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ABSTRACT

Des Moines is experiencing growth in the number of new Iowans, refugees and immigrants. EMBARC, (Ethnic Minorities of Burma Advocacy and Resource Center) has been serving these families in transition for the last four years. Refugee children from Burma have surpassed those born in Mexico as the leading English Language Learner group in DMPS. EMBARC offers support by training “Navigators” that are able to help families with resources, translation services and basic needs. Beyond that service to families, EMBARC has been successfully working with ELL students in English and math tutoring for the last two years. A strong collaborative relationship exists between this community-based agency and Des Moines Public Schools. The STRIVE 21st Century Community Learning Center grant proposed here by a network of partners and lead agent EMBARC intends to address the significant achievement gap for ELL students at Des Moines Public Schools (DMPS). Over 93% of DMPS’ ELL students receive Free and Reduced Lunch, an indication of significant poverty. In addition, student proficiency in language and math is lower than 20% for most of the ELL students at Meredith, Hoover and North. The achievement gap for these students is so significant that DMPS has indicated this population in “major need” on their most recent (2015-2016) Comprehensive School Improvement Plan.

STRIVE intends to support the district, the students and their families by leading an ambitious afterschool and summer program focused on building skills, communication, and opportunities. The network of collaborative partners includes ELL students and their families, Des Moines Public Schools, Des Moines Art Center, Photo Voice, DMACC and Evelyn Davis Center for Working Families, YMCA, RunDSM, United Way’s RSVP program and others. These organizations will work together to create a menu of activities for the students and families that enroll in EMBARC’s STRIVE 21st CCLC.

Goals include increasing English language and math proficiency, increasing access to enrichment and resourceful activities, building awareness of workplace skills, and increasing parental involvement in the students’ education. Research indicates that the most successful out-of-school time programs offer structure and flexibility, traditional learning with exciting enrichment activities.

EMBARC has existing relationships with all of these agencies, as well as a solid foundation of communication at the school district. The District is willing to offer nutritious snacks, access to transportation, and accessible facilities for the students to have a safe and nurturing environment to take part in the activities. The group of partners intends to convene an advisory committee, comprised of a representative from each stakeholder group that will meet monthly to review implementation and seek ways to continuously improve communication and programming.

Iowa State University's Research Institute for Studies in Education (RISE), has agreed to provide evaluation for the first three years. Dr. Robin Galloway has worked with several professional organizations to conduct program evaluation over her 14 years of experience as an external evaluator. In collaboration with the STRIVE 21st Century Program staff Dr. Galloway will manage the day-to-day activities of the evaluation. Dr. Galloway will be responsible for training and supervising a graduate research assistant, data management, data analysis, communicating with the STRIVE 21st Century staff, and writing/preparation of reports for various audiences as required.

STRIVE will be a positive after-school model for the district and the state, and EMBARC is pleased to be leading the charge with this request for funding.

NEEDS ASSESSMENT

Des Moines, Iowa, continues to see growth in the number of new Iowans. Most of these families are learning the culture, the language while struggling with food and shelter needs at the same time. Since 1990, the English Language Learner (ELL) population in Des Moines Public Schools (DMPS) has grown by more than 500% -- from less than 1,000 students in 1990-91 to more than 5,800 students in 2013-14.¹ The ELL population in DMPS constitutes about 23% of Iowa's statewide ELL population. Des Moines continues to receive a large number of refugees through the local resettlement agencies and a secondary migration from other states. Since 2009 about 6,000 to 7,000 refugees from Burma have settled in Iowa.² The Burmese have become the largest group of refugees resettled in Iowa by the Bureau of Refugee Services since the end of 2007³. Refugee children from Burma have surpassed those born in Mexico as the leading English Language Learner group in DMPS. This school year (2015), 588 children listed their birth country as Burma, and 146 listed Thailand (often in Burmese refugee camps). Children born in Mexico numbered 353.

The need is great. This after-school initiative intends to support ELL students and their families that attend Meredith Middle School and all high schools with interested students.

Schools	SINA Designation	AMO Math	AMO Reading	# ELL Students Enrolled 2015-2016	% FRL 2015-2016	% FRL 2015-2016 ELL	% ADA 2014-2015	% ADA 2014-2015 ELL	# Homeless 2015-2016	# Homeless 2015-2016 ELL
Meredith	✓	SINA-12	SINA-12	211	76.49	93.84	95.99	96.78	15	2
Hoover	✓	SINA-10	SINA-9	280	75.02	94.29	93.57	92.93	9	1
North	✓	SINA-7	SINA-6	172	83.87	93.02	93.80	92.14	19	2

Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC) assist refugees with providing access to available resources, offering tutoring programs, interpreters and other services. A refugee-run nonprofit (501c3) organization, EMBARC is based in Des Moines,

¹ Des Moines Public Schools. www.dmschools.org

² Des Moines Register

³ Iowa Department of Human Services

where the largest population of refugees in Iowa has resettled for jobs in meatpacking and manufacturing. Many refugees arrive in the United States with minimal training in English and have spent much of their lives—some their whole lives—in refugee camps, where most have never experienced anything close to a “normal life with normal services.”ⁱ

EMBARC and its network of partners have developed a collaborative, evidence-based out-of-school time project to serve secondary (middle and high) school youth in Des Moines Public Schools: STRIVE. Marshalling many resources from the community and facilitated by EMBARC, STRIVE will help raise the achievement of students who are most in need of support. Public Profit’s evaluation of afterschool programs in the Oakland, Calif., area found that the programs’ English Language Learner students who attended the program for 25 days increased their likelihood of re-designation as English fluent by 25 percent. Those who attended a program for 100 days increased the likelihood of fluency by 40 percent. EMBARC realizes that not all students can attend every day or every activity. But there are 180 days of instruction during the school year wherein EMBARC will be available to meet the needs of at-risk students.

Hoover, North and Meredith schools together serve 663 ELL students. Over 93% of all ELL students in these schools are Free and Reduced Lunch (FRL) recipients, a strong indicator of poverty and significant economic barriers. Zion Church, a service partner in this application, reported that a vast majority of these student families don’t even have beds to sleep on. The needs are extreme, poverty is pervasive, and language barriers serve as an additional hurdle to families that have already been through so much.

English language learners (ELL) must learn a new language, master content through this new language, and become attuned to the culture of the school as well as the society they live in. This compares to English-fluent students who only have to learn content. When they arrive in the United States, ELL students are placed in a grade close to their age range, but not their reading skill level. Their families face language, cultural, and academic challenges, because the majority of parents and families are refugees or immigrants who do not speak English. Most ELL students face significant academic proficiency gaps. See tables below.

Table 1. NCLB READING

Iowa Assessments (2014-15)	# of students tested (grades 9-11)	% proficient	Socioeconomic- % proficient		Language- % proficient	
			Non-FRL	FRL	Non-ELL	ELL
Meredith	688	51.60	67.13	44.49	64.71	18.46
Hoover	776	55.67	76.44	47.19	70.93	11.11
North	864	58.22	72.52	55.66	63.10	19.59

Table 2. NCLB MATH

Iowa Assessments (2014-15)	# of students tested (grades 9-11)	% proficient	Socioeconomic- % proficient		Language- % proficient	
			Non-FRL	FRL	Non-ELL	ELL
Meredith	706	55.67	72.60	48.05	68.56	25.82
Hoover	775	58.84	77.78	51.09	71.11	22.84
North	862	54.52	70.77	51.64	58.85	19.15

Behavior referrals at both schools are also significant for ELL students: of the 967 behavior referrals at Meredith, nearly 25% are written for students with ELL backgrounds and at Hoover, the number of behavioral referrals from ELL students represent 22% of the total. Evaluations have shown that OST programs have the ability to increase student motivation and engagement. In an evaluation of four afterschool programs, Kane (2004) found that participating youth reported that they were more engaged and paid greater attention in class than they did before joining the program. This finding, though not specific to ELLs, supports the potential such programs have to build engagement among all students.ⁱⁱ

The need for these students and families in the district and schools are extended learning time (out of school time) with providers who can teach language acquisition skills, math skills and provide social experiences to improve these outcomes. The outcome sought by this collaboration includes reduction in behavioral referrals and improvement in academic achievement.

Afterschool programs have not been targeted to ELL students exclusively, but have been operating at DMPS with success. One of the features of this initiative is that it targets English learners. They will work together to problem solve. Students and their families need additional time and or translation services on a regular basis. Regardless of existing interventions offered by a number of partners, ELL student achievement still falls short of their English-speaking counterparts. The learning curve is such that these students will benefit from the individualized attention from the out of school time programming provided by EMBARC and community partners.

STRIVE 21st CCLC intends to operationalize these quality features, along with varied instructional strategies, and provide learning that is focused, active, sequenced, and explicitly skill-building. Math instruction is augmented by computer-aided instruction (CAI) and a myriad of enrichment activities that include physical exercise and, art provided by Des Moines Art Center and the Photo Voice. This provides a variety of unstructured and structured activities from which the student can select options designed to intrigue and engage them.

Employment and social skill development for the workplace is another pressing need for these new Iowans. While many youth are forced to work, few have received the training necessary to understand and succeed in this culture. Unemployment for all youth, ages 16-24 stands at 11% in Iowa, according to Iowa Workforce Development. The students will benefit from direct instruction and workplace exposure to better prepare for their future.

DMPS and EMBARC have agreed to provide busing and or bus passes for students engaged in the afterschool activities provided by EMBARC and their partners. In addition, Zion Church provides transportation. In all cases, drivers will have background checks and provide evidence of current driver's license and insurance. One of the greatest benefits of EMBARC working as the lead in this project is the existing relationships with families and schools in Des Moines. Current DMPS ELL teachers make referrals to EMBARC on a regular basis as an agency to advocate, case manage, interpret and provide direct service linkages to their students. The families hear about these services by word of mouth, referrals and agency outreach. All of the organizations and institutions providing services on site are ADA compliant and diligent in maintain open accessibility for students, staff and families. According to the research provided by the Family Engagement Initiative Pilot in School-Based Afterschool Programs, the key to family engagement contributing to student success is creating an environment whereby all participants have a voice in the development and continuing improvements in the program.

EMBARC has a rich history in working and advocating for the refugee populations in Des Moines and across the state. Schools and teachers would like to connect with and serve families, but they lack sufficient resources and time to help them navigate the system, technology, schedules, and transportation issues. Parent teacher conferences require a team of teachers, teaching assistants, interpreters, and sometimes social workers. It is a tremendous achievement when a teacher can meet with families and share student information, in the families' native language. Their reputation among these families is highly regarded, as reported by the Des Moines Register and demonstrated through current collaborative efforts.

PROGRAM DESIGN

The STRIVE 21st Century Community Learning Centers'(CCLC) program design is two-fold. It includes an academic focus on literacy and mathematics (primarily pre-algebra and algebra) plus homework assistance and a structured, yet flexible, menu of activities, provided by a network of collaborating partners. The program is designed to improve student achievement, behavior, and engagement, thereby achieving the goals of the grant. Because 94% of ELLs live in poverty, after school tutoring and recreational/artistic activities are often not an option. Additionally, because parents of ELLs often do not speak English and typically have a limited education, they are unable to assist their children with homework.

STRIVE 21st CCLC program intends to recruit 90 middle and high school students and expects student and their families to agree to 70% attendance throughout the school year and summer. Classes and activities will be held four days a week totaling 60 hours per month. The students will agree to the academic and homework focus and to a variety of enrichment activities and program meetings. All participating students will have English and math tutoring. The project intends to hire ESL instructors from the schools in order to provide continuity for the students and align with district standards. In addition to school-year programming, those that are age appropriate will be invited to participate in the Summer Youth Employment program at Evelyn K. Davis Center for Working Families -- thanks to a generous in-kind contribution that will allow up to 40 students to participate at less than half of the actual program costs.

According to research from Teachers College, Columbia University (2014), “there are a few fundamental requirements of a quality out-of-school time program. “First, the curriculum is content-rich, differentiated to student needs, and connected to students’ school day. Second, instruction is organized into small grouping patterns (ideally 3:1 or less), and instructional time is consistent and sustained. Furthermore, instructional strategies are varied (structured and unstructured, independent and collective, etc.), active (not desk time, worksheets, etc.), focused (program components devoted to developing skills), sequenced (using a sequenced set of activities designed to achieve skill development objectives), and explicit (targeting specific skills).”

STRIVE 21st CCLC program includes afterschool literacy using an evidence-based curriculum designed to improve reading and writing skills and math instruction (emphasizing pre-algebra and algebra) based on district and state standards. Algebra is required for graduation, therefore, the afterschool instruction will prepare students to perform competently in pre-algebra and algebra classes, enabling them to graduate.

Reading A-Z is a nationally recognized and researched ESL program designed to teach ELA standards and 21st century skills. The program is utilized in ESL classes in Des Moines Public Schools. It provides comprehensive reading instruction using over 1,500 leveled books that gradually increase in complexity. Klein (2002) identifies the following essential

components of reading instruction as being incorporated into the *Reading A-Z* program: alphabetic understanding, phonological awareness, vocabulary, fluency, comprehension and assessment. Using lesson plans, worksheets, and discussion cards for individual, small-group and whole-class instruction, the program offers a variety of avenues for differentiated reading instruction which meets the unique needs of English Language Learners. A multi-modal collection of assessments allows instructors to monitor individual student progress and to implement learning strategies and resources.

Task-based language learning is a student-centered approach focusing on the use of authentic language through meaningful tasks such as visiting the doctor or making a telephone call. This method encourages meaningful, creative and spontaneous use of English through engaging small groups of students in everyday life scenarios. The students use the language they are learning to communicate needs and wants, to ask questions and to socialize. Assessment is primarily based on task outcomes. Research (Skehen, 1996) indicates that the benefits of task-based learning are increased fluency and improved ability to solve communication problems.

A third component will include *computer-assisted instruction*, CAI. This approach is effective for English Language Learners because students receive immediate feedback and do not continue to practice the wrong skills. Computers also provide interactive instruction and engage students' spirit of competitiveness to increase their scores. Additionally, CAI proceeds at the student's pace and usually does not move ahead until he/she has mastered a skill. Research indicates that CAI provides more effective vocabulary practice than do flash cards and more effective usage lessons than worksheets. Bhatti (2004) found CAI instruction resulted in 35% greater reading skill acquisition than traditional instruction. Comprehension assessments in CAI lead students directly into the next step or level of learning, and students typically have greater control over the management of their programs than in traditional reading programs. These supplemental programs will be used in pre-algebra and algebra and for basic math instruction as well as for English instruction. A variety of CAI programs are available for use by the STRIVE students.

According to the Des Moines Public Schools Comprehensive School Improvement plan for 2015-2016, increasing reading and math scores for ELL students represent major educational needs in the district. Closing the achievement gap is a high priority for the district, therefore this partnership and program meets the needs of the community, the district, the families and the students.

Myriad enrichment activities that include physical exercise and art will provide a variety of unstructured and structured activities from which the student can select. Community partners will add richness and depth to the program. The Des Moines Art Center will support literacy instruction by engaging students in interpreting stories and books through art. They also will provide options for art instruction in jewelry making, ceramics, fashion lab, cartooning and other available options. A local project, Photo-voice will also supplement the literacy focus by engaging students in using photography to study their cultures and will use writing to communicate the meanings of the photographs which they take of their lives. RunDSM will enrich thinking and speaking through poetry and self-expression sessions and through introduction to urban leadership skills. MaxFitness will involve students in movement and the YMCA will provide recreational activities. United Way of Central Iowa will contribute volunteers over age 55 to assist with the academics through its RSVP program. All grant partners have been involved in the planning of STIRVE and have signed Memorandums of

Understanding or letters of support to demonstrate their commitment, as well as the activities they provide for the students and families.

Another valuable asset of the partnership is enhanced communication provided to parents and students. STRIVE staff will be able to communicate with parents from Burma in their native languages and they will work to provide similar services for students and families from other countries, making the program a more welcoming and connected service for all involved.

Table 1. STRIVE 21CCLC Program and Evaluation Plan Matrix

Goal 1: To provide immigrant and refugee ELL students in selected DMPS schools with academic supports to increase literacy skills and proficiency.		Data Sources	Methodologies	Timeline
Goal 1 Objectives <ol style="list-style-type: none"> 1. Provide *weekly* homework help. 2. Provide *students* with academic remediation and tutoring. 3. Implement A-Z research-based literacy curriculum during afterschool programming. 	Goal 1 Performance Measures <ol style="list-style-type: none"> A. Students will increase their Iowa Assessments Scores in Reading by 10%. B. Students will increase their Iowa Assessments Reading Score by 10%. C. The number of participating students ranked as proficient on the Reading Iowa Assessments, will increase by 25%. 	Students (participating 3 days or more per week during the school year)	Review and analysis of data provided by the schools	Iowa Assessment Scores following completion of 1 year of program participation (Baseline and Post-test)
Goal 2: To provide immigrant and refugee ELL students in selected DMPS schools with culturally-relevant enrichment activities that utilize arts, recreation, and employment preparation methods and activities to develop leadership and confidence.		Data Sources	Methodologies	Timeline
Goal 2 Objectives <ol style="list-style-type: none"> 1. Provide students with Employment and Entrepreneurial Skill Building Program. 2. Provide students Service-Learning opportunities. 3. Provide students culturally relevant identity-based activities. 	Goal 2 Performance Measures <ol style="list-style-type: none"> A. 85% of participating students will indicate they feel a high or very high connection to the group B. 85% of participating students will indicate they have learned about their culture and heritage at a high or very high degree C. 85% of participating students will indicate they have gained knowledge and skills that will help them find employment to a high or very high degree. D. 50% of participating students will engage in a service-learning project. 	Students (participating 3 days per week during the school year)	Surveys of participating students Review and analysis of data provided	Completion of 1 year of program participation
Goal 3: To provide students' families with resources and supports to build literacy, in both native language and English, while increasing social and cultural capital.		Data Sources	Methodologies	Timeline
<ol style="list-style-type: none"> 1. Provide literacy and related educational services (ESL/GED/financial/computer literacy for families in partnership with DMACC). 2. Connect families with community resources and services (welfare, health, clothes, food) 3. Parents are engaged and involved iSTRIVE 21st CCLC program. 	Goal 3 Performance Measures <ol style="list-style-type: none"> A. 75% of parents will increase awareness of educational services B. 100% of parents requesting resources and services will be connected with available resources and services C. 50% of parents will participate in 75% of the 21st Century advisory committee and/or workshops D. 75% of parents will increase their understanding of ways to help their children in school 	Parents	Pre and post-surveys of participating parents Participation Counts	Completion of 1 year of program participation

MANAGEMENT PLAN

The STRIVE 21st CCLC program has the support and agreement of multiple partners, including refugee families, ESL teachers, administrators and the entire EMBARC team of employees and AmeriCorps staff. The RSVP program from United Way assures a volunteer team of senior citizens that will assist with supervision, reading, and math remediation in the afterschool program. In addition, there are several senior citizens already volunteering at EMBARC who will be assisting in culturally-specific language classes and artisan weaving. In an effort to build a unified vision and collective understanding, the partnership will host a kick-off meeting with the entire support network, employees, volunteers, recruited students and their families. This will provide an opportunity for introductions and conversations, build agreed upon expectations, signing releases and confidentiality agreements, pre-surveys and other necessary administrative activities. The purpose of this kick-off meeting is to build support and ensure everyone knows all of the options available to the students in both the afterschool and summer programming.

The program administration, instructors and volunteers will participate in school-wide professional development activities to ensure alignment with district standards and to maintain a rich knowledge base of best practices and strategies.

EMBARC is the lead agency; however, a network of collaborating partners plays a significant role in the day-to-day student activities. Henny Ohr is the Executive Director of EMBARC, Iowa's first refugee-led social service organization. She has been working closely with the refugee community for 7 years. Henny co-founded EMBARC with seven refugee community leaders from different ethnic organizations from Burma in November 2011. Prior to EMBARC, she was the Executive Officer for the Office of Asian and Pacific Islander Affairs and the Status of Women at the Iowa Dept. of Human Rights, where she advocated for equitable access to resources for marginalized communities. Henny immigrated to the US from Korea as a young child, and has been committed to working for immigrant and refugee rights throughout her career. Ms. Ohr received her J.D. from the City University of New York School of Law.

Dianne Siasoco, who is fluent in Spanish, will serve as the Program Coordinator for STRIVE 21st CCLC. She is the current EMBARC Education and Community Fabric Program Manager. Ms. Siasoco received a Masters in Teaching in Secondary Education in Social Studies from the University of Washington in 2009. She taught full time at Eckstein Middle School in Seattle, Washington, for two years, in "Inclusion" classrooms, which integrated Special Education students into mainstream classes. In 2010, Ms. Siasoco taught Social Studies and English at Doctór Marañón Institute, a bilingual secondary school in Madrid, Spain, for three years. She played a leadership role in the development and implementation of this program in partnership with the University of Washington's Teacher Education Program.

The Evelyn K. Davis Center for Working Families, (EKD) is a primary partner in the summer; they will provide and manage the Summer Youth Employment Program for high school youth. This is a valuable opportunity for STRIVE youth to gain necessary workforce skills and explore their career interests and aptitude. Marvin DeJean has signed an MOU to provide up to 40 students for this 10-week summer programming option. Marvin DeJean is the Operations Manager at the Evelyn K. Davis Center for Working Families for the past four years. He is responsible for providing leadership and oversight of day-to-day Center operations, coordinating annual budgets, managing marketing campaigns, cultivating business relationships to facilitate job placement, and monitoring services to meet the training needs of job seekers.

All program activities will be supervised by EMBARC, and ESL teachers hired from the district will oversee literacy activities. EMBARC intends to support partners as designated in partner descriptions, Table 2.

COMMUNICATION PLAN

Goal: All partners will have a shared vision and communicate regularly for continuous improvement and collaborate to ensure student/family success.

Objectives:

- Disseminate information about STRIVE program components
- Recruit support from the business community
- Recruit students and their families to the program
- Obtain feedback from all stakeholders for continuous improvement and sustainability

Stakeholders (and necessary placeholders in the Advisory Committee):

- School officials
- Administrators/Principals
- Teachers
- Parents
- Students
- Community Leaders
- Program Partners
- Media

Tactics:

- Kick-off meeting—Initial meeting will serve to make introductions, sign and complete release forms, pre-surveys, participation agreements
- Brochure—A general brochure that explains in broad terms the STRIVE program will be produced. This will be used by the Partners. It also will be placed in libraries, community organizations and the school offices
- Newsletters—produced quarterly and widely disseminated to all stakeholders to inform and continue recruitment and retention of program participant (to be translated in multiple languages using Google Translate and volunteers from the area.) Seek partners to contribute, inclusivity and shared public information about community resources
- Advisory Committee—all stakeholder groups will have representation. Bi-monthly meetings for the first six months and quarterly thereafter to support ongoing programming, recommend changes, review data and strategies to ensure effective implementation and continuing improvement
- Website—attached to EMBARC’s website, and other partners as able and willing
- Family Case Management Monthly Meetings—Monthly meetings between students, families and Navigators from EMBARC-to provide case-management function
- Three times a year, evaluator, RISE, will attend advisory committee meetings to review data, discuss continuous improvement and gather qualitative/quantitative data for reporting purposes.
- Annual Review/Meeting/Celebration—to share program updates and annual reports, celebrate successes, build community and sustain commitments.

PARTNERSHIPS

STRIVE 21st CCLC will open doors and create opportunities for English Language Learner (ELL) students and their families to succeed in Des Moines. EMBARC has worked with a variety of community organizations to provide a multi-faceted approach, tactile, self-exploratory, and traditional learning experiences. Below is a brief summary of each partner and how they intend to support STRIVE and ELL youth and their families. .

Table 2. STRIVE 21CCLC Partners and Services for Students and Families

Partner	What they do	Partner's Responsibilities	EMBARC's Responsibilities
Community Fabric (EMBARC)	EMBARC's Community Fabric engages youth through sewing to teach entrepreneurship and leadership skills.	Sewing instruction and materials. Instruct and assist with outreach and marketing.	Funding for materials and instructor.
Corporate Sponsors	Various corporate partners have supported "Summer Youth Employment Experience" (SYEP) since 2013	Sponsor and provide youth work experience at businesses	Support students and families enrolled in program
Des Moines Area Community College (MOU)	DMACC provides quality, affordable, student-centered education and training designed to empower all students in their pursuit of life's opportunities and career goals.	ESL classes for adult family members, job readiness, computer literacy, fiscal literacy workshops, etc.	Refer and educate family members to educational programs at DMACC.
Des Moines Art Center (MOU)	The Des Moines Art Center engages diverse audiences with the art of today through its museum and school.	Provide integrative art/literacy instruction and activities Mondays and Thursdays afterschool	Space and volunteers to support instruction.
Des Moines Public Schools (Collaboration/Joint Submission)	More than 100 languages are spoken in the households that make up Des Moines Public Schools. The district serves more than 6,100 English Language Learner students with 156 committed and dedicated teachers and staff.	DMPS will provide classroom space, breakfast and/or snack, buses, and intergenerational ELL curriculum on Saturdays for families participating in STRIVE.	Plan, Execute and Evaluate STRIVE 21 st Century Program.
Evelyn K Davis Center (MOU)	The Evelyn K Davis Center is dedicated to helping families and individuals improve their financial position and connecting them with their work and career goals.	Youth Employment Experience in the summer, educational workshops. (. (Budgeting, computer, etc.)	Outreach, enrollment and support to students and families.
Hoover High School	Hoover is an International Baccalaureate school which aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world.	Hoover will provide classroom space, breakfast, after school snacks.	Manage STRIVE and provide volunteers with the guidance of trained ESL teachers.
Meredith Middle School	Meredith Middle School is serving 211 English Language Learners. They are a Baccalaureate World School, focusing on four key Learner Profile Traits – Principled, Balanced, Caring and Communicator.	Meredith will provide classroom space, breakfast, after school snacks, and an after school bus for STRIVE students for 4 days a week.	Manage STRIVE and provide volunteers with the guidance of trained ESL teachers.
Musical Aerobics Extreme (MAX) Fitness (MOU)	MAX Fitness has been serving the Des Moines community for over 25 years. They offer comprehensive fitness classes to clientele who don't want to join a "health club"	Fitness classes one day a week for at least four weeks.	Provide volunteers for instruction and classroom support.

North High School	North High School provides quality education and enrichment activities to the near north side of Des Moines for secondary students.	North will refer high school students to the program and provide space and snacks for the students involved.	Manage STRIVE and provide volunteers with the guidance of trained ESL teachers.
Northwest Soccer Club (MOU)	Northwest Soccer Club believes that the pursuit of excellence in the areas of academics and soccer helps develop maturity and self-confidence.	NW Soccer will provide soccer drills and training at least once a week for at least four weeks.	Volunteers to support and manage the students while they are at soccer.
Photo Voice (MOU)	Photo voice is a Des Moines organization dedicated to supporting individuals' stories of life and culture through photographs	Photo voice will provide integrated photography/literacy instruction and activities.	Funding for materials and instructor.
RunDSM	RunDSM is a Des Moines organization working to shift the perception of youth by fighting illiteracy, discrimination, and silence, allowing them a greater part in the conversation for change.	RunDSM will provide programs including poetry, movement and urban leadership.	Outreach and support to youth
United Way RSVP Program (MOU)	United Way RSVP program is a community-wide volunteer effort for people ages 55 and up who want to use their life experiences to benefit others.	Provide 55+ age volunteers to assist with afterschool and summer instruction and activities.	Supervise and select sites for integration of RSVP volunteers.
ELL Youth and Family	Youth and family are the intended recipients of this collaborative effort. Their involvement in planning, implementation and advisory capacity is a valued expectation.	Youth and parents will attend afterschool/summer programming events, monthly case management meetings. Parent and student agreements will be signed upon start-up and ongoing evaluation of their involvement and contributions will ensure continuous improvement.	EMBARC designs surveys, ensures confidentiality, recruits, coordinates activities and conducts monthly meetings. EMBARC will utilize their feedback for ongoing evaluation of their involvement and contributions will ensure continuous improvement.
Grubb YMCA (Letter of Support)	Free or reduced passes for youth/programs at sites around the community	YMCA provides quality physical and social enrichment activities for youth and adults.	Support to access YMCA
Zion Lutheran Church (MOU)	Zion Evangelical Lutheran Church is a local church with a global perspective. Their congregation seeks to find ways to connect with their community and world in order to serve.	Zion provides transportation, classroom space, dinner on Wednesdays and breakfast on Sundays. Access to clothing closet, food pantry and other basic needs.	Volunteers, support to youth and families.

EVALUATION

The *Research Institute for Studies in Education (RISE)*, established in 1974, is the research unit of the School of Education (Iowa State University's College of Human Sciences) and serves the research and evaluation needs in the field of education. RISE evaluates inputs (abilities, actions, and activities designed to achieve the outcomes), intermediate outcomes (processes and immediate or short-term effects) and ultimate outcomes (long-term effects or changes). RISE provides expert services and consultation in quantitative and qualitative research design and methodology, survey development, sample selection, data entry, and statistical data analysis, program and project evaluation and publication of results.

Robin Galloway, PhD is a Research and Evaluation Scientist currently with the Research

Institute for Studies in Education (RISE) in the Department of Educational Leadership and Policy Studies, College of Human Sciences, Iowa State University. Dr. Galloway has worked with several professional organizations to conduct program evaluation over her 14 years of experience as an external evaluator. In collaboration with the STRIVE 21st Century Program staff Dr. Galloway will manage the day-to-day activities of the evaluation. Dr. Galloway will be responsible for training and supervising a graduate research assistant, data management, data analysis, communicating with the STRIVE 21st Century staff, and writing/preparation of reports for various audiences as required. Dr. Galloway, in collaboration with the STRIVE 21st Century staff, will monitor the evaluation plan, make changes as needed, and identify and resolve problems that arise during the evaluation. Dr. Galloway will also prepare and submit an annual report to the STRIVE 21st Century staff at the end of the project year.

Evaluation Plan

a-e-I-o-u evaluation approach: RISE uses an evaluation approach that looks at inputs (actions and activities designed to achieve the outcomes), intermediate outcomes (immediate or short term effects), and ultimate outcomes (long term effects or changes). RISE staff developed this approach over 20 years ago as a way to develop and organize evaluation questions so that they are inclusive of critical elements of the evaluation. The approach has been used successfully in our evaluations since its development.

The STRIVE 21st Century evaluation plan is designed to answer questions in terms of accountability (**Was the project essentially carried out as planned?**), effectiveness (**How well was it done?**), and Impact (**What changed as a result of actions taken?**). In addition, the evaluation will examine organizational and contextual factors that affect goal achievement, as well as any unanticipated outcomes or events. A key aspect in the evaluation of the STRIVE 21st Century Program is determining the degree with which the goals of the program were implemented as intended. Fidelity of implementation, for example, adherence or compliance can have an impact on program outcomes and can impact whether a program succeeds.

While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use the data to adjust project performance to improve results. The data will inform ongoing conversations designed to help us answer the above CCLC three basic questions. *Please see Table 1 “Program and Evaluation Plan Matrix” in Program Design section of grant proposal for details on STRIVE 21st Evaluation Plan Goals 1, 2 and 3.*

Goal 4: To utilize program evaluation results to inform programmatic decisions, improvements and ensure high quality student and family experiences.

Goal 4 Objectives

- Create data collection tools (surveys, attendance forms)
- Train program staff
- Administer data collection according to grant timeline
- Obtain ISU Human Subjects approval for analysis and reporting of data
- Obtain agreement with DMPS for collection, delivery and use of student academic data
- Administer surveys to parents and students
- Hold discussion with external evaluator regarding the data available 3 times through the course of the year to inform progress monitoring

Goal 4 Performance Measures

- 100% of data collection tools have been completed
- 100% of program staff have been trained
- 100% of all data collection met the evaluation plan timeline
- Obtained agreement with DPMS for collection, delivery and use of student academic data in first month of the program
- 85% of parents have completed the surveys
- 100% of participating students have completed the surveys
- 3 discussions were held throughout the course of the first year with the external evaluator and program staff to progress monitor the fidelity of implementation of the program goals

Data Sources: Program staff, Parents and STRIVE Youth

Methodologies: Review and analysis of data provided

Timeline: Assessment of progress made toward each measure 3 times throughout the course of the first year and Completion of 1 year of program participation

BUDGET NARRATIVE

Personnel

The personnel will include the following: (a) one program coordinator who will manage the STRIVE staff and volunteers, organize activities, determine curriculum, coordinate with DMPS, and oversee the budget at a salary of \$34,000; (b) three certified Des Moines Public School ESL teachers who will teach literacy and monitor, record and communicate student progress, provide homework assistance, and address student behavioral needs at \$29.09/hr. X 7 hours per week X 32 weeks = \$6,516@ for a total of \$19,548; (c) three bi/multilingual navigators from ethnic community who will assist by interpreting/communicating with parents and providing outreach services at \$4,000@ for a total of \$12,000; and (d) the Photo-voice coordinator who will lead the students' exploration of their cultures through photography and writing will be paid \$4,000. \$20,000 for students' summer career exploration experiences and employability training through the summer Youth Employment Experience

Staff Travel

Access to professional development will contribute to a more effective staff and better student outcomes. The grant coordinator and/or ESL teachers will attend 21st CCLC grant conferences and workshops and ESL conferences in order to learn best practices in afterschool and ESL programming and share information with leaders and other educators. They will use a travel budget of \$4,000.

Materials

The following materials and fees are necessary to implement the curriculum focused on improving literacy and math, engaging parents, and improving student behavior.

- Pre-algebra consumable workbooks and teaching materials (\$3,000); Reading A-Z consumable books (\$2500)
- Printing costs for math and literacy activities and lessons (\$2500)
- Software for pre-algebra computer-assisted instruction (CAI) lessons (\$2700)

- Cameras and photo printing costs for Photo-voice activities (\$2500)
- Activity fees for the YMCA, other recreational and enrichment activities, fieldtrips (\$4300)
- Materials and food for family literacy nights (\$1500)

Professional Development

Professional development funds will cover registration costs for 21st Century conferences and other workshops focusing on best practices in extending the learning day and will also cover registration costs for ESL conferences (\$2500). Fees for experts who provide professional development for STRIVE staff on topics such as ESL, working with immigrants and refugees, using student data for decision-making, and/or poverty issues (\$2100) is also included in the funding. EMBARC staff will provide (in kind) professional development in working with refugees from Burma.

Student Transportation

Des Moines Public School Bus Service will be paid \$45/hr. X 168 hours = \$7560 to transport STRIVE middle students home from the program as well as to transport students to field trips and other STRIVE activities. Staff, parents and community members who have had background checks as well as have provided proof of a valid license and insurance will be paid \$.39/mi. X 7300 miles = \$2847. The total student transportation budget is \$10,400.

Evaluation

The STRIVE 21st Century program has contracted with Robin Galloway, Ph.D., a research and evaluation scientist with the Research Institute for Studies in Education (RISE) program at Iowa State University, to serve as the external evaluator. The cost is \$5478.

Administrative/Indirect Costs

The administrative/indirect costs are essential in providing EMBARC the resources to lead and manage the grant.

Administrative costs to cover administration of the grant and its indirect costs will be under 8% of the grant or \$9,330.

In-Kind

STRIVE 21st CCLC leverages an estimated \$100,000 in in-kind match to the program.

- Two RefugeeRISE AmeriCorps members will provide assistance at in-kind costs estimated at \$20,000.
- The Des Moines Art Center, Evelyn K. Davis (EKD), and RunDSM will provide in-kind management, instruction and materials for their services.
- EKD will provide \$20,000 in-kind match for the summer Youth Employment Experience.
- EMBARC will contribute 5% of Director's salary at \$2,450; EKD Director salary in-kind contribution is estimated at \$3,000.
- Over 100 volunteers from the community and from the United Way RSVP program will provide (in kind) academic support.
- Des Moines Public School (DMPS) and Zion will provide in-kind busing and transportation at an estimated \$9,000 in-kind
- DMPS will provide breakfast, lunch and snacks that meet USDA standards
- DMPS will provide in kind use of some of its ESL materials and access to computers and

copiers.

- Partners will provide in-kind space for activities.
- EKD and EMBARC in-kind printing, postage and marketing materials at \$5,000

ⁱ Des Moines students 'represent the world' Mike Kilen, mkilen@dmreg.com 9:47 p.m. CST November 25, 2014

ⁱⁱ From Afterschool Matters Number 14 • Fall 2011 English learners and out-of-school time programs- The Potential of OST Programs to Foster ELL Success by Julie Maxwell-Jolly

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

FORM A: SITE INFORMATION

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

21CCLC Site Name: <u>Meredith Middle School / Des Moines Public Schools</u> Site Address: <u>4827 Madison Ave.</u> City, State, Zip: <u>Des Moines, IA 50310</u> Phone: <u>515-242-7250</u> Site Contact Person: <u>David Johns, Principal</u> <u>fwd</u>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
<u>Monroe, Samuelson, Hills, Moore, Walnut Street</u>	<u>MM</u> <u>(269)CF</u>	<u>40</u>
21CCLC Site Name: <u>Hoover High School / Des Moines Public Schools</u> Site Address: <u>4800 Aurora</u> City, State, Zip: <u>Des Moines, IA 50310</u> Phone: <u>515-242-7300</u> Site Contact Person: <u>Cindy Flesch, Principal</u> <u>C. Flesch</u>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
<u>Meredith (214)</u>	<u>214 TIP</u> <u>(114)CF</u>	<u>20</u>
21CCLC Site Name: Site Address: City, State, Zip: Phone: Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Site Address: City, State, Zip: Phone: Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the

evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

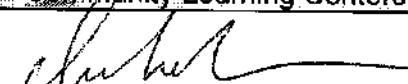
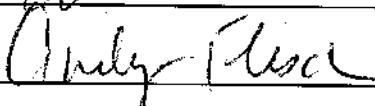
Part N: Grant Termination (Additional conditions in appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	EMBARC (Ethnic Minorities of Burma Advocacy and Resource 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
	Des Moines Public Schools
Signature of Site Principal(s) of Each 21st Century Community Learning Centers-Funded Site	Site Name
	Meredith Middle School
	Hoover High 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.

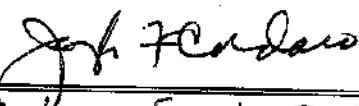
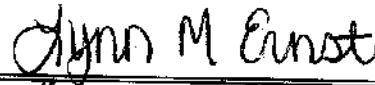
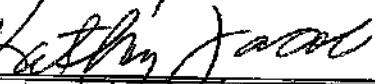
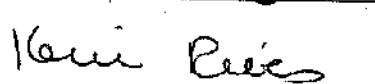
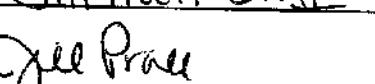
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title Marlow Sayer - ELL Teacher Signature Marlow Sayer	Agency Des Moines Public Schools Address Meredith Middle School - Madison Ave City/Zip 50310 Phone 515-242-7250
Name/Title Erin Mayon Signature Erin Mayon	Agency Des Moines Public Schools Address Meredith Middle School Madison Ave Des Moines City/Zip 50310 Phone 515-242-7250
Name/Title Kait Ogden ELL Teacher Signature Kait Ogden	Agency Des Moines Public School Address Meredith Middle School - Madison Ave City/Zip Des Moines 50310 Phone 515-242-7250
Name/Title Alex Deeter ELL TA Signature Alex Deeter	Agency DMPS Address 818 E. Sheridan Ave City/Zip 50316 Phone 608-346-0
Name/Title Jillea Bueso Signature Jillea Bueso	Agency DMPS Address Meredith 4827 Madison City/Zip Dm 50310 Phone 242-7250
Name/Title Daniel Johnson Signature Daniel Johnson	Agency DMPS Address Meredith 4827 madison City/Zip Dm 50310 Phone 242-7250
Name/Title Kathy Winger Signature Kathy Winger	Agency DMPS Meredith Address 4827 Madison Ave City/Zip Dm 50310 Phone 515-242-7250
Name/Title David Johns, Principal Signature David Johns	Agency DMPS Meredith Address 4827 Madison Ave City/Zip Dm 50310 Phone 515-242-7250
Name/Title Cindy Fisch, Principal Signature Cindy Fisch	Agency DMPS Hoover Address 4700 Aurora City/Zip DSM 50310 Phone 242-7300

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 Dr. Joe Cordaro Signature 	Agency St. Anthony School Address 16 Columbus Ave. City/Zip Des Moines 50315 Phone 515-243-1874
Name/Title Lynn Ernst, ELL Teacher Signature 	Agency St. Anthony School Address 16 Columbus Ave City/Zip Des Moines 50315 Phone 515-243-1874
Name/Title Amanda Rivera BSW Signature 	Agency Polk County Crisis Address 2309 Euclid Ave City/Zip DM 50310 Phone 515-286-3600
Name/Title Kathy Jacobs Signature 	Agency FCC - FaDSS Specialist Address 2309 Euclid City/Zip DM 50310 Phone 286-3710
Name/Title Jody Motley Signature 	Agency FCC FaDSS Address 2309 Euclid City/Zip DM 50310 Phone 286-3377
Name/Title John Reinhardt Signature 	Agency FCC FaDSS Address 2309 Euclid City/Zip DM 50310 Phone 286-3547
Name/Title Kerri Rivers Signature 	Agency FCC FaDSS Address 2309 Euclid City/Zip DM 50310 Phone
Name/Title Jill Pratt SWII Signature 	Agency Polk County Family Enrichment Center Address 2309 Euclid City/Zip Des Moines 50310 Phone 286-2138
Name/Title Signature	Agency Address City/Zip Phone

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.

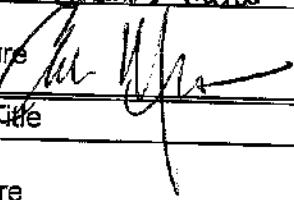
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title <i>Matt Mendenry, Principal</i>	Agency Dowling Catholic High School	
Signature <i>Matt Mendenry</i>	Address 1400 Buffalo Rd	
	City/Zip 50265	Phone 515-225-3080
Name/Title <i>Erica Arnold, Asst Princ.</i>	Agency Dowling Catholic High School	
Signature <i>Erica Arnold</i>	Address 1400 Buffalo Rd	
	City/Zip WDM 50265	Phone 515-225-3000
Name/Title <i>Lance Peterson, ELL Coordinator</i>	Agency Dowling Catholic High School	
Signature <i>Lance Peterson</i>	Address 1400 Buffalo Rd	
	City/Zip WDM 50265	Phone 515-225-3000
Name/Title <i>Community & Cultural Liaison</i>	Agency Dowling Catholic High School	
Signature <i>Paula Plasencia</i>	Address 1400 Buffalo Road	
	City/Zip WDM 50265	Phone 515-222-1077
Name/Title <i>Dan Malloy, Counselor</i>	Agency DOWLING CATHOLIC HIGH SCHOOL	
Signature <i>Dan Malloy</i>	Address 1400 BUFFALO RD.	
	City/Zip WEST DES MOINES	Phone 515-222-1024
Name/Title <i>Kerstopher Rollins / RunDSM</i>	Agency RunDSM / MOVEMENT 515	
Signature <i>Kerstopher Rollins</i>	Address 1800 Grand Ave	
	City/Zip DES MOINE, 50309	Phone 239-560-5707
Name/Title <i>Emily Lang</i>	Agency RunDSM	
Signature <i>Emily Lang</i>	Address 1800 Grand Ave.	
	City/Zip Des Moines 50309	Phone 515-975-1566
Name/Title <i>Monserrat Trujuez</i>	Agency RUN DSM	
Signature <i>Monserrat Trujuez</i>	Address 1800 Grand Ave	
	City/Zip Des Moines 50309	Phone 310-988-6999
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

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 Gretchen Criswell, Community Coordinator	Agency Hoover High School Address 4800 Aurora Ave City/Zip Des Moines, 50312 Phone 242-7874	
Signature 		
Name/Title Ro Sang Pastor	Agency Chin Evangelical Church Address 8900 Hickman Rd, City/Zip Clive, 50325 Phone 515-897-8502	
Signature 		
Name/Title Cheng Modin VP	Agency NHS Address 501 Holcomb Ave City/Zip DSM 50313 Phone 242-7200	
Signature 		
Name/Title Charles Miller Community Schools	Agency North High School Address 501 Holcomb Ave City/Zip Des Moines, 50312 Phone 242-7200	
Signature 		
Name/Title	Agency	
Signature	Address	
	City/Zip	
Name/Title	Phone	
Signature	Agency	
	Address	
	City/Zip	
Name/Title	Phone	
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Signature	Agency	
	Address	
	City/Zip	
Name/Title	Phone	
Signature	Agency	
	Address	
	City/Zip	

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		Total three-year funding request (all sites):
Number of program sites included in this application: 1	Total first-year funding request (all sites): \$136,526	\$410,343

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
EMBARC's STRIVE (Support, Teach, Respect, Innovate, Value and Empower) 21st Century Program	\$136,526	\$136,932	\$136,885	\$410,343	130
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 130

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

**Applicant Agency: Ethnic Minorities of Burma
Advocacy and Resource Center (EMBARC) and
Des Moines Public Schools**

Site: STRIVE 21st Century Program (EMBARC)

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served: 130**

Category	Year 1 Student Program	Year 2 Family Literacy Program	Year 3 Family Literacy Program	Number of Students Served: 130
Personnel	77,548	2,100	79,154	
Staff Travel	4,000	0	4,000	
Materials	19,000	500	17,800	
Professional Development (minimum 4% per year)	6,600	500	6,600	
Student Access, Transportation etc. (maximum 8% per year)	10,200	200	10,200	
Evaluation (about 4% per year)	5,478	0	5,478	
Administrative/ Indirect Costs (maximum 8% per year)	10,400	0	10,400	
Totals	133,226	3,300	133,632	3,300
				410,343

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

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.)*

Ethnic Minorities of Burma Advocacy & Resource Center (EMBARC) has a checking account with Bankers Trust, 453 – 7th Street, Des Moines, IA 50309. Over the past eleven months, EMBARC has maintained an average balance of \$142,796. EMBARC currently has no third party loans

* 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 | American Indians |
| ✓ Asians | ✓ Latinos |
| Persons with a Disability | Alaskan Native Americans |
| Pacific Islanders | Other |
| Blacks | |

This project intends to outreach to English Language learners and provide the additional (out of school time) supports that they need to master core content and the English language. It is assumed that some of the participants will be female, it is also very likely that Latinos and Asians will be positively impacted because of the numbers of those that are in ELL programs in the DMPS District. (Please see tables in grant application for numbers and current math and language benchmarks)

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

Present the rationale for the existence of the proposed program or policy:
Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

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

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

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

Name: _____
Title: Director

Definitions

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

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

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

"Disability" does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date: 12/9/15 and 12/10/15 Time: 9 am and 9:15 am Location: St. Anthony School and Dowling Catholic High School</p>

Meeting called by: EMBARC and Dianne Siasoco, Education Program Manager

Type of meeting: Welcome and Resources for Public Schools

St. Anthony Attendees: Principal Joe Cordaro and Lynn Ernst, ELL teacher

Dowling Catholic Attendees: Principal Matt Meendering, Assistant Principal Erica Arnold, ELL Coordinator Lance Peterson, and Community and Cultural Liaison Paula Placencia (See Form C: Collaborative Signatures)

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

Welcome Dianne Siasoco [15 mins]

Discussion: We introduced ourselves, roles at our organizations, and what we're doing currently to serve the ELL populations at our schools.

Conclusions: St. Anthony has 21 ELL students in "sheltered instruction", meaning they receive instruction during the school day but no after school programming. Dowling Catholic has 9 ELL students.

St. Anthony's ethnic groups:

6th grade- 7 ELL students/25 students, all Spanish

7th grade- 4 students/31 students, 2 Spanish, 1 Vietnamese, and 1 Oromo

8th grade- 10 students/21 students, 9 Spanish, 1 Arabic

Action Items:	Person responsible:	Deadline:
More demographic information and students' academic data from St. Anthony and Dowling Catholic	Lynn Ernst and Lance Peterson	January 2016

Resources for Non-Public Schools Dianne Siasoco [15 mins.]

Discussion: St. Anthony ELL students and Dowling Catholic are invited to programming at Meredith Middle School and Hoover High School

Conclusions: possible bus stop at Meredith, using after school buses from St. Anthony and Dowling Catholic

Action Items:	Person responsible:	Deadline:
Send out "letter of interest" and information to families	Dianne Siasoco	March 2016

[continues on next page]

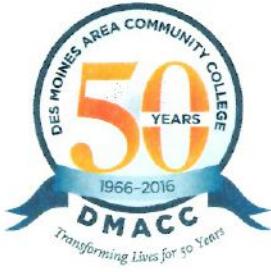
Consultation Procedures [15 mins.]		
<p><u>Discussion:</u> We will share more demographic data and logistical work over email until grant is reviewed.</p>		
<p><u>Conclusions:</u> Since we have until March, we all have time to share ideas and brainstorm.</p>		
Action Items:	Person responsible:	Deadline:
Email more student population data	Lynne Ernst, Lance Peterson and Dianne Siasoco	March 2016
Questions	All Staff	[15 mins.]
<p><u>Discussion:</u> How can we partner to serve our students? Where would the after school program take place? Would St. Anthony and Dowling partner with other Catholic schools with large ELL populations? What transportation would be used if their students went to Meredith Middle School? What snacks would be provided?</p>		
<p><u>Conclusions:</u> Transportation to Meredith and Hoover from St. Anthony and Dowling would be difficult. There could be an extra bus stop on the St. Anthony route to Meredith, but students wouldn't get to Meredith until 4:30 pm. We could set up a homework help or tutoring program at St. Anthony, using Dowling High School tutors. Dowling ELL students would need big incentives to attend all after school programming, so we discussed stipends and other rewards for completion of hours.</p>		
Action Items:	Person responsible:	Deadline:
Partnerships with other Catholic elementary schools for transportation, tutors and snacks	Lance Peterson, Joe Cordaro and Dianne Siasoco	August 2016

Other Information

Resource persons: Catholic Diocese of Des Moines, EMBARC volunteers and staff	
Special notes:	

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

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



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MEMORANDUM OF UNDERSTANDING

WHEREAS, Des Moines Area Community College (DMACC) and Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC) have come together to collaborate on a 21st Century Community Learning Center program called STRIVE (Support, Teach, Respect, Innovate, Value and Empower) to provide academic enrichment opportunities during non-school hours for ESL middle and high school youth attending Des Moines Public Schools.

WHEREAS, the partners herein desire to enter into a Memorandum of Understanding setting forth the services to be provided by the collaborative.

I) Description of Partner Agencies

- a. DMACC is a publicly supported two-year institution serving the Des Moines metropolitan area and 11 counties in Central Iowa. The College district includes all or major portions of Audubon, Boone, Carroll, Dallas, Guthrie, Jasper, Madison, Marion, Polk, Story and Warren Counties, as well as minor parts of 11 adjacent counties. DMACC's mission is to provide quality, affordable, student-centered education and training to empower Iowans of all ages and backgrounds to pursue life's opportunities and achieve their career dreams. DMACC enrolls over 60,000 credit and non-credit students annually from varied and diverse backgrounds.
- b. EMBARC is a 501(c)(3) established in 2012 to assist refugees from Burma expand their world of possibilities through advocacy, education and community development. As a refugee-led organization, EMBARC hopes to serve as a voice for the refugee community in Iowa, and to advocate for their needs.

II) Roles and Responsibilities

- a. EMBARC will:
 - i. Manage, coordinate, and oversee the STRIVE 21st CCLC program.
 - ii. Recruit, identify and assist potential students with enrollment process for the Youth Employment Program (YEP).
 - iii. Provide ongoing support for STRIVE students participating in YEP and assist with barrier identification/reduction.
 - iv. Assist with interpretation and translations of languages from Burma for STRIVE students.
 - v. Monitor the program for grant compliance.
 - vi. Maintain grant records for fiscal accountability and grant reporting.

- vii. Complete reports in compliance with the grant and abide by all Federal, State and school district guidelines regarding confidential student information.
 - viii. Assist in assessment, trainings and relevant workshops as determined in advance.
 - ix. Help recruit and support volunteers for mutual programs serving STRIVE students.
- b. DMACC will:
- i. Act as a referral partner for parents of STRIVE students in need of high school equivalency and/or ESL training, along with other applicable college services and educational programming.
 - ii. Participate in STRIVE program implementation and planning meetings as needed.
 - iii. Collaborate with other STRIVE partners to plan a Summer Youth Leadership conference.
 - iv. Provide information on college activities open to high-school age participants and parents/guardians.

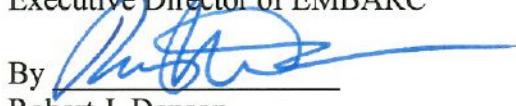
III) Commitment to Partnership

- a. The collaboration service area includes Des Moines.
- b. The partners agree to collaborate to plan and implement a 21st CCLC program for ESL students
- c. Parties will not disclose to any third party any Confidential Information and will use Confidential Information only for the purpose of completing this project.
- d. Services will be provided only at locations and during times mutually determined in advance by all Parties.
- e. The agreement is effective unless terminated in writing by either party.

IV) We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it.

By 
Henny S. Ohr
Executive Director of EMBARC

Date 12/9/15

By 
Robert J. Denson
DMACC President

Date 12/9/15

MEMORANDUM OF INTENT

The Des Moines Art Center agrees to partner on STRIVE, EMBARC's 21st Century Community Learning Center Project serving Des Moines Public School Middle and High School ESL students, through the following tentative provisions.

The Des Moines Art Center:

- Will provide afterschool instruction focusing on art/literacy connections for STRIVE students at Meredith Middle School and Hoover High School. Instruction will occur on Thursdays for Hoover High School students and on Mondays for Meredith students. The two-hour sessions will be held for five weeks (10 hours of instruction) in the fall of 2016.
- Will provide art instruction to STRIVE students which could include cartooning, weaving and beading, illustration, ceramics, art and dance, jewelry, fashion lab and/or mosaics for two hour sessions for five weeks (up to 10 hours of instruction) after school in the spring of 2017.
- Will not require funding for its services

EMBARC and Des Moines Public Schools:

- Will provide staff and volunteers to assist with the instruction.
- Will provide classroom space for the programs at Meredith Middle School or Hoover High School.
- Will provide oversight of the classroom and student attendance and behavior.

Signature

Name:

Title:

Jeff Fleming
Director

Date:

12/10/15


Henry Ohr
Director

12/10/15



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MEMORANDUM OF UNDERSTANDING

WHEREAS, Evelyn K. Davis (EKD) and Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC) have come together to collaborate on a 21st Century Community Learning Center program called STRIVE (Support, Teach, Respect, Innovate, Value and Empower) to provide academic enrichment opportunities during non-school hours for ESL middle and high school youth attending Des Moines Public Schools.

WHEREAS, the partners herein desire to enter into a Memorandum of Understanding setting forth the services to be provided by the collaborative.

I) Description of Partner Agencies

- a. The Evelyn K. Davis Center for Working Families is a first-in-the-nation initiative focused on providing a centralized location to help people gain employment skills, education, and job assistance through on-the-job training programs, financial asset building, and education through support of local employers. The Evelyn K. Davis Center is made possible through a partnership between Des Moines Area Community College, United Way, and the Community Foundation of Greater Des Moines.
- b. EMBARC is a 501(c)(3) established in 2012 to assist refugees from Burma expand their world of possibilities through advocacy, education and community development. As a refugee-led organization, EMBARC hopes to serve as a voice for the refugee community in Iowa, and to advocate for their needs.

II) Roles and Responsibilities

- a. EMBARC will:
 - i. Manage, coordinate, and oversee the STRIVE 21st CCLC program.
 - ii. Recruit, identify and assist potential students with enrollment process for the Youth Employment Program (YEP).
 - iii. Provide ongoing support for STRIVE students participating in YEP and assist with barrier identification/reduction.
 - iv. Assist with interpretation and translations of languages from Burma for STRIVE students.
 - v. Monitor the program for grant compliance.
 - vi. Maintain grant records for fiscal accountability and grant reporting.

- vii. Complete reports in compliance with the grant and abide by all Federal, State and school district guidelines regarding confidential student information.
 - viii. Assist in assessment, trainings and relevant workshops as determined in advance.
 - ix. Help recruit and support volunteers for mutual programs serving STRIVE students.
- b. EKD will:
- i. Participate in STRIVE program implementation and planning meetings.
 - ii. Provide high school program participants with the opportunity to participate in the Summer Youth Experience Program offered at the Center.
 - iii. Provide information and access to parents of STRIVE participants to parent/guardian-focused activities offered at the Evelyn K. Davis Center.

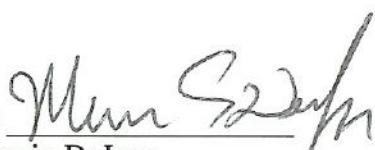
III) Commitment to Partnership

- a. The collaboration service area includes Des Moines.
- b. The partners agree to collaborate to plan and implement a 21st CCLC program for ESL students
- c. Parties will not disclose to any third party any Confidential Information and will use Confidential Information only for the purpose of completing this project.
- d. Services will be provided only at locations and during times mutually determined in advance by all Parties.
- e. The agreement is effective unless terminated in writing by either party.

IV) We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it.

By 
Henny S. Ohr
Executive Director of EMBARC

Date 12/9/15

By 
Marvin DeJean
Operations Manager of Evelyn K. Davis

Date 12/9/15

MEMORANDUM OF UNDERSTANDING

BETWEEN

Musical Aerobics Xtreme (MAX) Fitness

AND

Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC)

Effective Date of Agreement: Contingent upon 21st Century Award/
Expected date: September 1, 2016

Agreement Title: STRIVE 21st Century MAX Fitness Program

MAX Fitness: Musical Aerobics X-Treme Fitness has been serving the Des Moines community for over 25 years. They have occupied a unique niche in the fitness market, offering comprehensive fitness classes to clientele who for a variety of reasons don't want to join a "health club" for their fitness needs. Therefore, they offer affordable classes through Des Moines Public Schools' Community Education programs with classes offered at Meredith Middle School.

EMBARC: EMBARC is a 501(c)(3) established in 2012 to assist refugees from Burma expand their world of possibilities through advocacy, education and community development. As a refugee-led organization, EMBARC strives to be a voice for the refugee community in Iowa, and an advocate for their needs.

Purpose: MAX Fitness will partner with EMBARC to engage Des Moines Public middle and high school English Language Learner (ELL) students through fitness classes offered at Meredith Middle School.

I. MAX Fitness agrees to:

- DS [Signature]*
- A. Plan, and provide fitness instruction to middle and high school students for 1 day a week ~~for 10 weeks~~ *[What were you thinking?]* from September - December.
 - B. Participate in and complete evaluations as needed.
 - C. Participate in STRIVE 21st CCLC advisory committee meetings as scheduled.
- [Signature]*

II. EMBARC agrees to:

- A. Provide access to safe classroom spaces.
- B. Provide volunteers for classroom support.
- C. Conduct outreach, enrollment, and monitoring of students and program.
- D. Provide ongoing communication about students and programmatic changes.

III. It is mutually understood and agreed that:

- A. Parties will not disclose to any third party any Confidential Information and will use Confidential Information only for the purpose of completing this project.
- B. Services will be provided only at locations and during times mutually determined in advance by all Parties.
- C. The agreement is effective unless terminated in writing by either party.

IN WITNESS WHEREOF, the parties have signed their names effective the day and year first written above. Further, we have reviewed the proposed project and approve it.

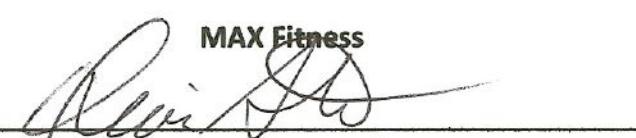
EMBARC

By: 

Name: Henny Ohr
Title: Director

Date: 12/10/15

MAX Fitness

By: 

Name: Diane Stokka
Title: Owner and fitness instructor

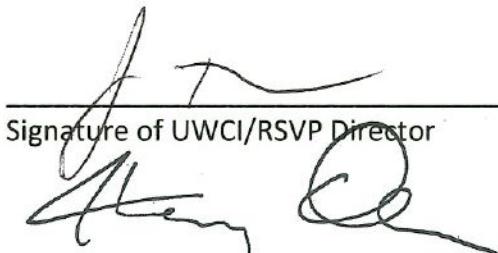
Date: 12-11-15



**Addendum to MEMORANDUM OF UNDERSTANDING
entered into February 18, 2014.**

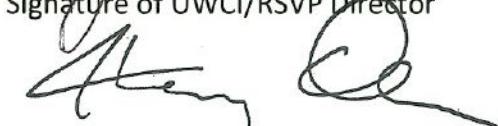
The RSVP program of United Way of Central Iowa agrees to partner on STRIVE, EMBARC's 21st Century Community Learning Center Project serving Des Moines Public School Middle and High School ESL students, in addition to any program set forth in the Memorandum of Understanding (MOU) already entered into. This includes, but is not limited to, the following:

1. Recruit, interview, and enroll RSVP volunteers and refer volunteers to the volunteer station.
2. Instruct RSVP volunteers in proper use of monthly reports, reimbursement guidance and program procedures.
3. Provide RSVP orientation to volunteer station staff prior to placement of volunteers, and at other times, as the need arises.
4. Furnish accident, personal liability, and excess automobile insurance coverage as required by program policies. Insurance is secondary coverage and is not primary insurance.
5. Periodically monitor volunteer activities at volunteer station to assess and/or discuss needs of volunteers and volunteer station.
6. Reimburse RSVP volunteers for transportation cost in accordance with RSVP policies and as allowed by the budget.

Signature of UWCI/RSVP Director

Joy Talmor

12/11/15

Signature of EMBARC Executive Director

Henry Oh

12/11/15

MEMORANDUM OF UNDERSTANDING

BETWEEN

Bob Harmon

AND

Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC)

Effective Date of Agreement: Contingent upon 21st Century Award/
Expected date: September 1, 2016

Agreement Title: STRIVE 21st Century Soccer Program

Bob Harmon: Bob Harmon is a resident in the Northwest part of Des Moines, in the Hoover High School and Meredith Middle School community quadrant. A couple years ago, he started noticing that his neighborhood was changing to include refugees from Burma. He and his wife, Ann, embraced the changes, became friends with, and "adopted" entire families. He gives his time and skills as the local handyman, Friday movie night host, EMBARC volunteer, advocate, driver, and soccer coach for the Northwest Soccer Club. He obtains scholarships for young men who can't pay the club fee and gives temporary loans to the others who would like to play. The young men look up to Bob and reach out to him for help in all parts of their lives.

EMBARC: EMBARC is a 501(c)(3) established in 2012 to assist refugees from Burma expand their world of possibilities through advocacy, education and community development. As a refugee-led organization, EMBARC strives to be a voice for the refugee community in Iowa, and an advocate for their needs.

Purpose: Bob Harmon will partner with EMBARC to support Des Moines Public middle and high school ELL students by connecting their love of soccer with academic engagement. Extracurricular activities and sports will improve academic engagement through the STRIVE 21st Century Community Learning Centers Program (STRIVE 21st CCLC)

I. Bob Harmon agrees to:

- A. Coach 20-25 middle and high school students in soccer, once a week;
- B. Encourage and model the interconnectedness of athletic and academic success by attending academic tutoring, once a week;
- C. Provide safe and reliable transportation to 10 students;
- D. Participate in STRIVE 21st CCLC advisory committee meetings as scheduled.

II. EMBARC agrees to:

- A. Provide access to safe classrooms for academic tutoring and engagement.
- B. Provide volunteer support in the classroom and soccer practices.
- C. Conduct outreach, enrollment, and monitoring of students and program.
- D. Provide ongoing communication about students and programmatic changes.
- E. Provide safe and reliable transportation and drivers to the other 15 students.

III. It is mutually understood and agreed that:

- A. Parties will not disclose to any third party any Confidential Information and will use Confidential Information only for the purpose of completing this project.
- B. Services will be provided only at locations and during times mutually determined in advance by all Parties.
- C. The agreement is effective unless terminated in writing by either party.

IN WITNESS WHEREOF, the parties have signed their names effective the day and year first written above. Further, we have reviewed the proposed project and approve it.

By: _____
Name: Henny Ohr
Title: Director

Date: 12/11/15

By: _____
Name: Bob Harmon
Title:

Date: 12-9-15





MEMORANDUM OF UNDERSTANDING BETWEEN

Photo-voice Des Moines

AND

Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC)

Effective Date of Agreement: Contingent upon 21st Century Award/
Expected date: September 1, 2016

Agreement Title: STRIVE 21st Century Photo-voice Program

Photo-voice: Photo-voice is a Des Moines organization focused on supporting individuals' stories of life and culture through photographs. Photo-Voice creator Diane Cutler is a professional photographer who has taught Photo-voice classes since 2007 to hundreds of middle school students in Des Moines and West Des Moines, Iowa. She has also facilitated classes of refugees from Bhutan, Burma, and Africa, as well as at-risk mothers receiving assistance from Visiting Nurses.

EMBARC: EMBARC is a 501(c)(3) established in 2012 to assist refugees from Burma expand their world of possibilities through advocacy, education and community development. As a refugee-led organization, EMBARC strives to be a voice for the refugee community in Iowa, and an advocate for their needs.

Purpose: Photo-voice will partner with EMBARC to engage Des Moines Public middle and high school ESL students through photography and story telling to improve literacy through the STRIVE 21st Century Community Learning Centers Program (STRIVE 21st CCLC)

I. Photo-voice agrees to:

- A. Provide instruction to 60 middle and high school students about taking photographs which reflect meaningfully on the students' lives and cultures;
- B. Provide opportunities for students to use cameras to take photos of their lives and cultures and to critique the photos for meaning and quality;
- C. Select photographs that tell students' stories and reflect their cultural heritages;

- D. Share and discuss the importance of their photos with a small group of students;
- E. Express in writing the meaning and importance of the selected photos;
- F. Exhibit the photos and accompanying written summaries in a gallery-type setting in which parents and public will be involved and engaged.
- G. Participate and complete evaluations as needed.
- H. Participate in STRIVE 21st CCLC advisory committee meetings as scheduled.

II. **EMBARC agrees to:**

- A. Upon receipt of the invoice, EMBARC agrees to pay Photo-voice up to \$6500 to cover the costs of relevant materials, supplies, and services.
- B. Provide access to safe accessible space.
- C. Conduct outreach, enrollment, and monitoring of students and program.
- D. Provide ongoing communication about students and programmatic changes.

III. It is mutually understood and agreed that:

- A. Parties will not disclose to any third party any Confidential Information and will use Confidential Information only for the purpose of completing this project.
- B. Services will be provided only at locations and during times mutually determined in advance by all Parties.
- C. The agreement is effective unless terminated in writing by either party.

IN WITNESS WHEREOF, the parties have signed their names effective the day and year first written above. Further, we have reviewed the proposed project and approve it.

By: 
EMBARC

Name: Henny Ohr
Title: Director

Date: 12-8-15
Photo-voice

By: 
Name: Diane Cutler
Title: Director

Date: 12-8-15



Memorandum of Understanding

THIS MEMORANDUM OF UNDERSTANDING (the "MOU") is between Zion Lutheran Church ("Zion") and Ethnic Minorities of Burma Advocacy and Resource Center ("EMBARC").

Introduction. Through EMBARC's 21st Century Community Learning Center (CCLC) Program ("Program"), EMBARC and Zion have agreed to this MOU set forth below. Zion agrees to be a partner with EMBARC in compliance with the 21st CCLC program. This MOU shall be effective from the CCLC grant funding date and shall continue for the duration of the grant.

EMBARC agrees to:

- Help recruit, enroll and support 21st Century students and families attending STARS program
- Recruit volunteers for Zion's programs;
- Monitor the program for grant compliance;
- Maintain grant records for fiscal accountability and grant reporting;
- Complete reports in compliance with the grant and abide by all Federal, State and school district guidelines regarding confidential student information.

Zion Lutheran Church is a local church with a global perspective. They provide church services in over ten languages and provide spiritual, life skills, and homework help to over 200 children on Wednesday nights. Zion's congregation seeks to find ways to connect with their community and world in order to serve, no matter the students' religion, language, or where they come from. Zion will partner with the 21st CCLC afterschool program in the following ways:

Zion agrees to:

- Offer enrichment and academic programming to 21st CCLC students and families
- Serve each child, many of whom come from poverty, needed clothes, shoes, school supplies, food, etc. With each child, regardless of background, the goal is "to see the need and meet the need"
- Tutor those who are struggling with reading in English. For those trying to adapt to a new culture we teach life skills. Homework help is available for all;
- Advocate for kids that need help outside of Wednesday night including representing them at school, talking with teachers, attending medical visits, or helping parents as needed;
- Ensure that physical facilities are adequately maintained and provided for Program implementation;
- Participate in Program Advisory Committee;
- Assist EMBARC in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs.

- Provide volunteer drivers who will transport students to and from school (upon the school's request) by providing two school buses and three 15 passenger vans on Wednesdays and Sundays.
- Provide classroom space for English as a Second Language (ESL) students involved in 21st CCLC at the church on Wednesdays and Sundays.
- Supply dinner on Wednesdays and breakfast on Sundays.
- Offer academic tutoring, ESL literacy activities, or academic engagement.

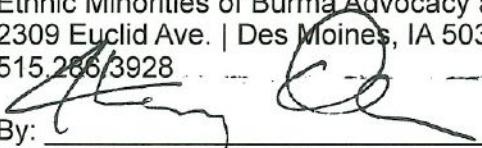
Ethnic Minorities of Burma Advocacy & Resource Center

EMBARC

Ethnic Minorities of Burma Advocacy and Resource Center

2309 Euclid Ave. | Des Moines, IA 50310

515.266.3928

By: 
Henny Ohr, Executive Director

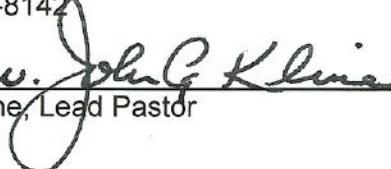
12-10-15
Date

Zion Evangelical Lutheran Church

4300 Beaver Ave,

Des Moines, IA 50310.

515-270-8142

By: 
John Kline, Lead Pastor

12-10-15
Date