide 21st CCLC services to students.

Partner name: Highland Elementary School
Partner representative: Matt Willand
Position: Principal
Address: 812 Idaho St, Waterloo, IA 50703
Telephone: 319.433.2630

Partner name: Boys & Girls Clubs of the Cedar Valley
Partner representative: Chuck Rowe
Position: Chief Executive Officer
Address: 515 Lime St, Waterloo, IA, 50703
Telephone: 319.234.2839

Purpose

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

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program providing the following services to targeted students and families:

- Homework Help
- Tutoring
- Hands on program activities
- Summer Learning programming

21st Century Community Learning Centers Vision

The purpose of our partnership is to meet our vision of *creating a safe environment that engages and motives Cedar Valley Youth in reaching their full potential.* Each day this vision statement can be seen in the variety of programs we plan to offer which include traditional and immersed hands on learning experiences. These steps will allow us to reach our mission, *of inspiring and enabling all young people, especially those who need us the most, to reach their full potential as productive, responsible, and caring citizens.*

Duties of Parties

The Boys & Girls Club of the Cedar Valley will:

Provide safe, fun, and life changing after school and summer programing for all students who attend Irving and Highland schools

Serve as the fiscal agent for the grant

Provide academic and social support that reflects the same needs, culture, and expectations as Highland Elementary.

Highland:

- To provide literacy coaches and teachers who will: 1) Give PD trainings to BGC staff 2) Jointing work with BGC to find appropriate curriculum for after school and summer programing 3) Serve as a resource for youth who may need more literacy assistance 4) Give suggestion and feedback on what literacy needs our program needs to focus on in order to best serve students

- To provide family counselors and behavior specialists as resources, for youth who may have special needs.

- To provide teachers to help with homework time and provide hands on learning experiences.

- To promote the program by talking with students and parents until all spaces are full.

- Provide guidance in school culture and ensure that Boys & Girls Club staff feel part of the school family.

Advisory Team Roles and Responsibilities

Each month an advisory team will meet to plan the activities mentioned in this MOU. This group will be made up of Boys & Girls Clubs staff, staff of the school system, and parents of the youth who are being served.

Funding and Support

All of the support given to the Club by Highland Elementary School, is considered in-kind. This agreement will last the length of the 21st Century Grant (If awarded) but will be reviewed at the end of each year by both parties.

Signatures

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

(Partner signature)	(Partner signature)
Printed Name:	Printed Name: Matt Willand
Position	Position: Principal
Organization	Organization: Highland Elementary
Date	Date: 12/13/17

FORM A: SITE INFORMATION

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

21CCLC Site Name: Boys & Girls Clubs- Highland Elementary School		
Site Address: 812 Idaho Street		
City, State, Zip: Waterloo, IA 50703		
Phone: (319) 433-2630		
Site Contact Person: Bryan Burton		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Highland Elementary School		83

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

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

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

Part C: Supplement, not Supplant
As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

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

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

Part F: Program Accountability
The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

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

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

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

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

Part K: Public Review of the Application
As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

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

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

Part N: Grant Termination (Additional conditions in Appendix D)
Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
[signature]	Boys + Girls Clubs of the Cedar Valley

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
[signature]	Waterloo Community School District
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	**Site Name**
[signature]	Irving Elementary School
[signature]	Highland 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 three (3) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title Brianne Brown- lit coach	Agency Irving Elementary	
Signature	Address 1115 W 5th St	
	City/Zip Waterloo 50702	Phone 319-433-2800
Name/Title Michael Muhammad / Family Support worker	Agency Irving Elementary School	
Signature	Address 1115 W 5th St.	
	City/Zip Waterloo IA 50702	Phone 319.433.2800
Name/Title Adriane Carlson	Agency Irving Elementary School	
Signature	Address 1115 W 5th St	
	City/Zip Waterloo 50701	Phone 319.433.2800
Name/Title F. Zach Zimmerman / Lead Teacher	Agency Irving Elementary	
Signature	Address	
	City/Zip	Phone 319-433-2800
Name/Title Carrie Kammeyer / Lead Teacher	Agency Highland Elementary	
Signature	Address 812 Idaho St.	
	City/Zip Waterloo, 50703	Phone 319-433-2630
Name/Title Christy Wagner / Counselor	Agency Highland Elementary	
Signature	Address	
	City/Zip	Phone
Name/Title Roshawn Berry / Support Coord.	Agency Highland Elementary	
Signature	Address 812 Idaho St	
	City/Zip Waterloo, 50703	Phone (319) 433-2630
Name/Title Erin Sole / Literacy Coach	Agency Highland Elementary	
Signature	Address 812 Idaho St.	
	City/Zip Waterloo, 50703	Phone (319) 433-2630
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: 1	**Total number of students being served (all sites for one year):** 83	**Total first-year funding request (all sites):** $ 148,985	**Total three-year funding request (all sites):** $446,955

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**
Highland Elementary School	**$148,985**	**$148,985**	**$148,985**	**$446,955**	**83**
	$	**$**	**$**	**$**	
	$	**$**	**$**	**$**	
	$	**$**	**$**	**$**	
	$	**$**	**$**	**$**	
	$	**$**	**$**	**$**	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: ___83_____

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

Applicant Agency: __Boys & Girls Clubs of the Cedar Valley **Site**: _Highland Elementary

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:_83**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	$117,919	$1,000	$117,919	$1,000	$117,919	$1,000	$356,757
Staff Travel	-	-	-	-	-	-	-
Materials	$9,216	$850	$9,216	$850	$9,216	$850	$30,198
Professional Development (minimum 5% per year)	$7,360	$640	$7,360	$640	$7,360	$640	$24,000
Student Access, Transportation etc. (maximum 8% per year)	$2,500	-	$2,500	-	$2,500	-	$7,500
Evaluation (maximum 4% per year)	$1,330	$170	$1,330	$170	$1,330	$170	$4,500
Administrative/ Indirect Costs (maximum 8% per year)	$7,550	$450	$7,550	$450	$7,550	$450	24,000
Totals	$145,875	$3,110	$145,875	$3,110	$145,875	$3,110	$446,955

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

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

❑ Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.
XCheck 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.)* Boys & Girls Clubs of the Cedar Valley has been incorporated as a non-profit corporation since 1965 and responsively uses funds to meet all financial responsibilities. The statement of accounts for the 2016 independent audit reflects the financial capacities of the organization: Total Revenue- $791,916; Total Expenses- $733,762; and Net Assets- $1,250,230 Farmer's State Bank, Waterloo, IA, serves as BGC financial institution. The bank provides for the secure holding of BGC funds. Banking Information: Farmer's State Bank, 224 W. 6th Street, Waterloo, IA 50701 Checking Account Balance: $32,210.54 Savings Account Balance: $27,400.22 * 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).

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

Describe the positive impact expected from this project

Indicate which group is impacted:

___ Women
___ Persons with a Disability
_X__ Blacks
__X_ Latinos
___ Asians
_X__ Pacific Islanders
_X__ American Indians
___ Alaskan Native Americans
_X__ Other- 2 or more races

Describe the positive impact expected from this project:

Boys & Girls Clubs of the Cedar Valley (BGC) proposes to target students at a low performing school who have academic deficiencies and are performing below grade level. Often, these students are from racial minority categories. The table below displays the percentages by race/ethnicity, for the school BGC proposes to serve with this application, for the Waterloo Community School District (WCSD), for the city of Waterloo, and for the state of Iowa. Demographics for the school come from the WCSD website. Waterloo and Iowa percentages come from the U.S. Census Bureau 2013 American Community Survey One-Year Estimates. BGC has designed the program in this application to increase school

attendance and academic proficiency, and these are the positives impacts BGC disproportionately provides to the minority students it serves.

2016	Highland	WCSD	Waterloo	IA
White	30%	49%	79%	91%
Black/African American	29%	27%	17%	3%
American Indian	.5%	.5%	.5%	.5%
Asian	1.5%	2.5%	.5%	2%
Hispanic or Latino	28%	11%	4.5%	5%
Pacific Islander	2%	1.5%	.5%	1%
Two or more races	9%	8.5%	1%	1%

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

Describe the negative impact expected from this project

_____

_____

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact.

_____

_____

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:
Name:_____
Title: **CEO, Boys & Girls Clubs of the Cedar Valley**

Definitions

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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

	Private School Consultation Meeting Log **Date 12/8/2017** **Time 1:00 p.m.** **Location: via phone call**

Meeting called by: Chuck Rowe and Angie Beck **Type of meeting**: Phone call
Attendees: (Attach attendance sign-in sheet)

---------- Agenda Topics ----------		
Welcome [Chuck Rowe and Angie Beck] [1 p.m.] Discussion: Chuck called Angie Beck to inform her of BGC intentions to apply for a 21st century grant to serve students from Highland Elementary. Angie was supportive as Sacred Heart is currently being served by the BGC through a separate 21st century grant. Conclusions: _____ _____		
Action Items: _____None	Person responsible: N/A	Deadline: N/A
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:

Outcome of Consultation Participation (check the appropriate box)	**The private school will participate.**	**The private school will not participate.**
		X- They are already receiving services through a separate 21st century grant

Other Information

Resource persons:	
Special notes:	

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

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