

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

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

**Return to:** Malinda Hugh-Reynolds  
Iowa Department of Education  
Grimes State Office Building  
400 E 14th Street  
Des Moines, Iowa 50319-0146  
[Malinda.hugh-reynolds@iowa.gov](mailto:Malinda.hugh-reynolds@iowa.gov)

**APPLICATION INFORMATION**

Applicant Serving as Fiscal Agent (Applicant Agency)

Flickinger Learning Center

County: Muscatine		Amount Requested: \$ (Total Form D1) \$900,000	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Paul Brooks, Executive Director		Grant Contact/Project Director: Chris Anderson, Asst. Executive Director	
Agency Name: Flickinger Learning Center		Agency Name: Flickinger Learning Center	
Address: 413 Mulberry Ave		Address: 413 Mulberry Ave	
City: Muscatine	Zip: 52761	City: Muscatine	Zip: 52761
Phone: (563) 288-1990	FAX: (563) 259-7040	Phone: (563) 288-1990	FAX: (563) 259-7040
Email: pbrooks@machlink.com		Email: chris@flickingerlc.org	

Data Collection and Evaluation Contact: Daleta Thurness, Iowa State Extension		Fiscal Contact: Chris Anderson	
Address: 1514 Isett Avenue		Address: 413 Mulberry Ave	
City: Muscatine	Zip: 52761	City: Muscatine	Zip: 52761
Phone: (563) 263-5701	FAX:	Phone: (563) 288-1990	FAX: (563) 259-7040
Email: daletac@iastate.edu		Email: chris@flickingerlc.org	

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

**LEGAL STATUS OF APPLICANT**

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-  
Number of years in operation 10
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

Enter Federal Employer ID Number: 55-0870683 _____ <b>OR</b> Enter School District Code _____
--

(If applicable) Enter Child Care License #: _____
--

### REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Franklin Elem. is SINA-1 for AMO Math and Watch for AMO Reading.  
Washington Elem. is SINA-1 for both AMO Reading and AMO Math

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

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

Documentation: This is a joint application between Flickinger Learning Center, a  
501(c) non-profit and the Muscatine Community School District

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

**Flickinger Learning Center/Muscatine Community School District 21CCLC Grant Application**

**Contents**

- 1. Proposal Abstract.....2
- 2. Student Needs Assessment.....3
  - 2.1 Data used to determine student need.....3
  - 2.2 Stakeholder engagement .....4
- 3. Project.....6
  - 3.1 Evidence that proposed academic, enrichment and family literacy activities are linked to student need .....6
  - 3.2 Academic, Enrichment and Family Literary Services.....6
  - 3.3 Goals and objectives .....7
  - 3.4 Alignment with school day instruction.....7
  - 3.5 Organization’s experience .....8
- 4. Research Base .....9
- 5. Management Plan.....10
  - 5.1 Staffing, Professional Development, Leadership and Volunteerism .....10
  - 5.2 Accessibility in transportation, communications and facilities .....11
  - 5.3 Stakeholder Advisory.....11
  - 5.4 Continuous improvement and sustainability .....11
- 6. Communication Plan .....12
- 7. Partnerships.....13
- 8. Evaluation .....13
  - 8.1 External Evaluator.....13
  - 8.2 Using Evaluation results .....14
- 9. Budget Narrative .....14

**Memoranda of Understanding**

**Required Forms**

## **1. Proposal Abstract**

The FLC/MCSD 21CCLC project is joint application by the Flickinger Learning Center and Muscatine Community School District for the 21<sup>st</sup> Century Community Learning Center grant to significantly expand the existing successful, research-based and data-driven afterschool program of Flickinger Learning Center. Currently FLC, an Iowa 501(c) non-profit, operates a needs driven, free academic centered afterschool program at two locations in Muscatine for approximately 60 children. All Muscatine elementary schools, including the private elementary school, are represented in the program. This program expansion would significantly increase services primarily to the students and families of Jefferson, Franklin and Washington Elementary schools. Two of these schools, Franklin and Washington, have been identified as Schools In Need of Assistance. All three schools face significant high-risk for academic achievement populations including low SES, ethnic, and English Language Learner groups.

This program will serve these populations with three research-based core program categories: academic assistance, enrichment and youth development activities and family literacy programs. The program, implemented through a community initiative, will be rigorously and comprehensively evaluated based on academic and social outcomes in line with school-identified needs (such as the district CSIP and proficiency testing standards), community engagement, operational effectiveness and long-term sustainability.

Based on a community survey, each site is anticipated to reach its goal of serving 90 students per day for the three hours immediately following school (3:00 – 6:00 pm). In addition to a comprehensive program marketing plan, students will be identified by school professionals and other community stakeholders for referral to the program. By creating a balance of academic assistance, enrichment and recreation/physical activity, students will remain engaged throughout all aspects of the program. To maintain program quality, each site will have a Site Coordinator and maintain, at minimum, a student to staff ratio of 15 to 1. To engage students, volunteers of all ages and community partners will join the staff for appropriate activities. A full-time program liaison will ensure student and parent satisfaction, alignment with school activities and effective use of resources toward the program's stated goals.

The program sustainability is built on a community-wide combination of partnerships provide in-kind resources including program management, operational support, program curriculum, and other services. FLC's current program, in partnership with MCSD, United Way, Iowa State Extension, Muscatine Community College and many other local agencies, has become recognized as an effective solution to the community's growing need for academic and social supports for elementary students.

## 2. Student Needs Assessment

### 2.1 Data used to determine student need

The Muscatine Community School District serves almost 5,600 students and faces several district wide and school specific challenges including a growing low SES population, a growing ELL population and a significant academic achievement gap. Three schools, Franklin, Jefferson, and Washington, face a difficult combination of factors restricting academic success including high percentages of free/reduced lunch students, a significant need for English Language Learning, overall achievement gaps, attendance concerns, and SINA status at two of the three schools.

School	BEDS Enrollment 2012-2013	Race/Ethnicity			Program Percentage			SINA Status	
		Hispanic	White	Other	F/R Lunch	ELL	IEP	Math	Reading
Franklin	288	39.9%	53.1%	6.9%	84.0%	10.4%	8.3%	Yes	No
Jefferson	377	44.3%	46.7%	9.0%	85.2%	14.3%	14.9%	No	No
Washington	354	35.6%	58.2%	6.2%	67.2%	12.4%	12.9%	Yes	Yes

School	Iowa Assessment Reading					Iowa Assessment Math				
	Non F/R	F/R	Gap	All	Low SES	Non F/R	F/R	Gap	All	Low SES
Franklin	77%	62%	15%	Missed AYP	Missed AYP	91%	68%	23%	Missed AYP	Missed AYP
Jefferson	75%	69%	6%	Missed AYP	Missed AYP	70%	70%	0%	Missed AYP	Missed AYP
Washington	75%	63%	12%	Missed AYP	Met AYP – Safe Harbor	78%	65%	13%	Missed AYP	Missed AYP

Attendance	Franklin	Jefferson	Washington
Students absent 10% or more	20%	17%	15%

A December 2013 survey of parents of elementary school students in MCSD reinforced this need. 306 families responded with 89.3% of parents district wide reported interest in having their child attend a quality academic and enrichment based afterschool program. Among the three schools to be served by this project, that number rises to 93.3%. To gauge the value of a program to these families, we asked what they would be willing to pay per month for the program, if at all. Surprisingly, of those interested in afterschool programming for their family at the proposed sites, 82% of the parents reported they could afford and would be willing to contribute something financially to the

program (options were given as low as \$0-50 per month). Among F/R lunch families, this dropped to 71.3%. This data provides tremendous insight into not only the present need, but also the value the families place on educational opportunities for their children. We would anticipate that this providing this level of value to the families and communities would be a tremendous sign for parent and family engagement and commitment to the program. While our goal is to provide this program free of cost to maximize student access, it does open the door to a district wide, sliding scale, fee based system in the future to compliment 21CCLC funds and provide long-term sustainability.

The December 2013 survey also asked the parents what possible program components they would find valuable for their child/family on a scale of 0-5. In January 2014, 151 teachers of the MCSD were also asked the same questions regarding afterschool programming components. Without question, the two main components needed are basic academic assistance and math/science (STEM) activities.

<b>Program Component</b>	<b>Parental Rating Score</b>	<b>Teacher Rating Score</b>	<b>Raw Average</b>
<b>Basic academic assistance (reading, basic math, etc.)</b>	4.2	4.8	4.50
<b>Math and science education (STEM) activities</b>	4.6	4.3	4.45
<b>Arts and music education activities</b>	4.2	3.7	3.95
<b>Entrepreneurial education programs</b>	3.9	3.5	3.70
<b>Activities with an adult mentor</b>	3.6	4.4	4.00
<b>Programs for limited English or English as a second language students</b>	3.0	4.4	3.70
<b>Recreational activities/physical literacy</b>	4.0	3.7	3.85
<b>Programs that promote parental and family involvement</b>	3.8	4.4	4.10
<b>Character education programs (such as Leader in Me – MCSD’s current curriculum)</b>	4.1	4.0	4.05
<b>Telecommunications and technology education programs</b>	4.2	3.8	4.00

## 2.2 Stakeholder engagement

**Youth** – Involving youth in program design and implementation is critical to the success of an afterschool program. Focus groups and informal surveys of current FLC afterschool participants has helped guide program development in areas such as daily schedules, enrichment programming, library book selection (FLC maintains its own Accelerated Reader library), enrichment opportunities, recreational options and student leadership. As the program develops, Youth Advisory Councils will be created at each site to help guide both individual sites and the overall program’s continuous improvement process. Initially, core enrichment opportunities will be structured program wide. As

actual student input is received and analyzed, it is anticipated that the program will move to a club based structure to accommodate the needs and interests of the enrolled students. Youth will participate in creating club content, schedules, activities and satisfaction surveys under the guidance of program staff and community partners. The youth engagement processes will be reviewed on a regular basis, appropriate response actions for improvement will be taken and results posted publically by program leadership.

**Parents** – Parental involvement and engagement has been and will continue to be a driving factor in program design and implementation. Data has been collected from district wide parental surveys including program desires, bussing options, end time options and other family satisfaction related issues. This data has been invaluable in creating the 21CCLC program and a strategic plan of sustainability and growth to all elementary buildings. In addition to pre-launch surveys, Parent Advisory Councils will be established at each site to work in conjunction with the Youth Advisory Council and program staff as a part of the continuous improvement process. In addition to the PAC, the program will continue to survey program parents as well as non-program parents to monitor the community need and the program's ability to meet it. As with the youth engagement process, the parental engagement process will be reviewed by program management on a regular bases, appropriate response actions for improvement will be taken and results posted publically by program leadership.

**Partners** – The 21CCLC program will take advantage of strong partner networks, communication structures and advisory councils already in place through FLC and MCSD. The United Way's Youth Affinity Council (made up of agencies serving children in Muscatine) will continue to provide information, feedback and improvement opportunities to the program as it does with FLC and MCSD currently. In addition to these already existing community structures contributing to the 21CCLC program, the Muscatine community is currently in the process of a community wide needs assessment. As results from this assessment become available opportunities for positive growth and community engagement will be identified and implemented.

**Educators** – The 21CCLC program will continue FLC's high standard of teacher and educator involvement in both design and implementation of afterschool programming. The proposed program was designed through a collaborative process including teachers of all levels, building administration, and district administration, led by the Superintendent. Educator provided factors contributing to program design have included alignment with the Comprehensive School Improvement Plan, alignment with Core Curriculum, increasing guided reading practice (especially at the K-3 levels), parental and family involvement, expanded enrichment experiences and positive adult interaction.



### 3. Project

#### 3.1 Evidence that proposed academic, enrichment and family literacy activities are linked to student need

As reported above, Franklin, Jefferson and Washington schools face significant academic and socio-economic issues. The 21CCLC program has been designed around these needs as follows:

Needs Assessment	21CCLC Program Component Type	21CCLC Program Activity
Improve reading proficiency as identified by Iowa Assessment	Remedial academic support and enrichment	Homework assistance/tutoring
		AR guided reading practice and quizzes
Improve math proficiency as identified by Iowa Assessment	Remedial academic support	Homework assistance/tutoring
	STEM Activities	4-H STEM programs
		Hy-Vee Sprouts program
Programs components identified by parent and teacher surveys	Adult mentoring	Homework assistance/tutoring
		4-H STEM program
		Tae Kwon Do program
	Parental involvement and family literacy	4-H STEM program
		Hy-Vee Sprouts program
		Tae Kwon Do program
	Character development	Leader in Me curriculum
	Recreational activities and physical literacy	Tae Kwon Do program
		Spark Afterschool curriculum
	Programs for ELL/ESL students	Spanish speaking staff

#### 3.2 Academic, Enrichment and Family Literacy Services

**Academic activities** – The 21CCLC program will build on an already successful and viable program at Flickinger Learning Center. By providing program time to concentrate on homework, guided reading practice and individually identified student academic needs, the staff and students’ efforts will align with their school day activities. To maximize student engagement, topics of interest to individual students will drive book selection during guided reading practice. Weekly “real-world” projects will provide students with an immersive experience including project-based learning concepts, experiential activities, and ways to apply their reading and math skills.

**Enrichment activities** – Based on the above presented needs assessment, enrichment activities will center on STEM activities, character development, parental involvement/family literacy and programs for ELL students. These experiences will be embedded into the program week on a regular basis and delivered by staff and community enrichment partners. Enrichment content has been, and will



continue to be developed through a process of alignment of goals, community partners, and potential program offerings. Youth development activities are designed to identify those in need of services that are more intensive and provide the necessary follow-up. Referrals to expert community partners and organizations will be made as necessary in areas such as mental health and family crisis services.

**Family literacy and support services** – FLC currently offers free adult education programming including Adult Literacy - ESL, U.S. Citizenship Preparation and Basic Computer Skills (in Spanish) as part of support system for the existing afterschool program. In addition to these services, continuing our partnership with Muscatine Community College will allow increased access for 21CCLC program families to their literacy, ESL and career training courses.

**Snack** – MCSD Food and Nutrition staff, in cooperation with program staff, will provide a daily snack for the program that meets or exceeds USDA nutrition guidelines. They will provide logistics, a varied menu and assist in the reimbursement process.

### 3.3 Goals and objectives

The content of the 21CCLC program has been designed based on the present needs assessment. The needs assessment drove the creation of measurable outcomes, which determined program components and activities. The overarching goal of the 21CCLC program aligns with the MCSD mission to ensure excellence in education for every student with active learning and excitement, positive social skills, respect and responsibility to self, family and community resulting in positive self-esteem. This will prepare our learners to become goal-oriented, lifelong learners.

Stated goals for program students include:

- Accelerated growth in reading, language arts and math skills when compared with like-demographic students who do not participate in the program.
- Students will see an increase in attendance rates
- Students will see a decrease in behavioral referrals
- Students will demonstrate increased leadership capacity and personal responsibility
- Students will demonstrate a positive view of their personal future by increasing self-esteem and sense of purpose

### 3.4 Alignment with school day instruction

All goals and activities are designed to align with and compliment school day activities and the district's comprehensive school improvement plan (CSIP). By involving teachers and administrators in the initial design and concept stages of program development, critical issues and targets have been identified such as remedial academic activities and STEM activities. Many of these same teachers and para-educators will be the staff implementing the program. By providing several communication and performance tracking tools such as PowerSchool, Accelerated Reader, STAR

Reading and Math, EZCare, student’s daily diaries, and Einstein (FLC’s custom staff portal), communication between school day instructors and program staff will be seamless.

By making reading activities a focus, the program will help the district obtain its stated goal to have 90% of children exiting third grad at grade level literacy benchmarks by 2016. STEM activities as well as homework assistance and tutoring will assist the school district in reaching its CSIP goals of having all students at or progressing to grade level proficiency.

### 3.5 Organization’s experience

Flickinger Learning Center has operated a successful, growing afterschool program for 10 years serving 70 students in two Muscatine locations. The FLC Board of Directors, representing a tremendous cross section of the community (two bank vice presidents, partner of a law firm, school district administrator, a vice president of the largest employer in Muscatine, two representatives from local employment agencies, a senior project manager in a business technology group, an elementary school teacher and a small business owner), has provided strong leadership and accountability for all FLC programs.

The operational partnership between FLC and MCSD is solid. The organizations have collaborated on not only afterschool programming, but providing opportunities for home-schooled children in the community. FLC staff, teachers and administrators communicate on a regular basis regarding both individual students and overall programming.

Teacher and Parent Reported Results as of January 2014								
Objective Classification	None Needed (T/P)		Improved (T/P)		No Change (T/P)		Declined T/P)	
Turning in homework on time	58%	24%	42%	64%	0%	12%	0%	0%
Completing work to teacher satisfaction	58%	24%	42%	68%	0%	8%	0%	0%
Participation in class	33%	28%	17%	48%	50%	24%	0%	0%
Volunteering	50%	28%	0%	28%	50%	44%	0%	0%
Attending class regularly	58%	-	8%	-	33%	-	0%	0%
Being attentive in class	45%	-	9%	-	45%	-	9%	0%
Behaving well in class	45%	40%	9%	40%	45%	20%	9%	0%
Behaving well at home	-	36%	-	40%	-	24%	-	0%
Academic performance	33%	0%	58%	92%	8%	8%	0%	0%
Coming to school motivated to learn	58%	4%	17%	92%	25%	4%	0%	0%
Getting along well with other students	42%	64%	50%	24%	8%	12%	0%	0%

Both organizations possess the financial, material and human resources required to not only complete, but also surpass, grant operational requirements. The management teams of both organizations have administered similar programs in both size and scope. FLC provides annual reports of funding sources and use consistent with regulatory and non-profit best practices.

#### 4. Research Base

Flickinger Learning Center's organizational structure and afterschool program has been and will continue to be a research-based, data-driven operation. In researching best-practice afterschool practices, FLC and MCSD have identified benchmark programs in the state, such as Davenport's Stepping Stones program, to emulate while addressing the Muscatine community's specific needs. This provides us not only with a research based program model, but also with a research based operational model for success.

Research in the afterschool arena consistently points to a model including a balance between remedial academics and instruction, experience based learning and recreational activities provide the greatest likelihood for success. Based on the identified needs in reading and math, it is clear that increasing the amount of quality time spent on reading, language arts activities and math activities would be beneficial for the students. Studies have shown that students from lower socioeconomic households spend tremendously fewer hours with exposure to these types of activities. The 21CCCLC program is an opportunity to address this significant need in the community.

One of the primary drivers of FLC's success in assisting in the academic achievements of its students has been the integration of guided reading practice through Renaissance Learning's Accelerated Reader program. By implementing the AR program's best practices, in line with MCSD curriculum, amazing results have been attained. AR's guided reading practice is has been independently researched and proven to be a successful method to measure reading volume and comprehension while providing an opportunity to transfer critical reading skills (please see [renlearn.com](http://renlearn.com) for independent research details). It aligns with Core Curriculum by allowing teachers to know what their students are reading, how well they are reading it and provides instruction, guidance and time for practice with increasingly complex text. Past local studies have shown that through this process, FLC students have shown approximately 20% more improvement in reading than their non-FLC counterparts of similar demographics.

Enrichment opportunities will include Iowa State Extension's 4-H program, some portions already in place at FLC. This includes Clover Kids (hands on activities designed to explore science, strengthen motor skills, work together in groups and participate in service learning experiences), 4-H STEM (hands-on learning experiences designed to encourage learning about the world, and increase a student's curiosity, STEM literacy and abilities), and Connection Learning & Living (designed to provide applicable garden-based, nutritional, environment and agricultural education to youth). Please see [www.extension.iastate.edu/4h/](http://www.extension.iastate.edu/4h/) for research details.

Research to support the Tae Kwon Do program includes a multidimensional, multimodal assessment by Lakes and Hoyt of the University of Wisconsin-Madison's Department of Counseling Psychology. After a 3-month program with a sample of over 200 K-5 students, results indicated that the martial arts group demonstrated greater improvements than the comparison group in areas of cognitive self-regulation, affective self-regulation, prosocial behavior, classroom conduct and performance on a mental math test.

## 5. Management Plan

### 5.1 Staffing, Professional Development, Leadership and Volunteerism

**Staffing** – Maintaining a high quality staff and a low staff to student ratio is critical to the success of the program. Through the January 2013 survey designed to identify potential staff and “teachers of origin”, 17 teachers and experienced paraprofessionals (meeting Title I requirements) showed an interest in joining the program staff. In addition to this survey, building principals and other district staff have committed to assist in the recruitment of quality staff members. FLC, MCSD and Team Staffing (local recruitment agency and in-kind program partner) resources will be available for the recruiting process. By maintaining a maximum ratio of 15 students per staff member, project staff will be in an ideal position to assist students in their specific area of need. The Flickinger Learning Center Afterschool Program Director (provided in-kind) will act as a program liaison at each of the schools, working with the Site Coordinator and program assistants to ensure program effectiveness. This structure has already succeeded in the two existing FLC locations.

**Professional Development** – Professional Development activities will provide an extensive and on-going structure for program success. Prior to each school year, a pre-service orientation will be held (estimated at 20 hours) to cover topics including, but not limited to: basic child development, Leader in Me character development content, Accelerated Reader best practices, general program best practices as developed by other 21CCLC grantees, reporting and data requirements and program specific policies related to academic and social-behavior topics, strategies and policies.

**Leadership** – 21CCLC program leadership (including FLC Executive Director, MCSD Superintendent, FLC Afterschool Director, Building Principals, and Site Coordinators) will communicate on a regular basis to provide day-to-day oversight, identify opportunities and actions for improvement, and ensure program alignment with school day activities and overall program guidance. Each site will be provided an online communication portal (provided in-kind by Neighborhood Marketing) to help facilitate communication and information flow. Monthly meetings of the entire program leadership and bi-weekly staff meetings to facilitate daily operational activities will compliment this information flow.

**Volunteerism** – The 21CCLC program will draw heavily on Flickinger Learning Center’s experience, structure and partnerships to provide high-quality volunteers for the program. Existing FLC best-practice structures such as background checks, onboarding training, in-service topics, volunteer recruiting, online volunteer time scheduling, volunteer satisfaction surveys and volunteer recognition programs will be integrated into the 21CCLC program. Current volunteer partner organizations including United Way of Muscatine, Iowa State Extension, Monsanto, First National Bank, Senior Resources and several local churches will continue to supply a core of highly qualified volunteers. By collaborating with Senior Resources, appropriately qualified senior citizens will be identified and encouraged to participate in the 21CCLC program development, implementation and execution. Parental volunteer recruitment will also be critical to the 21CCLC program’s success. Not only will this increase the volunteer base for the program, but assist in reaching family engagement goals.

Based on the December 2013 survey of district parents, nearly 40% are willing to donate their time in some capacity.

## **5.2 Accessibility in transportation, communications and facilities**

**Transportation** – In an effort to reduce barriers to participation and overall operational costs, many programs and opportunities will be brought to the facilities. Program providers, such as Riverbend Tae Kwon Do, have volunteered to absorb the cost of providing services at multiple sites. By using existing school facilities, transportation needs to the program have been minimized. The December 2013 survey of parents found that over 85% would prefer to pick up their child at the program vs. having them bussed home (less than 9% would prefer bussing), again minimizing the need for the program to provide transportation. This need will continue to be monitored throughout program. Through MuscaBus, the local community busing system, transportation options will be made available to students if needed.

**Communications** – Generally, the 21CCLC program will address communication and language barriers as they arise; however, in anticipation of a common, local communication barrier, bi-lingual, Spanish speaking staff members will be available program wide.

**Facilities** – As existing, accredited elementary school buildings, each site will be full accessible to individuals with disabilities. All library and technology lab resources will be made available to the program. Through daily operation and the evaluation process, facilities will be monitored for potential access or safety concerns.

## **5.3 Stakeholder Advisory**

A strong management and advisory structure has been created to complement existing structures. In addition to the Flickinger Learning Center Board of Directors, which includes a tremendous cross section of the Muscatine community (representatives from the local banks and law firms, large community employers such as HNI and Bridgestone Bandag, MCSD, and several local businesses), a community advisory structure has been created. This advisory group includes partner agencies, interested business organizations and, most importantly, other afterschool programming providers such as the City of Muscatine and Muscatine Community Y. By involving these other programs, we are able to coordinate our efforts, pool our resources and more effectively serve the community of Muscatine.

## **5.4 Continuous improvement and sustainability**

The operating partnership between FLC and MCSD is a structure designed for continuous improvement and long-term sustainability. Program management, leadership and all partners have committed to the continuous improvement process with rigorous and regular evaluation and transparent reporting to stakeholders and the community. Key components of this plan include ongoing professional development of program staff, regular and real-time data reporting and analysis, ensuring alignment of activities with program goals, managing economies of scale through FLC, MCSD and program partners, adapting to changes in community needs and funding streams, and input from stakeholders and the community at large through the advisory committee structure. As a

thriving 501(c)3, FLC has established a variety of funding sources including individual and corporate donations, United Way Community Investment grants, directed United Way donations, a funded endowment with the Community Foundation of Greater Muscatine and in-kind donation partners. As one of the larger districts in the state, MCSD is in great position to leverage economies of scale in both programming and operations, inter-governmental funding sources, and ensure program integrity and quality standards are met. Both organizations envision a community wide afterschool system with sites at each elementary facility to capture economies of scale that becomes self-sustaining as the grant matures through these funding streams and phasing in a sliding scale of fees designed to ensure low barriers to access the program while serving the needs of the entire community.

## **6. Communication Plan**

A strategic communication plan is in place to continuing providing program information to key segments of the community. Key segments include students, families, stakeholders, community at large and staff. Student communication is designed to engage and interest the student in activities of the program, lowering any potential resistance to enrollment from the student. Students will continue to be identified for personal invitations to the program by teachers and school administrators based on academic and attendance data. School personnel will communicate their “watch list” with the Program Liaison for inclusion in the invitation process. The Program Liaison will be responsible for coordinating an invitation and family communication process including identifying potential benefits for the individual student (academic, social and physical), identifying potential benefits for the family and general information about the program including, but not limited to, student and family safety, positive adult interaction, academic support and integration with current school curriculum and activities. To improve communication with our ESL students and families, a Spanish translator will be available for this process.

Communications strategies with engaged stakeholders, including program, facilities and district staff, will focus on reporting program achievements and areas for improvement. Several communications channels including individual emails, email lists based on topics and areas of interest, the FLC website and specifically the 21CCLC area, and program staff attending meetings of community groups and organizations such as the MCSD School Board, Chamber of Commerce, Rotary, Kiwanis, United Way affinity groups, among others. These communications will concentrate on providing the information necessary for stakeholders to be champions for the 21CCLC program throughout their personal spheres of influence. To engage the community at large, Neighborhood Marketing – a local marketing and social engagement company and in-kind partner, will provide social media campaign management, communication tools, radio and television PSAs, media interview opportunities, and program promotion collateral with the goal of creating a large, interactive group of community members engaged with the program.

All channels and tactics (individual communication, email, social media, website, PSAs, etc.) will be used to communicate evaluation results as well as program promotion.



## 7. Partnerships

Both operating partners, FLC and MCSD, have created networks of strategic partners (a partner is one that provides a good or service to the program free or at a drastically reduced price) across the community. These partnerships have been critical to the success of both organizations. Currently these partnerships cover a wide array of products and services necessary to deliver a best practice program including business support services such as payroll processing, marketing strategy and implementation, volunteer recruitment and management, and technology management. Program supports including family literacy, character development, academic instruction, enrichment, and recreation have also been provided. FLC, in cooperation with other local agencies, is currently creating an agency referral system for the Muscatine community designed to assist all agencies in reaching the resources needed for their clients. This is a critical community wide partnership that will lead to a successfully 21CCLC program.

As these partnerships have been in place for several years, they will continue through the grant cycle and beyond. In looking to create long-term sustainability, each partner also has committed to assisting in finding new program partners and funding streams.

To ensure long-term viability, three key principles have been identified to maintain strong relationships among the partners being: accountability, transparency and communication. Accountability will provide a structure in which each organization knows its responsibilities and expectations. Accountability also leads to a process of continuous improvement not only in the program, but of the partners. Transparency will ensure that policies, procedures, data, experiences and successes are shared among partners. Ensuring open communication between partners will ensure a broad diversity of perspectives will be addressed as the program is designed, implemented and evaluated.

## 8. Evaluation

**8.1 External Evaluator** – The FLC/MCSD partnership will engage Iowa State University Extension of Muscatine to provide a comprehensive and rigorous evaluation of program effectiveness. Key components of the evaluation process include the evaluation plan, data collection and management tools, and the management and HR structure to process and evaluate the data.

The evaluation plan for the 21CCLC program has been designed by a community consensus lead by FLC and MCSD and based on results from other 21CCLCs in Iowa, other best-practice afterschool programs, and past results of the existing program in alignment with MCSD's stated goals for students. All partners, who have committed to the project methodology and desired outcomes, will be part of the overall evaluation of program effectiveness for the community with the ability to contribute to the process of continuous improvement and keeping the program in line with the community's needs. Data collection and management will be a cornerstone of program success. By using EZCare software, the program will accurately track attendance, staff effectiveness, and multiple other reports that are required by local and state level partners (including those for PPICS and other required grant reporting requirements). Iowa State Extension, in conjunction with program staff, will



ensure all required reporting and communication is on time and as agreed to in grant documentation. To ensure effective management of grant resources, program data will be available to all partners and evaluators on a real-time basis to facilitate effective management decision making and analysis. Program management and leadership, in conjunction with the appropriate school officials, will provide statistically valid data analysis and comparisons with standard data measurements, such as ITBS, student behavior data and attendance.

**8.2 Using Evaluation results** – The evaluation plan has been designed for transparency, accountability and creating a framework for continuous program and management improvement. MCSD’s PowerSchool software, in conjunction with EZCare, will align all academic, attendance and behavioral referral data for analysis and interpretation against stated program goals. Student, teacher, parent and community stakeholder surveys will be used in conjunction with student data to assess program effectiveness. A systematic analysis and auditing of program offerings, program and facility safety measures, evaluation tools, HR processes, professional development and overall program management will ensure program excellence. Results from these efforts will be shared with program staff, appropriate FLC and MCSD staff, key community stakeholders and the community at large on a monthly basis through several channels (including, but not limited to, FLC and MCSD websites, social media, and email communications) in a form and language that is easily understood. For operational or academic results that are not achieving expected results an action plan of improvement will be created by program management and leadership with consultation from the evaluator and other stakeholders. These action plans will be completed and ready for implementation within 10 working days after the identification of the issue and timelines for completion will be reasonable and prudent for the issue being resolved. Each action plan will include follow up requirements, reporting and analysis for included parties.

## **9. Budget Narrative**

The proposed budget for the 21CCLC provides a reasonable and cost-effective use of funding toward program, community and state goals. This program budget meets the established funding standard of \$7.50 per anticipated student per program day for afterschool programming. Using FLC and MCSD’s existing program, funding, expense management, facilities, and professional development architecture allows the program to reach economies of scale for multiple sites, ensure that all grant funds will supplement rather than supplant existing funding streams, and leverage other community investments. All grant funding will be used to increase program options and availability in both new and existing communities. FLC management and leadership will continually pursue additional funding streams for the program including public donations, fundraising events, corporate donations and public grants. MCSD management and leadership will review the possibility of using discretionary funds to strengthen the 21CCLC program and continually investigate additional funding streams. As program evaluation reveals opportunities for improvement, expenditures will be adjusted to reflect the new focus.

Guiding program principles for developing the budget include: acquisition and maintenance of a well-trained and motivated staff, low student to staff (and volunteer) ratios, nutritious snacks based on USDA requirements, effective use of technology in both operation and programming, maximization of volunteer time and resources, maximization of in-kind business partnerships and minimization of costs to students and families.

**Personnel (67.5%)** – Acquiring high quality, engaged and motivated professional staff will be crucial to attaining the academic, social and behavioral goals of the program. As such, direct program personnel costs will consume the largest portion of grant funds. By being efficient in other expenses categories, the program will be able to attract professionals (ideally, teachers and paraprofessionals from the host site) with sufficient education, training and experience to drive the results expected.

**Staff Travel (.5%)** – Travel expenditures for key staff to attend the annual Impact Afterschool Conference in Des Moines. This allotment represents funding for 3 staff members' travel expenses (room, board and mileage) in addition to the 3 staff members that FLC provides expense coverage for every year, allowing a total of 6 staff members to attend the conference. From past experience, this attendance at this conference is critical to creating relationships with other programs and professionals, maintaining best practice programming and operations and staying abreast on research in the afterschool field.

**Materials (8%)** – Cost for materials is projected to at 8% of the total budget-representing academic, enrichment and recreation activity supplies and resources for family literacy and engagement events. This is based rate is based on the experience of other best practice 21CCLC programs in Iowa, projected attendance and reasonable usage. These resource funds will be leveraged with program partners to maximize the effect of the budgeted amounts.

**Professional Development (4%)** – The professional development portion of the budget represents an area critical to long-term success. As planned, this budget will allow for an extensive pre-program onboarding training of approximately 20 hours per staff member in addition to on-going training throughout the year. This will include, but is not limited to, program practices and policies licensing and certifications for CPR/First Aid, mandatory reporter training, and methods of linking afterschool activities to school day activities and the Iowa Core Curriculum. These costs will be minimized by leveraging FLC's BrainShark online training modules to ensure effective use of staff time and that learning objectives are achieved. The professional development budget will also provide a portion of the full time Program Liaison to oversee the development and implementation of the professional training modules. The total cost of the professional development budget will be \$14,800, representing 5% of the program budget. \$4,000 of this will represent the Program Liaison portion with the remaining \$10,800 for staff development.

**Student Access (8%)** – Access to the 21CCLC program is critical for both students and families. Currently 8% is reserved to ensure all families have access to the program. Based on the parent survey of December 2013, less than 10% of parents are interested in daily transportation for their child, alleviating a large cost. This 8% will also include transportation for program study trips and

experience projects off-site. FLC and MCSD will work with individual families and available community resources including the MCSD bussing system and the City of Muscatine bussing system to provide cost-effective transportation options. It is anticipated that less than the full 8% will be necessary. If this is found to be true, excess funds from this item will be allocated to personnel and professional development.

**Evaluation (4%)** – The evaluation portion of the budget will be divided into two main components. The first portion, representing \$6,000 per year (\$2,000 per site per year), will be designated for Iowa State University Extension to conduct the required state and local evaluation process as defined

**Administrative and Indirect Costs (8%)** – By maximizing the existing organizational structures and in-kind partnerships available to FLC and MCSD, administrative and indirect costs have been minimized. MCSD will be providing facilities and utilities in-kind to the program. FLC will provide payroll functions, marketing, and general operating functions in-kind to the program. Currently 8% of the budget is reserved for these costs, including the EZCare software license and roughly ½ of the program liaison to handle the large volume of daily communication between organizations, staff, families and stakeholders. These two costs represent approximately \$19,000 or 6% of the total program budget. Any funds not used in this section of the budget will be allocated to either personnel or professional development.

**Family Literacy** – 5% of each of the above line (except staff travel and evaluation) items will be reserved, at minimum, for family literacy functions to supplement the programs and in-kind contributions of FLC, MCSD and MCC.

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name:</b> Franklin Elementary School		
<b>Site Address:</b> 210 Taylor St.		
<b>City, State, Zip:</b> Muscatine, IA 52761		
<b>Phone:</b> (563) 263-5040		
<b>Site Contact Person:</b> Jason Wester, Principal		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Franklin Elementary School	4581-0405	90
<b>21CCLC Site Name:</b> Jefferson Elementary School		
<b>Site Address:</b> 1000 Mulberry Ave		
<b>City, State, Zip:</b> Muscatine, IA 52761		
<b>Phone:</b> (563) 263-8800		
<b>Site Contact Person:</b> Cory Spies, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Jefferson Elementary School	4581-0427	90
<b>21CCLC Site Name:</b> Washington Elementary School		
<b>Site Address:</b> 610 Maiden Lane		
<b>City, State, Zip:</b> Muscatine, IA 52761		
<b>Phone:</b> (563)263-9135		
<b>Site Contact Person:</b> Brian Walthert, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Washington Elementary	4581-0463	90
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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



## FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

### **Part A: Nondiscrimination**

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

### **Part C: Supplement, not Supplant**

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

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

### **Part D: Fiscal Control and Accounting Procedures**

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

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

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

### **Part G: Evaluation and Data Collection**

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

### **Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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.

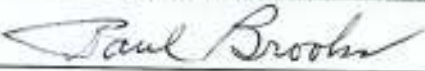
**Part M: Private and Public School Consultation**

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
	Flickinger Learning Center

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Gerald P. Hunt</i>	Muscatine Community School District
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
<i>Jim West</i>	Franklin Elementary School
<i>Cory M. Jr.</i>	Jefferson Elementary School
<i>Jim Whelan</i>	Washington Elementary School



**FORM C: COLLABORATIVE SIGNATURES**

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

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

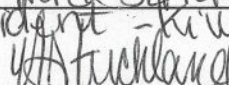
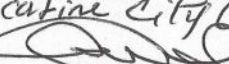
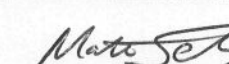
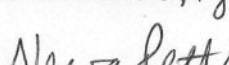

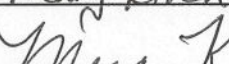
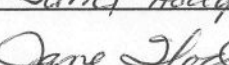
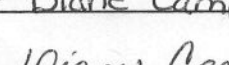
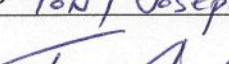
Name/Signature		Agency Affiliation	
Name/Title	Nathan R. Mather	Agency	Muscatine Community School District/President
Signature		Address	2900 Mulberry Av
		City/Zip	Muscatine 52761
		Phone	(563)263-7223
Name/Title	Haitlyn Love - Assistant Admin	Agency	Muscatine Municipal Housing/Sunset
Signature		Address	215 Sycamore St
		City/Zip	Muscatine IA
		Phone	563-264-1554
Name/Title	Public Housing Administrator	Agency	Richard Yerington
Signature		Address	215 Sycamore St
		City/Zip	Muscatine IA
		Phone	563-264-1554
Name/Title	Betty Collins, Musser Public	Agency	Musser Public Library
Signature		Address	304 Iowa Ave.
		City/Zip	Muscatine 52761
		Phone	563-263-3065
Name/Title	Janet Marrow, Dir. of Cong + mbr Development	Agency	Greater Muscatine Chamber of Commerce
Signature		Address	102 Walnut St
		City/Zip	Muscatine 52761
		Phone	563-263-8895
Name/Title	Judi Holdorf Executive Director	Agency	Community Foundation of Greater Muscatine
Signature		Address	208 W 2nd
		City/Zip	Muscatine 52761
		Phone	563-266-3863
Name/Title	Darla Thurman	Agency	Iowa State University Extension
Signature		Address	1514 Iselt Ave
		City/Zip	Muscatine 52761
		Phone	563-263-5701
Name/Title	BRET OLSON, Exec Dir	Agency	Muscatine Community Ymca
Signature		Address	1823 Logan St
		City/Zip	Muscatine 52761
		Phone	563-263-9996
Name/Title	Ben Nietzel	Agency	Saints Mary + Mathias Catholic School
Signature		Address	2407 Cedar
		City/Zip	Muscatine 52761
		Phone	563-263-3264



### FORM C: COLLABORATIVE SIGNATURES

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

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


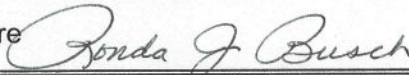
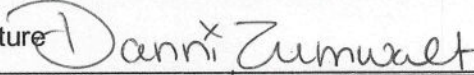
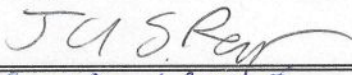
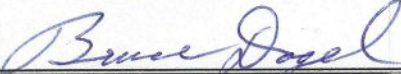

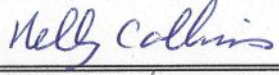
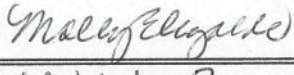
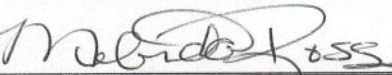
Name/Signature		Agency Affiliation	
Name/Title	Nura Strickland President - Kiyani's	Agency	Kiyani's
Signature		Address	2421 Lutheran Homes
		City/Zip	Musc. 52761
		Phone	563-263-1241
Name/Title	Osama Shihadeh Muscatine City Council	Agency	CITY OF MUSCATINE
Signature		Address	1729 ARBOR OAKS DR.
		City/Zip	MUSCATINE 52761
		Phone	563-264-4380
Name/Title	Matt Schweizer - Manager	Agency	Hy-Vee Mainstreet
Signature		Address	510 E. 10th Street
		City/Zip	Muscatine
		Phone	563-263-6461
Name/Title	Neva Lettig Baker	Agency	Baker Law Office
Signature		Address	216 Sycamore ST #516
		City/Zip	Muscatine 52761
		Phone	563-264-1187
Name/Title	Robert Hawley - Co. Supervisor	Agency	MUSCATINE COUNTY BOARD of Supervisors
Signature		Address	802 IOWA Avenue
		City/Zip	52761
		Phone	563 263-3307
Name/Title	Mary Kirchner office manager	Agency	Team Staffing
Signature		Address	116 Harrison St
		City/Zip	Muscatine, IA 52761
		Phone	563 262-8844
Name/Title	Jane Hodge	Agency	Home School Assistance Program
Signature		Address	2900 Mulberry Ave
		City/Zip	Muscatine, IA
		Phone	563-272-1638
Name/Title	Diane Campbell	Agency	muscatine Community Schools
Signature		Address	2900 mulberry Ave
		City/Zip	Muscatine 52761
		Phone	563-263-7223
Name/Title	TONY Joseph	Agency	Joseph Int'l Frt Svc
Signature		Address	200 Cleveland St. Suite A
		City/Zip	MUSCATINE, 52761
		Phone	563-263-8336



### FORM C: COLLABORATIVE SIGNATURES

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

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

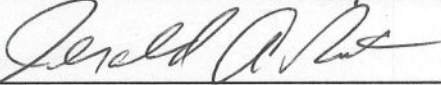
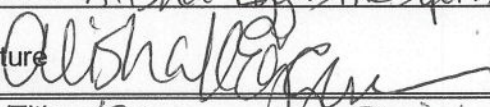
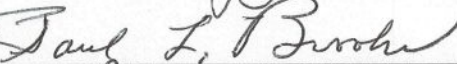

Name/Signature		Agency Affiliation	
Name/Title	Dodie Robbins / Lab Analyst	Agency	Monsanto
Signature		Address	Wiggins Road
		City/Zip	Muscataine 52761
		Phone	563-262-7233
Name/Title	RONDA BUSCH	Agency	JUST IN TIME JAIL MINISTRY
Signature		Address	Po Box 1542
		City/Zip	MUSCATINE 52761
		Phone	563-272-8839
Name/Title	Danni Zumwalt	Agency	After School Program Director
Signature		Address	515 Monroe St
		City/Zip	Muscataine 52761
		Phone	563-506-3938
Name/Title	Jasper Harts 5th Grade	Agency	5th GRADE of FLC
Signature		Address	916 Calvert Street
		City/Zip	Muscataine 52761
		Phone	563-260-7962
Name/Title	Bruce Dugel Board of Directors member	Agency	Financial Literacy Coalition
Signature		Address	413 Mulberry Ave
		City/Zip	Muscataine, IA 52761
		Phone	319-212-1898
Name/Title	Alex Aguirre	Agency	Heinz parent
Signature		Address	1035 Newell Ave.
		City/Zip	Muscataine IA
		Phone	563-554-9422
Name/Title	Nelly Collins	Agency	MCSA Para Professional
Signature		Address	410 Spruce
		City/Zip	Muscataine
		Phone	264-8570
Name/Title	Molly Elizalde / Career Exploration Coordinator	Agency	MCSD + EICC
Signature		Address	Muscataine / Davenport Campus
		City/Zip	Muscataine, IA
		Phone	52761
Name/Title	Melinda Ross	Agency	Parent
Signature		Address	608 Lake Park Blvd
		City/Zip	Muscataine Ia 52761
		Phone	563 260 0984



**FORM C: COLLABORATIVE SIGNATURES**

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

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

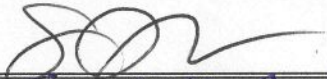
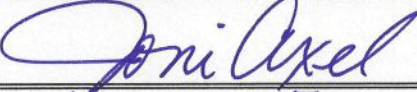

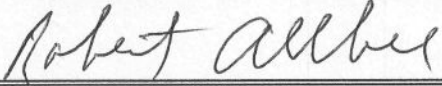
Name/Signature		Agency Affiliation	
Name/Title	JERALD R. B. Supt	Agency	MCSO Supt.
Signature		Address	2900 Mulberry
		City/Zip	Muscataine 52761   Phone 563-263-7223
Name/Title	Wes Fowler /HR Dir.	Agency	MCSO HR Director
Signature		Address	2900 Mulberry
		City/Zip	Muscataine 52761   Phone 563-263-7223
Name/Title	Shane Williams /Director	Agency	MCSO Comm. Director
Signature		Address	2900 Mulberry
		City/Zip	Muscataine 52761   Phone 563-263-7223
Name/Title	Alisha Eggers /Custodial Supervisor	Agency	MCSO Food Nutrition Custodial Supervisor
Signature		Address	2900 Mulberry
		City/Zip	Muscataine 52761   Phone 563-263-7223
Name/Title	Executive Director	Agency	Flickinger Learning Ctr.
Signature		Address	403 5th Street
		City/Zip	Muscataine 52761   Phone 563-288-1990
Name/Title	PARENT	Agency	FLC. Parent
Signature		Address	3103 M4W Cir.
		City/Zip	Muscataine IA   Phone 563-554-1932
Name/Title	Karen Mills /Systems Analyst	Agency	Monsanto Company
Signature		Address	2500 Wiggins Rd.
		City/Zip	Muscataine, IA 52761   Phone 563-262-7325
Name/Title	ABBY LINDERMAN	Agency	3rd grade Student
Signature		Address	409 East 5th Street
		City/Zip	Muscataine 52761   Phone 563-506-5578
Name/Title	Jerry Schroder Jr	Agency	Bargain Computer Designer
Signature		Address	413 Mulberry Ave
		City/Zip	Muscataine 52761   Phone 563-607-8761



**FORM C: COLLABORATIVE SIGNATURES**

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

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

Name/Signature		Agency Affiliation	
Name/Title	Shane J. Orr CPO	Agency	United way of Muscatine
Signature		Address	208 W 2nd St, Suite 201
		City/Zip	Muscatine IA Phone 563-263-5763
Name/Title	JOAN U. Axel	Agency	Blue Zones Project Muscatine
Signature		Address	208 West 2nd St. Suite 211
		City/Zip	Muscatine Phone 563-484-9477
Name/Title	Claudia S. Frye	Agency	Unity Point Clinic Bettendorf
Signature		Address	4480 Utica Ridge Rd #1120
		City/Zip	Bettendorf 52722 Phone (563) 260-6833
Name/Title	ROBERT ALLBEE	Agency	MUSCATINE COMMUNITY COLLEGE
Signature		Address	152 COLORADO ST.
		City/Zip	MUSCATINE 52761 Phone 563-288-6004
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

**FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)		
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b> <u>270</u>	<b>Total three-year funding request (all sites):</b> <u>\$ 900,000</u>
	<b>Total first-year funding request (all sites):</b> <u>\$ 300,000</u>	

<b>FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION</b>					
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
Franklin Elementary School	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000	90
Jefferson Elementary School	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000	90
Washington Elementary School	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000	90
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

**Applicant Agency:**

Flickinger Learning Center Site: Franklin Elementary School

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 90

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$63,618	\$3,348	\$63,618	\$3,348	\$63,618	\$3,348	\$200,898
Staff Travel	\$500	\$0	\$500	\$0	\$500	\$0	\$1,500
Materials	\$7,505	\$395	\$7,505	\$395	\$7,505	\$395	\$23,700
Professional Development (minimum 4% per year)	\$4,687	\$247	\$4,687	\$247	\$4,687	\$247	\$14,802
Student Access, Transportation etc. (maximum 8% per year)	\$7,473	\$394	\$7,473	\$394	\$7,473	\$394	\$23,601
Evaluation (about 4% per year)	\$3,967	\$0	\$3,967	\$0	\$3,967	\$0	\$11,901
Administrative/ Indirect Costs (maximum 8% per year)	\$7,473	\$393	\$7,473	\$393	\$7,473	\$393	\$23,598
<b>Totals</b>	<b>\$95,223</b>	<b>\$4,777</b>	<b>\$95,223</b>	<b>\$4,777</b>	<b>\$95,223</b>	<b>\$4,777</b>	<b>\$300,000</b>

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



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

**Applicant Agency:**

Flickinger Learning Center Site: Jefferson Elementary School

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 90

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$63,618	\$3,348	\$63,618	\$3,348	\$63,618	\$3,348	\$200,898
Staff Travel	\$500	\$0	\$500	\$0	\$500	\$0	\$1,500
Materials	\$7,505	\$395	\$7,505	\$395	\$7,505	\$395	\$23,700
Professional Development (minimum 4% per year)	\$4,687	\$247	\$4,687	\$247	\$4,867	\$247	\$14,802
Student Access, Transportation etc. (maximum 8% per year)	\$7,473	\$394	\$7,473	\$394	\$7,473	\$394	\$23,601
Evaluation (about 4% per year)	\$3,967	\$0	\$3,967	\$0	\$3,967	\$0	\$11,901
Administrative/ Indirect Costs (maximum 8% per year)	\$7,473	\$393	\$7,473	\$393	\$7,473	\$393	\$23,598
<b>Totals</b>	\$95,223	\$4,777	\$95,223	\$4,777	\$95,223	\$4,777	\$300,000

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

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

**Applicant Agency:** Flickinger Learning Center      **Site:** Washington Elementary School

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 90

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$63,618	\$3,348	\$63,618	\$3,348	\$63,618	\$3,348	\$200,898
Staff Travel	\$500	\$0	\$500	\$0	\$500	\$0	\$1,500
Materials	\$7,505	\$395	\$7,505	\$395	\$7,505	\$395	\$23,700
Professional Development (minimum 4% per year)	\$4,687	\$247	\$4,687	\$247	\$4,687	\$247	\$14,802
Student Access, Transportation etc. (maximum 8% per year)	\$7,473	\$394	\$7,473	\$394	\$7,473	\$394	\$23,601
Evaluation (about 4% per year)	\$3,967	\$0	\$3,967	\$0	\$3,967	\$0	\$11,901
Administrative/ Indirect Costs (maximum 8% per year)	\$7,473	\$393	\$7,473	\$393	\$7,473	\$393	\$23,598
<b>Totals</b>	\$95,223	\$4,777	\$95,223	\$4,777	\$95,223	\$4,777	\$300,000

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

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

FLC currently has over \$154,000 in available net assets per Federal 990 reporting requirements. Current cash on hand averages \$50,000 at Central State Bank in Muscatine. This does not include incoming grants revenue, rental contract income, endowment income, etc. Credit lines would be available from local banks if necessary and can be discussed as a funding requirement.

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

- 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, Asians, Persons with a Disability, Pacific Islanders, Blacks, American Indians, Latinos, 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: [Signature] Title: Ex. Dir. FLL.

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.



<b>Consultation Procedures</b> Chris Anderson		
<u>Discussion:</u> Increased value of academic program over SsMMC's current program, alignment with school day activities, how to monitor growth		
<u>Conclusions:</u> SsMMC will continue to provide input and guidance for how the 21CCLC program can help achieve their goals and how to integrate with MCSD		
<u>Action Items:</u>	Person responsible:	Deadline:
Continue input methods from SsMMC	Chris	None
Continue to pursue additional funding	Both	None
<b>Questions</b> Ben Nietzel		
<u>Discussion:</u> Transportation -- will work with MCSD to handle details;		
<u>Conclusions:</u> All concerns are small and of a logistical nature that can be solved as the program comes to fruition.		
<u>Action Items:</u>	Person responsible:	Deadline:
-	-	-

**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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.



## Memorandum of Understanding

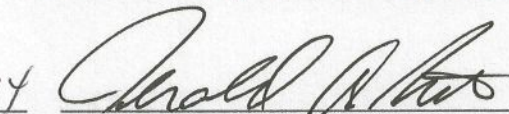
### Between Flickinger Learning Center and Muscatine Community School District

- I. Purpose – The purpose of this Memorandum of Understanding is to create a framework between Flickinger Learning Center and the Muscatine Community School District in which to apply for and administer a 21<sup>st</sup> Century Community Learning Center grant from the State of Iowa Department of Education.
- II. Background – Both organizations understand the importance of providing the Muscatine community with a best practice afterschool program. The application and administration of a 21<sup>st</sup> CCLC program will be an extension and enrichment of the existing partnership to provide the community these services.
- III. Goals – The goals of the 21CCLC program will align with identified academic needs of students based on MCSD's accepted evaluation models of performance, needs identified by community level data from stakeholders such as parents, teachers, community organizations and agencies. These goals will be mutually agreed upon and prioritized by professional staff of FLC and MCSD. In addition to provided activities aligned with identified needs, the program will operate in a reasonable, cost-effective and financially adequate manner before, during and after any 21CCLC grant funding.
- IV. Agreements in concept
  - a. FLC and MCSD will be operating partners
  - b. FLC will act as the fiscal agent for 21CCLC purposes
  - c. FLC will provide program management and staffing functions
  - d. MCSD will provide access to district elementary school facilities and resources
  - e. MCSD will allow FLC staff to access professional development opportunities
  - f. Both organizations will provide transparent access to data per specific agreements
  - g. Both organizations will promote and support afterschool programming in Muscatine
  - h. Both organizations will provide the evaluator (Iowa State Extension) with the data and resources necessary for a rigorous and comprehensive evaluation
  - i. Both organizations will commit to a process of continuous improvement in both program offerings and management
  - j. Both organizations will assist and facilitate communicating program results with the key stakeholders and the community at large in a form and language that is easily understood
  - k. Both organizations will continue to seek additional funding sources for afterschool programming
- V. Duration -- This Memorandum of Understanding will remain in effect until modified, but is understood to extend at least through any grant funding for a 21CCLC program. It may be modified by mutual consent of authorized officials of both organizations. This Memorandum will take effect upon signing by both organizations.



Paul Brooks  
Executive Director  
Flickinger Learning Center

11/29/14  
Date



Jerry Riibe  
Superintendent  
Muscatine Community School District

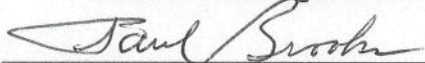
11/29/14  
Date



Memorandum of Understanding

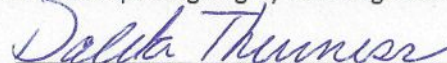
Between Flickinger Learning Center and Iowa State University Extension

- I. Purpose – The purpose of this Memorandum of Understanding is to create a framework between Flickinger Learning Center and Iowa State University Extension used to evaluate and report on a 21<sup>st</sup> Century Community Learning Center grant from the State of Iowa Department of Education.
- II. Background – Both organizations understand the importance of providing the Muscatine community with a best practice afterschool program. This evaluation process is designed to not only meet, but exceed, the requirements of funding from the State of Iowa for a 21CCLC grant.
- III. Goals – The goals of the 21CCLC program will align with identified academic needs of students based on Muscatine Community School District's accepted evaluation models of performance, needs identified by community level data from stakeholders such as parents, teachers, community organizations and agencies. These goals will be mutually agreed upon and prioritized by professional staff of the program. In addition to provided activities aligned with identified needs, the program will operate in a reasonable, cost-effective and financially adequate manner before, during and after any 21CCLC grant funding.
- IV. Agreements in concept
  - a. FLC, in partnership with Muscatine Community School District, will operate a 21CCLC afterschool program
  - b. FLC will operate is the fiscal agent of the grant
  - c. ISUE will serve as the independent evaluator of the program, its operations and results
  - d. ISUE will provide a comprehensive and rigorous evaluation of program effectiveness, both at the local level and in cooperation with the Iowa Department of Education, and provide all requested data and program information to the state.
  - e. The program will collect and provide real-time access to appropriate and required data for Iowa State Extension to conduct the evaluation
  - f. Both organizations will commit to a process of continuous improvement of both the program components and program operation
  - g. Both organizations will promote and support afterschool programming in Muscatine
  - h. Both organizations will assist and facilitate communicating program results with key stakeholders and the community at large in a form and language that is easily understood
- V. Compensation – FLC, through 21CCLC grant funds, will compensate ISUE \$2,000 per 21CCLC site evaluated per year (currently estimated at \$6,000 per year for three sites as listed in the grant application).
- VI. Duration -- This Memorandum of Understanding will remain in effect until modified, but is understood to extend at least through any grant funding for a 21CCLC program. It may be modified by mutual consent of authorized officials of both organizations. This Memorandum will take effect upon signing by both organizations.



Paul Brooks  
Executive Director  
Flickinger Learning Center

1/30/14  
Date



Daleta Thurness  
Program Specialist  
Iowa State Extension


1-30-14  
Date



Memorandum of Understanding

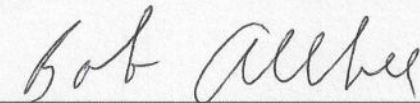
Between Flickinger Learning Center and Muscatine Community College

- I. Purpose – The purpose of this Memorandum of Understanding is to continue a framework between Flickinger Learning Center and Muscatine Community College for providing adult literacy and engagement programs for the 21<sup>st</sup> Century Community Learning Center program.
- II. Background – Both organizations understand the importance of providing the Muscatine community with a best practice afterschool program. Both organizations also understand the importance of family literacy and engagement in the development of young learners. Both organizations currently provide and collaborate on adult education offerings.
- III. Goals – The goal of this Memorandum of Understanding is to ensure both organizations understand their roles in the growth of FLC's afterschool programming and know how to contribute to a best practice afterschool program, including family literacy.
- IV. Agreements in concept
  - a. FLC, in partnership with Muscatine Community School District, will operate a 21CCLC afterschool program.
  - b. All 21CCLC grant funds will supplement, not supplant, existing funding streams.
  - c. Both organizations recognize that the goal of the 21CCLC program is to increase capacity for best-practice afterschool programming in the Muscatine community
  - d. MCC will assist the program in delivering adult literacy and education programming to families of 21CCLC program students.
  - e. FLC will continue to consult with MCC on needs of the community as identified by MCC operations.
  - f. MCC will continue to support afterschool and youth development.
  - g. UWM will continue to provide LINC'S – a volunteer recruiting and engagement portal to FLC.
  - h. Both organizations will assist and facilitate communicating program results with the key stakeholders and the community at large in a form and language that is easily understood.
  - i. Both organizations will continue to seek additional funding sources for afterschool programming.
- V. Duration -- This Memorandum of Understanding will remain in effect until modified, but is understood to extend at least through any grant funding for a 21CCLC program. It may be modified by mutual consent of authorized officials of both organizations. This Memorandum will take effect upon signing by both organizations.



Paul Brooks  
Executive Director  
Flickinger Learning Center

1/30/14  
Date



Bob Allbee  
President  
Muscatine Community College

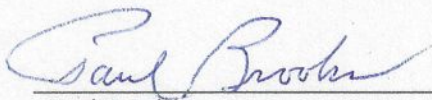
1/30/14  
Date



Memorandum of Understanding

Between Flickinger Learning Center and United Way of Muscatine

- I. Purpose – The purpose of this Memorandum of Understanding is to continue a framework between Flickinger Learning Center and the United Way of Muscatine for a 21<sup>st</sup> Century Community Learning Center grant afterschool program.
- II. Background – Both organizations understand the importance of providing the Muscatine community with a best practice afterschool program. UWM has provided critical support through the history of FLC for the launch and continuation of FLC's afterschool program. Both organizations recognize the importance of the United Way's role in providing resources and coordination efforts to non-profits and related organizations in the Muscatine community.
- III. Goals – The goal of this Memorandum of Understanding is to ensure both organizations understand their roles in the growth of FLC's afterschool programming and know how to contribute to a best practice program.
- IV. Agreements in concept
  - a. FLC, in partnership with Muscatine Community School District, will operate a 21CCLC afterschool program.
  - b. All 21CCLC grant funds will supplement, not supplant, existing funding streams.
  - c. Both organizations recognize that the goal of the 21CCLC program is to increase capacity for best-practice afterschool programming in the Muscatine community
  - d. FLC will continue to report to UWM on the performance of existing program as well as any new programming.
  - e. FLC will continue to consult with UWM on needs of the community as identified by UWM operations.
  - f. FLC will continue to engage other UWM funded programs, including afterschool programming providers, to ensure coordination of efforts, availability of appropriate resources, and to share best practices.
  - g. UWM will continue to support afterschool and youth development.
  - h. UWM will continue to provide LINC'S – a volunteer recruiting and engagement portal to FLC.
  - i. Both organizations will commit to a process of continuous improvement in both program offerings and management.
  - j. Both organizations will assist and facilitate communicating program results with the key stakeholders and the community at large in a form and language that is easily understood.
  - k. Both organizations will continue to seek additional funding sources for afterschool programming.
- V. Duration -- This Memorandum of Understanding will remain in effect until modified, but is understood to extend at least through any grant funding for a 21CCLC program. It may be modified by mutual consent of authorized officials of both organizations. This Memorandum will take effect upon signing by both organizations.



Paul Brooks  
Executive Director  
Flickinger Learning Center

1/29/14  
Date



Shane Orr  
Chief Professional Officer  
United Way of Muscatine

1/29/14  
Date



Memorandum of Understanding

Between Flickinger Learning Center and Riverbend Tae Kwon Do

- I. Purpose – The purpose of this Memorandum of Understanding is to create a framework between Flickinger Learning Center and Riverbend Tae Kwon Do to provide tae kwon do instruction to students of the 21<sup>st</sup> Century Community Learning Center program.
- II. Background – Both organizations understand the importance of providing the Muscatine community with a best practice afterschool program. It is also understood that tae kwon do provides excellent opportunities for physical activity, positive adult mentoring and interaction, family involvement and character development.
- III. Goals – The goal of the 21CCLC Tae Kwon Do program is to involve as many students of the 21CCLC program as practically possible in a high quality, engaging Tae Kwon Do program.
- IV. Agreements in concept
  - a. FLC, in partnership with Muscatine Community School District, will operate a 21CCLC afterschool program
  - b. The 21CCLC program will provide adequate space to conduct the program at each of the 21CCLC sites. If this is unavailable, both organizations will work for an acceptable solution to use RTKD facilities
  - c. RTKD will provide Tae Kwon Do instruction to students according to the best practices of its overseeing and accrediting institutions, the World Taekwondo Federation and International Taekwondo Federation.
  - d. FLC, with 21CCLC funds or other funding sources, will provide materials (including uniforms) for students to participate in the program.
  - e. Both organizations will work to involve a student's family in the Tae Kwon Do program as a method of increasing positive family involvement in the student's life.
  - f. Both organizations will commit to a process of continuous improvement of program offerings and operation
  - g. Both organizations will assist and facilitate communicating program results with key stakeholder and the community at large in a form and language that is easily understood.
- V. Duration -- This Memorandum of Understanding will remain in effect until modified, but is understood to extend at least through any grant funding for a 21CCLC program. It may be modified by mutual consent of authorized officials of both organizations. This Memorandum will take effect upon signing by both organizations.



Paul Brooks  
Executive Director  
Flickinger Learning Center

1/30/14  
Date



Brandon Garrett  
Owner/Lead Instructor  
Riverbend Tae Kwon Do

1/30/14  
Date





413 Mulberry Avenue  
Muscatine, IA 52761  
(563)288-1990  
www.flickingerlc.org

Memorandum of Understanding

Between Flickinger Learning Center and Sts. Mary and Mathias Catholic School

- I. Purpose – The purpose of this Memorandum of Understanding is to create a framework between Flickinger Learning Center and Saints Mary and Mathias Catholic School for the 21CCLC afterschool program administered by FLC.
- II. Background – Both organizations understand the importance of providing the Muscatine community with a best practice afterschool program.
- III. Goals – The goal of this Memorandum of Understanding is to ensure equal access and availability of the 21CCLC program to private school students of Muscatine
- IV. Agreements in concept
  - a. FLC, in partnership with Muscatine Community School District, will operate a 21CCLC afterschool program.
  - b. FLC will make available all program resources to SMMCS on an equal level with public schools.
  - c. FLC will include SMMCS staff and leadership on all program communications.
  - d. FLC will continue to consult with SMMCS on program development and implementation.
  - e. Both organizations will commit to a process of continuous improvement in both program offerings and management.
  - f. Both organizations will assist and facilitate communicating program results with key stakeholders and the community at large in a form and language that is easily understood.
  - g. Both organizations will continue to seek additional funding sources for afterschool programming.
- V. Duration -- This Memorandum of Understanding will remain in effect until modified, but is understood to extend at least through any grant funding for a 21CCLC program. It may be modified by mutual consent of authorized officials of both organizations. This Memorandum will take effect upon signing by both organizations.

Paul Brooks  
Executive Director  
Flickinger Learning Center

1/29/14  
Date

Ben Neitzel  
Principal  
Sts. Mary and Mathias Catholic  
School

1/29/14  
Date