

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

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

Return to: Lisa DuBois
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

Des Moines Independent Community School District (aka Des Moines Public Schools, DMPS)

County: Polk		Amount Requested: \$ 900,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Thomas M. Ahart, Interim Superintendent		Grant Contact/Project Director: Heidi Brown, District Project Coordinator	
Agency Name: Des Moines Public Schools		Agency Name: Des Moines Public Schools	
Address: 901 Walnut Street		Address: 901 Walnut Street	
City: Des Moines	Zip: 50309	City: Des Moines	Zip: 50309
Phone: 515-242-7766	FAX: 515-242-7679	Phone: 515-242-7561	FAX: 515-242-7579
Email: superintendent@dmschools.org		Email: heidi.brown@dmschools.org	

PPIC's Data Collection Contact: Heidi Brown		Fiscal Contact: Kevin Oleson, Accountant	
Address: 901 Walnut Street		Address: 901 Walnut Street	
City: Des Moines	Zip: 50309	City: Des Moines	Zip: 50309
Phone: 515-242-7561	FAX: 515-242-7579	Phone: 515-242-7834	FAX: 515-242-8295
Email: heidi.brown@dmschools.org		Email: kevin.oleson@dmschools.org	

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

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ OR
Enter School District Code _____ 1737 _____
(If applicable) Enter Child Care License #: _____

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: DMPS has selected two school sites for 21st Century Community Learning Centers programming that are both designated in need of assistance under Title 1 (Section 1116), as evidenced by the SINA list provided by the Iowa Department of Education, available at www.educateiowa.gov.

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

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

Documentation: DMPS is jointly submitting this application as a collaboration between the school district and community-based organizations, as evidenced by their original signatures on Form C: Collaborative Signatures.

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

Table of Contents

Narrative Text	2
Proposal Abstract	2
Student Needs Assessment.....	4
Project.....	7
Research Base	10
Management Plan	11
Communication Plan	14
Partnerships	15
Evaluation.....	17
Budget Narrative	19
Letters of Support	21
Required Forms	
Form A: Site Information	26
Form B: Assurances and Agreements	27
Form C: Collaborative Signatories.....	30
Form D1: Funding Requirements.....	31
Form D2: Budget Forms	32
Form D3: Applicant Agency Fiscal Resource Information	34
Form E: Minority Impact Statement	35
Form F: Non-Public Consultation Documentation	36

Narrative

1. Proposal Abstract (Not scored)

Number of students to be served: 150 (regular attendees) per site per year; 300 across both sites per year; a total of 900 students served over 3 years.

Amount requested per year: \$150,000

Amount requested per student: (150 x 160 days x \$6.25/day = \$150,000 per site per year)

Student Needs Assessment: Des Moines Public Schools (DMPS) conducted a District-wide demographic analysis that assessed risk factors for academic failure, including: low achievement scores, low income (eligibility for Free and Reduced-Price Lunch, FRPL), Average Daily Attendance (ADA), English Language Learners (ELL), and/or Minority students. The results indicated a high need for out-of-school time programming to address these risk factors in Morris Elementary School and Samuelson Elementary School. The identified schools are Title I eligible and School in Need of Assistance (SINA) designated according to the Iowa Department of Education. Additionally, 21CCLC staff met with partners and principals for their input. Principals surveyed parents and students to ascertain best hours for the programming, activities of interest, need for transportation, and other general feedback. Results showed great interest in out-of-school time programming (in particular afterschool and during summer) that would offer academic assistance, a wide range of enrichment activities, and family literacy events.

Project: DMPS will offer out-of-school time programming that includes evidence-based academic support, educational enrichment, and family literacy activities to improve academic performance in core areas (reading and math). All programming will be aligned with daytime classroom instruction (District and state standards) and differentiated to best meet students' needs. Academic support includes 1-3 hours per day of tutoring in areas of reading, STEM (Science, Technology, Engineering, and Math), or English language acquisition; small group instruction; and homework assistance. Engaging educational enrichment activities will complement academic learning 1-3 hours per day and provide safe, interesting, and challenging experiences that help students develop a variety of life skills, build relationships with caring adults, and interact with positive peer groups. Overall goals focus on improving reading and math levels and increasing the percent of participants who achieve proficiency. The goals of family literacy events are to encourage positive parent-child interactions and improve parent and student engagement in support of students' academic success. DMPS currently implements successful 21CCLC programs at eleven schools, as evidenced by participants' significant increases in performance and proficiency levels.

Research: Out-of-school time programs that offer academic support and engaging enrichment activities focused on building skills and knowledge have been shown to be successful in raising achievement (Miller & Snow, 2004). Participation in quality out-of-school time programs has been shown to improve social-emotional development (self-confidence and self-esteem), decrease suspensions and expulsions, and increase positive student-adult relationships (Durlak, & Weissberg 2007; Warren, Feist, & Nevarez, 2002). Evidence shows that academic deficiencies can be remedied if struggling students receive intensive academic support (tutoring, small group instruction, etc.) (Houge, Geier, & Peyton, 2008; Constantine, et al., 2006). Evidence-based curriculum will be implemented (Houghton Mifflin, Scholastic, and Imagine Learning) that are aligned with District standards and the Iowa Core.

Management Plan: Each school will have a part-time, on-site coordinator responsible for oversight of day-to-day programming. The site coordinator will also collaborate with parents, school staff, and community partners toward program goals. Each site will also be supported by the District 21CCLC Project Coordinator, the Executive Director of Middle Schools, and Curriculum Coordinators to ensure all activities are pedagogically sound and aligned with school day instruction. 21CCLC staff will attend at least 12 hours of Professional Development each year on topics such as: ELL, YPQA, reading, math, and physical literacy. Volunteers, including senior citizen volunteers, will assist with program activities. DMPS will provide bussing from the program. The program will hold monthly Leadership Team meetings and quarterly Advisory Council meetings to ensure program effectiveness. The Council will raise visibility of program successes to garner community support and identify future partners for program sustainability.

Communication Plan: Outreach activities will communicate program successes through publication of program results available to the public (DMPS website via monthly program updates), reports to stakeholders, press releases, DMPS-TV, DMPS Facebook and Twitter pages, School Board presentations, and community presentations.

Partnerships: DMPS will partner with the Iowa Department of Education for Team Fitness; ASAP, Inc. for arts-related programming; the YMCA for a variety of fitness and asset developing programs; IPTV for Professional Development; Community! Youth Concepts for external evaluation; as well as several other partners. With input from stakeholders to identify prospective community partners, the Project Coordinator will develop new partners throughout the life of the grant (programming, volunteer opportunities, field trips, funding, etc.). To retain partners, DMPS will foster open, ongoing communication and a continuous feedback loop.

Evaluation: Quantitative and qualitative evaluation will measure progress toward program outcomes. The Iowa Assessments provides quantitative data of achievement yearly (compiled by an external evaluator). The Infinite Campus database system will provide objective data on attendance, behavior, and grades on a monthly basis, as well as yearly achievement. Teachers provide objective data (classroom participation, homework completion, grades, and student outcomes) monthly. The District will conduct qualitative evaluation through surveys of partners, parents, and students, completed at the end of enrichment programs and family literacy events and twice yearly. The Youth Development Program Quality Assessment Tool (YPQA), implemented by Community! Youth Concepts will gauge program effectiveness yearly. AYP reports using the PPICS database will be completed yearly.

Budget Narrative: The funding formula is based on the number of students multiplied by the number of days of programming multiplied by the cost of programming per student, per day (\$6.25). This equates to 150 students x 160 days x \$6.25/day = \$150,000 per site, per year.

Documentation of Competitive Priority: DMPS has selected two school sites that are designated as Title I eligible, SINA schools according to the Iowa Department of Education SINA list, available at www.educateiowa.gov. DMPS is jointly submitting this application in collaboration with community-based organizations, evidenced by their original signatures on Form C: Collaborative Signatures.

2. Student Needs Assessment (20 possible points)

2.1 Evidence utilizing objective data, resources available, and how program will address needs. Required data: Title programs data and data describing achievement gaps.

Des Moines Public Schools (DMPS) conducted a district-wide analysis that assessed school, student, and community data related to risk factors for academic failure. These risk factors include: low achievement scores, eligibility for the Free and Reduced-Price Lunch (FRPL), Average Daily Attendance (ADA), English Language Learner (ELL) status, and Minority status. The results, shown below, indicate a high need for programming to address these risk factors. The targeted schools are Title I eligible, School in Need of Assistance (SINA) designated schools, according to the Iowa Department of Education.

	SINA	2010-2011 AMO MATH	2010-2011 AMO READING	Enrollment 2012-2013	FRPL 2012-2013	ELL 2012-2013	Minority 2012-2013	ADA 2011-2012	# students to be served (regular attendees)
Morris	✓	SINA-3	SINA-4	617	80.13%	32%	56%	95.80%	150
Samuelson	✓	SINA-3	SINA-3	526	66.42%	38%	61%	96.16%	150

The 2012-2013 FRPL rates, a leading indicator of poverty, range from 66.42% to 80.13% for the targeted schools; high rates compared to the 2011-2012 state of Iowa rate of 39.4%. Decades of research show that poverty has devastating impacts on children’s readiness to learn, social readiness for school, and general cognitive abilities (Calkins, et al., 2007). Additionally, students living in poverty have poorer outcomes in the areas of achievement, graduation rates, and participation in higher education compared to their peers who do not live in poverty (Perie et al., 2005; Swanson, 2004; and Carey, 2005). Ongoing attendance problems and truancy are also precursors to dropping out of school (Smink & Reimer, 2005). Students who live in poverty and struggle to read on grade level in 3rd grade have a staggering 26% drop out rate (Annie E. Casey Foundation, 2011). They have higher unemployment rates (60%) than those with high school diplomas (40%) or those that earn a bachelor’s degree (20%) (Alliance for Education, 2003). Adults that aren’t literate earn lower wages and have higher rates of poverty (National Assessment of Adult Literacy, 2006). Each year, adult illiteracy costs taxpayers \$225 billion in unproductivity, crime, and loss of tax revenues (www.proliteracy.com).

As the Iowa Assessments data shows below, 39-51% of the students in grades 3-5 in the targeted schools are not proficient in reading and 33-42% of the students are not proficient in math. When disaggregated by socioeconomic, race, and language status, the achievement gap is pronounced.

The Iowa Assessments-**READING**, number of students **not proficient** 2011-2012, Grades 3-5

READING	# Students grades 3-5	# Not proficient Reading	Socioeconomic		Race		Language	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Morris	301	118	15	103	41	77	67	51
Samuelson	249	126	30	96	28	98	52	74

The Iowa Assessments-MATH, number of students **not proficient** 2011-2012, Grades 3-5

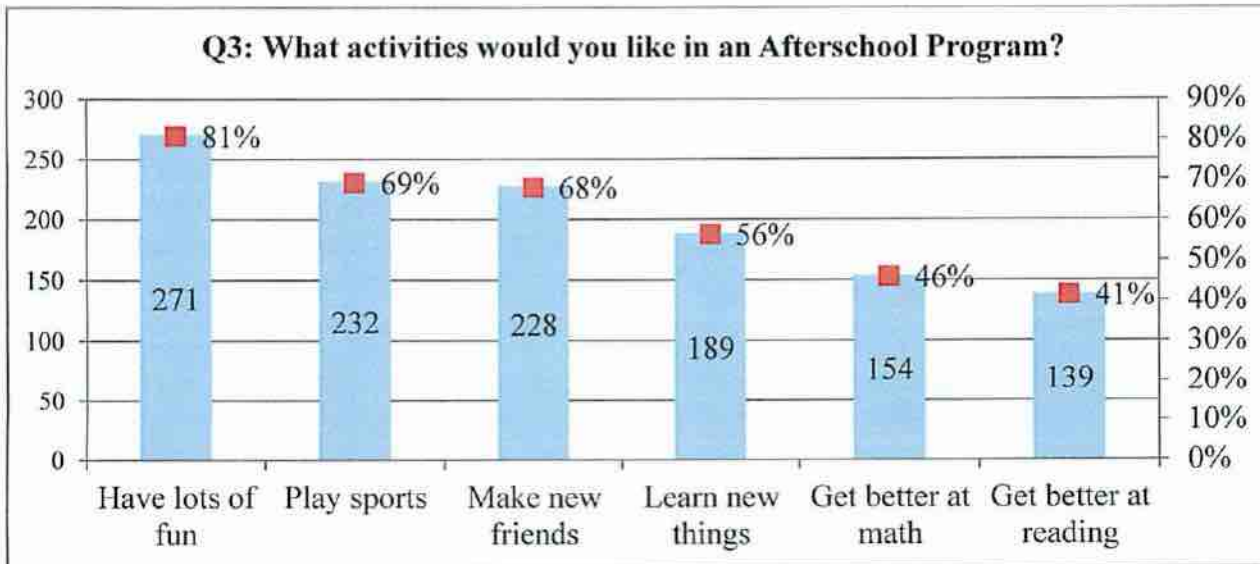
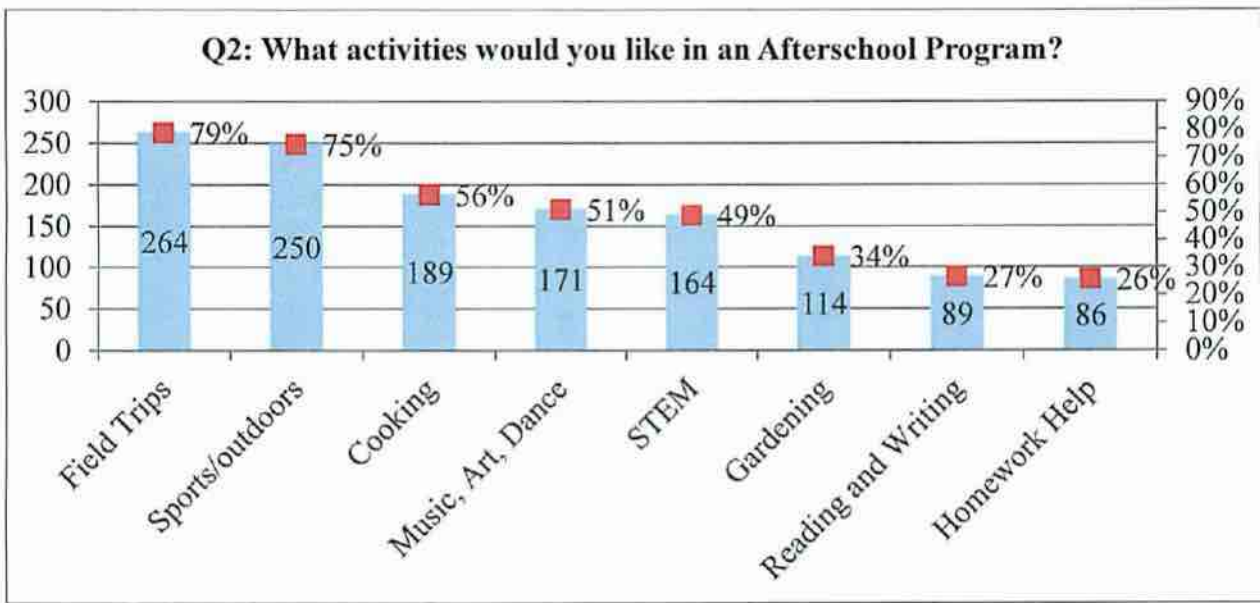
MATH	# Students grades 3-5	# Not proficient Math	Socioeconomic		Race		Language	
			Non- FRPL	FRPL	Non- Minority	Minority	Non- ELL	ELL
Morris	301	98	10	88	35	63	60	38
Samuelson	248	105	28	77	23	82	45	60

Community resources for afterschool activities are the Boys and Girls Club, the YMCA, and Des Moines Parks and Recreation. Existing programs are not offered daily, are expensive, or are not offered on the school sites, posing transportation and cost barriers. Given these barriers and the high number of at-risk factors demonstrated in the charts above, DMPS is prioritizing focus on math and reading support through the 21st Century Community Learning Centers (21CCLC) program. Out-of-school time programming will occur five days per week at the targeted schools (before and/or afterschool) during the academic year and at least 30 days during the summer. Students will receive differentiated academic support to address achievement gaps (tutoring, small group instruction, and homework assistance). Students will be offered high-interest educational enrichment activities (through qualified staff and through community partners) to gain social, emotional, cognitive, and physical literacy skills through programs complementing the academic component. Quarterly family literacy events will be offered to families to increase parent-child engagement in support of students' academic success.

2.2 Evidence stakeholders were engaged in needs assessment and program development.

Principals and the District 21CCLC Project Coordinator planned and implemented needs assessments to stakeholders to guide programming. Principals collected parent and student interest surveys that informed program design, indicating great interest in the 21CCLC program. Student feedback is shown in the charts below, guiding prioritization of enrichment activities. Feedback that principals received from parents also guided activities to be offered, such as: sports, science clubs, arts and music, and activities promoting personal development. DMPS English Language Learner staff shared results of needs assessments from ELL families indicating a high interest in family literacy events and strategies for outreach and investment by families. All stakeholders will have the opportunity to provide ongoing input throughout the grant period to ensure satisfaction with the program.

DMPS also held collaborative sessions with several community organizations to explore joint goals and potential partnerships for the 21CCLC program. Needs ranged from physical literacy needs of students identified by the Iowa Department of Education and the YMCA, to water safety (swimming lessons) identified by the YMCA, fine arts opportunities identified by ASAP, Inc. and many others. (Please see section 7 and the attached letters of support from collaborative partners for more details). The 21CCLC program will also collaborate internally with the SUCCESS program to reach at-risk students. DMPS Food and Nutrition will provide snacks that meet USDA guidelines for daily, nutritious snacks.



3. Project (20 possible points)

3.1 Evidence that proposed activities are linked to student needs assessment.

The 21CCLC program design is based on the results of the Student Needs Assessment (achievement gaps, student demographics, and input from stakeholders) shown in Section 2. This information guided the academic support goals (focusing on math and reading), educational enrichment goals (types of activities), and family literacy goals (quarterly events). 21CCLC and community partners will provide complementary enrichment activities. For example, students indicated high interest in sports/fitness activities. 21CCLC will partner with the Iowa Department of Education (Team Fitness) and the YMCA (various fitness activities) to provide fun, physical literacy activities. (See Section 7 for Partnership details). Objective needs assessment data demonstrates low proficiency scores in the areas of math and reading; therefore, research-based interventions will provide academic supports (tutoring, homework help, small-group instruction). Feedback from parents indicated interest in afterschool programming and engagement activities, resulting in family night events. Research shows that when parents are engaged in their child's learning, students improve their engagement, behaviors, and academic performance.

3.2 Propose a variety of 1) academic, 2) enrichment, and 3) family literacy services

DMPS 21CCLC programs will be based on best practices for instruction, youth development, and family literacy; and it will be compliant with the 14 eligible federal activities. The program incorporates positive youth development, focusing on students' strengths and empowering them to be involved in decision-making processes. 21CCLC will operate 5 days per week for 3 hours per day during the academic year. A daily schedule will include 1-2 hours of differentiated academic support followed by 1-2 hours of high-interest educational enrichment activities. A daily nutritious snack will be provided by DMPS Food and Nutrition Services that complies with USDA guidelines. 21CCLC will offer an average of 60 hours of programming per month during the school year. Family literacy events will occur quarterly at each site, planned around families' work schedules when possible. Summer programs will consist of at least 3 hours per day (1.5 hours of academic support; 1.5 hours of enrichment activities) for at least 30 days.

Academic Support: All 21CCLC academic support sessions will be conducted by licensed DMPS teachers and include tutoring, small group instruction, homework assistance, and others to improve academic performance in reading and math. The program will utilize a variety evidence-based curriculum aligned with District standards and the Iowa Core, including Houghton Mifflin for literacy and math, Scholastic for math, and Imagine Learning. Imagine Learning, an evidence-based literacy software program, will be utilized for ELL students, students with disabilities, and struggling readers. It provides customized feedback and instruction in English or a student's first language.

Educational Enrichment: High-interest educational enrichment activities will complement and encourage academic learning. These activities, provided by DMPS staff and/or community partners, are based on student interest surveys and stakeholder input. They will provide safe, interesting, and challenging experiences that help students develop a variety of life skills, build relationships with caring adults, and interact with positive peer groups. Examples include: arts,

fitness, sports, book clubs, movie making, cooking, Photo-ethnography, and building positive relationships.

Family Literacy: Family literacy events will be held quarterly to encourage positive parent-child interactions and improve parent and student engagement in support of students' academic success. These events will provide fun, experiential literacy activities for families, as well as "take-aways" (i.e. games) that they can continue to use at home to support academic skills and relationship building. The activities align with reading and math classroom lessons that students learn during the day, based on state standards (the Iowa Core). The ELL department provides guidance to 21CCLC staff for family literacy night programming as well as translators for families who have language barriers.

3.3 Based on the second principle of effectiveness, goals and objectives for all activities.

GOAL 1: To provide high-quality, comprehensive out-of-school time academic support activities, aligned with District and state standards, enabling students to improve academically.

PROCESS OBJECTIVE 1.1: DMPS will provide afterschool academic support 5 days per week, for 1 – 3 hours per day, to students in the identified schools.

OUTCOME OBJECTIVE 1.2: 80% of participants will make gains in reading levels as measured by formative assessments (every six weeks).

OUTCOME OBJECTIVE 1.3: 80% of participants will make gains in math levels as measured by formative assessments (every six weeks).

OUTCOME OBJECTIVE 1.4: 24% of non-proficient participants will improve from not proficient to proficient or above in math on state assessments annually.

OUTCOME OBJECTIVE 1.5: 24% of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually.

GOAL 1 ACTIVITIES:

- | | |
|--|---|
| • Tutoring | • Homework help |
| • Targeted small group instruction | • English acquisition activities for ELL students |
| • <i>Imagine Learning</i> for ELL students | • Computer software programs |

GOAL 2: To engage students in planning for and participating in high-interest educational enrichment activities, in collaboration with community partners, that promote positive youth development, encourage student engagement, and offer extended learning opportunities.

PROCESS OBJECTIVE 2.1: DMPS will provide afterschool educational enrichment 5 days per week, for 1 – 3 hours per day, to students in the identified schools.

OUTCOME OBJECTIVE 2.2: 100% of participating students will gain new experiences and important life skills by planning and engaging in enrichment programs that complement core academic areas, as reported through satisfaction surveys.

OUTCOME OBJECTIVE 2.3: 85% of participants will demonstrate improvement in homework completion and class participation as measured by classroom teacher reports.

OUTCOME OBJECTIVE 2.4: 85% of participants will demonstrate improvement in behavior as measured by classroom teacher reports and Infinite Campus reports.

OUTCOME OBJECTIVE 2.5: 80% of participants will maintain 3 or fewer absences every six week period as measured by attendance records through Infinite Campus.

GOAL 2 ACTIVITIES:

- | | |
|--|---|
| •Arts and music activities (arts, music) | •Book Clubs (literacy) |
| •STEM courses, i.e. robotics (STEM, literacy) | •Drama and Dance (arts) |
| •Cultural events (cultural diversity) | •Cooking (math, science, literacy, nutrition) |
| •Sports: soccer, swimming, etc.(physical literacy) | •Leadership classes (personal development) |
| •Games (chess, board games) (math, literacy) | •Gardening (math, science, literacy) |
| •Transitioning: tours. etc.(personal development) | •Team Fitness(physical/health literacy) |

GOAL 3: To provide a high-quality family literacy program that promotes positive parent-child interaction, improved family engagement and overall support of student academic success.

PROCESS OBJECTIVE 3.1: DMPS will provide family literacy events a minimum of four times yearly to engage students and their families in interactive literacy activities, strengthening parent-child relationships and academic performance.

OUTCOME OBJECTIVE 3.2: 95% of participating families will indicate satisfaction with family literacy activities as measured by parent surveys.

GOAL 3 ACTIVITIES:

- | |
|---|
| •Family literacy events (experiential activities and games) |
|---|

3.4 Alignment with school day instruction, state/national standards, or CSIP.

District Curriculum Coordinators and the Project Coordinator will implement an approval process to ensure all 21CCLC activities are pedagogically sound, aligned with the District Comprehensive School Improvement Plan (CSIP) and the Iowa Core, and aligned with school day instruction. Open and ongoing communication occurs between daytime teachers and site coordinators/21CCLC teachers to support this alignment. This will ensure that all staff understands each student's needs and can tailor academic support accordingly. 21CCLC will provide students with academic support to perform at or above grade level in core areas (CSIP Goals 1, 2, and 3); help close the achievement gap (CSIP Goals 4 and 5); incorporate youth development practices proven to impact connection to school (CSIP Goal 6); and utilize technology to gain proficiency (CSIP Goal 7).

3.5 Experience providing activities enhancing achievement and positive youth development.

DMPS has a strong foundation of implementing successful 21CCLC programs through two cohorts that currently serve eleven schools; including cohort VII, five schools that just began their first year of programming. Performance from the six schools in cohort III, whose funding ended on June 30, 2012, was reported in PPICS as well. Combined successes during 2011-2012 for cohort IV middle school sites of Callanan, Goodrell, Hoyt, McCombs, and Meredith included: 16% obtained reading proficiency; 18% obtained math proficiency; 79% increased academic performance; and 69% increased positive behavior. Successes during 2011-2012 for cohort III sites Carver Elementary, Hiatt Middle School, Harding Middle School, and Moulton (K-8) included: 17% obtained reading proficiency; 21% obtained math proficiency; 71% increased their academic performance; and 82% increased their motivation. Throughout the 2011-2012 school year and summer, 21CCLC served 1,827 students. Currently, over 1,500 students are enrolled in 21CCLC across eleven grant schools for the 2012-2013 school year, and an estimated 2,000 students will participate in 21CCLC programming this year.

4. Research Base (5 possible points)

Out-of-school time programs that offer academic support and engaging enrichment activities to build skills and knowledge have been shown to be successful in raising achievement (Miller & Snow, 2004). These programs have a positive impact on participants' school engagement (including attitude toward school, educational aspirations, and attendance) (Little & Harris, 2003). Participation in quality out-of-school programs has been shown to improve social-emotional development, including: improved self-confidence and self-esteem, decreased suspensions and expulsions, and increased positive student-adult relationships (Durlak, & Weissberg 2007; Warren, Feist, & Nevarez, 2002; Fellerath, et al., 2002).

Evidence shows academic deficiencies can be remedied if struggling students receive intensive academic support, such as tutoring, small group instruction, and homework assistance (Houge, Geier, & Peyton, 2008; Constantine et al., 2006). Through differentiated academic supports, instruction is tailored to the individual child's needs (learning pace, learning style, and level of understanding); feedback is immediate; and basic misunderstandings are identified quickly and corrected so the child experiences success (Anderson, 2007). In addition to academic gains, tutoring provides the development of supportive relationships, opportunities for skill building, and support for self-efficacy (National Research Council, 2002).

The 21CCLC program will utilize evidence-based curriculum (Houghton Mifflin for literacy and math, Scholastic for math, and Imagine Learning for literacy) that is aligned with District standards and the CSIP. All program activities will be aligned with Iowa Core standards for literacy, mathematics, science, and 21st Century Skills. Details of each core content area's standards can be found at: <http://www.educateiowa.gov/>.

Research also shows that high-quality out-of-school time programs include partnerships with community based organizations (Wimer, 2007; Bouffard, Little, & Weiss, 2006). Additionally, scientific-based research studies have demonstrated the importance of enrichment activities to help students develop relationships with caring adults; interact with positive peer groups; and engage in reflection, planning, and decision-making (Miller, 2003). DMPS will work with community partners to implement enrichment activities that are aligned with the Iowa Core and complement students' academics. Individual partners have developed their program offerings using research studies. For example, the YMCA utilizes the 40 Developmental Assets developed by the Search Institute, and Team Fitness is a research-based health literacy program.

The importance of physical literacy is highlighted by many studies that show youth who engage in regular physical activity show improved academic performance as a result (Dwyer, Sallis, Blizzard, & Lazarus, 2001; Kim, Frongillo, Han, Oh, Kim, Jang, Won, Lee & Kim, 2003; Knight & Rizzuto, 1993; Castelli, Hillman, Buck, & Erwin, 2007). A national study of almost 12,000 youth found that those who participated in school activities (sports or Physical Education) or played sports with their parents were 20% more likely to earn an "A" in math or English than their non-active peers (Nelson & Gordon-Larson, 2006).

5. Management Plan (20 possible points)

5.1 Plan to ensure effective staffing, Professional Development, effective leadership, and use of volunteers, specifically seniors, to support high-quality programming.

Management Team: Each school will have a part-time site coordinator to oversee day-to-day program implementation. This position will collaborate with parents, staff, and community partners to ensure program effectiveness. The site coordinator will serve as the liaison between the daytime teachers/principals and 21CCLC staff. Recruitment for the site coordinator position will target teachers, counselors, and paraprofessionals with experience in the field of education. Paraprofessionals will have a minimum of a high school diploma and comply with Title I requirements for hours earned in higher education or successful passing of a formal assessment. The site coordinators will be responsible for, with support from the Project Coordinator and the principal, recruiting qualified staff and supporting alignment of after-school education with school day instruction. Recruitment will target program sites for interested teachers. All teachers will be certified. Recruitment efforts will also target other District teachers, and past 21CCLC grant teachers. Other recruitment efforts will target substitute teachers and graduate level education majors with teaching experience. Each site will be supported by the Project Coordinator, Heidi Brown, M.A. Ed., and the Executive Director of Middle Schools, Tim Schott. Mr. Schott will provide general program leadership and oversight of expenditures. Ms. Brown will provide coordination of the district-wide program and ensure program quality and performance. She will oversee implementation of the following program components: coordination and support of the programs; fiscal management; stakeholder meetings; collaboration with community partners, school staff, and parents; data analysis and program evaluation; continuous improvement; Professional Development for 21CCLC staff; development of mandatory reports in compliance with federal and state guidelines; and sustainability efforts. Ms. Brown will represent Des Moines Public Schools and 21CCLC in community collaborations and meetings related to the 21CCLC program. In addition, each site will be supported by the Curriculum Coordinators to ensure that all 21CCLC activities are pedagogically sound, aligned with District and state standards, and aligned with school day instruction.

Financial Management: All grant finances will be monitored by the DMPS Business and Finance Office. A staff accountant for special projects will track and monitor all grant funds to ensure appropriate use of funds, accurate accounting, and financial accountability. Site Coordinators will submit purchase requests on behalf of 21CCLC to be approved by the building principal, Project Coordinator, and the Executive Director of Middle Schools.

Professional Development: 21CCLC staff will attend a national out-of-school time conference and the Impact Afterschool 2013 spring conference offered by the Iowa Department of Education and the Iowa Afterschool Alliance to be held in Des Moines. The District 21CCLC Project Coordinator serves on the planning board and DMPS 21CCLC will offer site tours for conference attendees. IPTV will provide in-kind curriculum and Professional Development opportunities on topics related to literacy and STEM. Additional Professional Development opportunities will be offered throughout the year. All 21CCLC staff will be required to attend at least one hour per month of Professional Development on a variety of topics, such as: poverty, STEM, English Language Learners (simulations), YPQA training, brain development, literacy, math, cultural competency, physical literacy, and qualitative program evaluation. Other courses,

open to community partners and parents, will include: strengthening parent-child relationships, parents as teachers for their children, life skills, and other applicable topics. Specific to ELL, DMPS will provide a simulation project where staff is immersed in an activity that involves completing everyday tasks written and spoken in a foreign language. They gain experiential understanding of what ELL families experience on a daily basis.

Volunteers: DMPS recognizes the benefit and value of utilizing volunteers in an effective, high-quality afterschool program. Volunteers will serve throughout the 21CCLC program to assist with educational enrichment activities. ASAP will draw from their large base of volunteers, including senior citizens, to provide students of the 21CCLC program with additional, value-added support. Additionally, the Project Coordinator will recruit senior volunteers (such as retired teachers and school administrators) with the help of the Retired and Senior Volunteer Program (RSVP), an organization that connects people 55+ to community needs through volunteer service. Volunteers will enhance academic and enrichment components of the program. All volunteers must pass background checks prior to working with the students.

5.2 Plan for student transportation to and from the program, student access, translation services, serving students with disabilities, and the inclusivity of program facilities.

This project will support students through a variety of strategies provided by the 21CCLC program that include, but are not limited to:

1. Bus transportation to and from programs/ field trips where appropriate;
2. Translation of materials through the DMPS ELL department;
3. Collaboration with local community resources and services (see section 7);
4. Collaboration with Special Education, the ELL department, counseling, and SUCCESS.

Late bussing from the District will be provided to students at the end of each program day. DMPS ELL staff is multilingual and all staff has at least a high school diploma. They will serve as translators when needed to bridge the language gap between program/school and family. ELL staff speaks, reads, and writes in the following languages: Arabic, Bosnian, Burmese, Karen, Kirundi, Lao, Somali, Spanish, Swahili, and Vietnamese.

It is DMPS policy not to discriminate based on race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its educational programs and employment practices. Additionally, section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Most of 21CCLC programming will be on-site. DMPS school buildings meet the standards for the Americans with Disabilities Act, and staff will work with students' individual needs to ensure access to programming.

5.3 Development/ engagement of stakeholder advisory group; leadership structure.

The 21CCLC will develop an Advisory Council that consists of grant administration staff (Executive Director of Middle Schools and Project Coordinator) as well as principals, site coordinators, parents, and community partners. This Council will meet on a quarterly basis to discuss progress/barriers to achieving outcomes (including modifications as needed), feedback from parents and students, and partnership opportunities. A Leadership Team will be developed

that consists of the Project Coordinator, site coordinators, and teaching staff. This team will meet monthly to discuss program strengths and areas of need, ensuring overall program quality and effectiveness. Parent and student feedback from interest surveys will be shared with these groups to guide programming as well. Please see 5.1 for program leadership structure.

5.4 Plan for continuous program improvement and sustainability following the end of 21CCLC funding, including a description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.

As described above in 5.3, there is a plan for continuous improvement. DMPS 21CCLC grant administrators will work with District administrators and the 21CCLC Advisory Council to develop a strategic sustainability plan. They will develop a long-term vision for the 21CCLC program, including goals to be accomplished, strategies to accomplish the goals, and measures to monitor progress along the way. The strategy will involve garnering broad-based community support, utilizing stakeholders to raise visibility of the program's successes, and building new partnerships. Other strategies will include making use of existing resources and creating new streams of revenue. Additionally, the 21CCLC Project Coordinator serves on a newly created United Way task force for out-of-school time programming. This will serve to provide other connections within the community and raise visibility about the DMPS 21CCLC program.

DMPS will invest in capacity building through one-time purchases of technology, equipment, and materials that will span beyond the life of grant funds and serve as a component of sustainability. For example, computer software programs for ELL, literacy, and math, and durable equipment purchases for Team Fitness (including training DVD's created by students) will sustain after funds are gone, providing a high return on investment.

Non-financial resources will be considered to help sustain elements of the program, such as no-cost collaborations with community organizations that share mutual goals for youth. For example, Iowa Student Loan has provided a free financial literacy curriculum that the program can use long-term. 21CCLC will also utilize valuable volunteers to provide human capital. In addition, IPTV is providing free curriculum focused on literacy and STEM as well as Professional Development for educators and staff.

Current partners have committed investments toward the 21CCLC program. The YMCA (Grubb and South Suburban) will offer free memberships to all 21CCLC students who improve their grades and attendance on a quarterly basis.

Other combined resources might include state and federal funding available to targeted schools (Title I, AmeriCorps, etc.), and other federal and state grant opportunities that arise. Corporate and foundation grants and contributions will be sought that align with the priorities of 21CCLC. Program-specific funding opportunities will be sought, such as grants for STEM-based or arts-based opportunities.

6. Communication Plan (5 possible points)

Strategy: Promote Visibility of successful program outcomes			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
School Board; Community partners; DMPS Administrators; Teachers; Parents and students; Community of Des Moines; 21CCLC state and national Community.	Evaluative reports disseminated via: *Press releases; *DMPS website updates; *DMPS-TV; *DMPS Facebook and Twitter pages; *Presentation of successful outcomes at 21CCLC National Conference.	Monthly, or more frequently if necessary, to share important programming information as it occurs. 2x annually.	Greater understanding of need for high-quality afterschool programs; In-kind support from the district; Increased funding opportunities from state, local, and private sector; Increased collaborative partnerships with organizations that share youth centered goals; Recognition of DMPS 21CCLC as a state and national leader; Increased state and national funding and partnerships.
Strategy: Develop advocates among stakeholders			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
School Board; DMPS Administrators; 21CCLC Advisory Council; Community Partners; Teachers; Parents and students.	Dissemination of evaluative reports; Presentation to School Board and Advisory Council; Invite youth to share success stories; Meetings with potential partners; DMPS website and blog; One-on-one meetings.	Quarterly. Quarterly. Quarterly. Quarterly. Monthly. As needed.	Ongoing program sustainability; Greater investment in 21CCLC program for continued success; In-kind support from the district; Increased partner collaborations; Increased funding from partners with mutual goal of increasing academic achievement; Increased funding opportunities (state, local, and private sector).
Strategy: Engage parents and youth			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
Youth grades K-8; Parents; Teachers; School staff.	Student surveys; Parent surveys; Academic achievements shared with parents, teachers, and school staff.	Quarterly, or at the end of each programming session for each of these methods.	Increased or maintained student engagement in program; Increased academic achievement; Increased family participation in family literacy program; Improved partnerships between families and schools.

7. Partnerships (10 possible points)

7.1 Describe existing partnerships and roles in programming and/or sustainability.

Please find letters of support from the partners listed below beginning on page 21.

Iowa Department of Education: Iowa is the first state in the nation to add the Team Fitness program to 21CCLC programs. Dr. Ed Thomas, will provide non-competitive, brain-based physical literacy activities through this program. Students will gain physical, mental, and social/emotional skills through a variety of research-based, neural-biological and physical activities. The curriculum is inclusive for all ages and abilities and emphasizes peer-driven physical fitness/motor skill instruction. Students will gain skills in strength/endurance; speed and agility; upper body strength/endurance; and flexibility of the lower back/leg muscles. After mastering the movements, students will create training videos (gaining technology literacy skills) to train other students/sites. Team Fitness is aligned with the Iowa Core for Health Literacy and guidelines for quality nutrition and physical education programs established by the Centers for Disease Control and Prevention (CDC). A variety of inexpensive and portable equipment is utilized, such as dumbbells, tubing, medicine balls, weighted wands, and agility ladders. This durable equipment and DVD trainings will last long past the life of the grant award. Des Moines Public Schools 21CCLC is leading the way in Iowa with this innovative and important partnership. A strong and pioneering emphasis on brain development through physical literacy has been embraced by DMPS and will continue to grow as the partnership evolves.

ASAP, Inc.: After School Arts Program (ASAP), offers challenging and focused arts programs that develop students' artistic talents, social skills, and self-esteem. Aligned with state and national standards for arts education, ASAP programs supplement and enrich what students learn during the school day. Facilitated by experienced teaching artists, studios will be offered to students on a variety of topics. Each studio will run for 1-1.5 hours, one day per week for about 7 weeks. Senior citizen volunteers will assist teachers with the lessons. A variety of topics will be offered, such as: core classes in Drawing, Painting, Ceramics, Mixed Media, Printmaking, Architecture, and Photography; as well as Spoken-Word Poetry, Culinary Arts, Knitting, Dance, and Traditional Aztec Drumming. Field trips will also be offered to learn more about topics.

YMCA of Greater Des Moines: The YMCA utilizes the Search Institute's 40 Developmental Assets as an evidence-based framework for youth to increase the number of assets they possess through youth development programs. This includes YMCA Youth Achiever activities and YMCA Teen Enrichment clubs such as Youth Fitness Club, Choir, Climb Iowa, drop-in basketball, and swimming. The YMCA (Grubb and South Suburban) will offer an academic achievement incentive program that includes free memberships for all 21CCLC students who improve their grades and attendance on a quarterly basis. This membership program will last beyond the life of the grant award. The YMCA will also offer a water safety and swim lesson course for K-8 students. The YMCA will offer bussing at times for students, providing access to their programs - a measure of sustainability - beyond the duration of grant funds.

Iowa Student Loan (ISL): ISL has provided in-kind curriculum for a 10-week financial literacy course for students, titled "It's Worth It: Thinking Smart about Your Money." The curriculum was developed in partnership with ICAN by an educator and aligned with the Iowa Core.

Iowa Public Television (IPTV): IPTV has provided free curriculum: “The Electric Company; Extended Learning Program” along with a variety of resources for teacher development and student literacy. Additionally IPTV will provide Professional Development to staff on the implementation of these resources which are designed to support struggling readers. Staff development will also be extended to include a Math Mentorship program, in which older students mentor younger students on activities contained on the web-based PBS-KIDS lab focusing on early math skills.

Community! Youth Concepts (CYC): CYC’s goal is to ensure all Iowa youth have access to high quality opportunities that prepare them for success in school, work, and life. They reach their goal through two primary strategies, providing training and technical assistance to youth-serving organizations and setting high expectations for the youth reached through youth development initiatives. CYC will provide training for staff in the Youth Program Quality Assessment tool, as well as provide ongoing external evaluation and program quality analysis.

Other Partnerships: In addition to the opportunities described above, families and students will be able to identify other enrichment programs that would be beneficial to them. Potential additional partners include: Iowa State University Extension (NASA program and other STEM programs), Iowa Campus Compact (service learning), Employee and Family Resources (drug and alcohol prevention), Science Center of Iowa (STEM programming), Polk County Conservation (environmental education), CultureALL (cultural and photo-ethnography projects) and Des Moines Public Library (literacy activities).

7.2 Plan for engaging, recruiting, and maintaining partners over lifetime of grant.

With input from stakeholders to identify prospective community partners on an ongoing basis, the Project Coordinator will recruit new partnerships throughout the life of the grant (for volunteer opportunities, field trips, career fairs, grant funding, etc.). External partners that will be considered for partnerships include State Farm (current grant partner for service-learning for a previous 21CCLC cohort) through various grant opportunities related to positive youth development, service-learning, etc.; STEM-related programs (Pioneer Hi-Bred International, Inc.; Iowa State University); arts programs (The Iowa Arts Council); fitness programs (Fuel Up to Play 60 grant funding has been secured by all DMPS elementary schools, and allows their physical fitness equipment to be used by other programs); and literacy programs (Wells Fargo Foundation, Meredith Foundation). A school site’s current business partners will be considered for relevant partnerships as well. The Project Coordinator will also serve on community boards and committees to recruit partners. To retain partners, DMPS will foster open communication and a continuous feedback loop through ongoing communication and service on the Advisory Council. Partners will be encouraged to share feedback about the program to modify it for the benefit of all involved.

8. Evaluation (10 possible points) – Plan for collecting and analyzing data to measure the effectiveness of program goals, activities, and partnerships.

8.1 Evidence of experienced evaluator to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and information to the state.

DMPS will implement a comprehensive evaluation system of qualitative and quantitative measures to assess the impact of the 21CCLC program. The assessment data will guide program design, informing program improvements. DMPS contracts with a highly qualified external evaluator, Mike Szymczuk, to evaluate annual achievement scores (Iowa Assessment) of 21CCLC participants. Mr. Szymczuk holds a M.S. in Statistics and a Ph.D. in Education, and has served as an Assessment Consultant for over 30 years with Heartland Area Education Agency (AEA). This external evaluation will be an in-kind contribution to the 21CCLC program.

Along with state assessment results and the use of an external evaluator through Heartland AEA, other quantitative evaluation tools will be utilized. The DMPS Infinite Campus database will provide quantitative monthly data on attendance, behavior (discipline referrals and suspensions), grades, as well as yearly achievement data. Teachers will provide objective data regarding classroom participation and homework completion (monthly), as well as formative assessment data (every 6 weeks).

Additionally, Community! Youth Concepts will provide external evaluation using certified Youth Development Program Quality Assessment Tool (YPQA) evaluators to ensure program effectiveness and compliance with IDE requested data and information. The YPQA will be used to guide program assessment and measures the quality indicators of 1) safe environments, 2) supportive environments, 3) positive interactions, 4) active student engagement, 5) youth-centered policies and practices, 6) high expectations of students and staff, and 7) access to programs. This tool will yield valuable information for ongoing program refinement, accountability to stakeholders, and support for long-term sustainability. AYP reports using the PPICS database will be completed yearly. DMPS will comply with all requirements of the Iowa Department of Education for requested data and 21CCLC program information.

In addition to quantitative data, the District will conduct qualitative evaluation, including surveys of partners, parents, and students. Surveys will be completed at the end of a given enrichment program and family literacy event, as well as twice yearly.

8.2 Application must provide evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures must align with the project's goals, objectives, and program activities. The application must provide a detailed plan, including timelines, to make the evaluation results public in a form and language that is easily understood.

The following chart shows the timeline for completion of evaluation activities. Results from the evaluation findings are analyzed by the program administrators (monthly) and the Advisory Council and Leadership Team (quarterly) to make necessary program modifications. Program

reports will be available to the public via the DMPS website (21CCLC link) on a monthly basis. Reports will be targeted to the public, and as such will be reader-friendly.

Goal 1: Academic support opportunities to improve academic achievement.		
Objectives	Activities	Indicators and Timeframe
1.1 1.2 1.3 1.4 1.5	<ul style="list-style-type: none"> • Tutoring; • Homework help; • Small group instruction; • <i>Imagine Learning</i>; • English acquisition activities; • Computer assisted instruction in core areas. 	<ul style="list-style-type: none"> • # of sessions provided (ongoing; annually); • Attendance reports (monthly); • Behavioral reports (monthly); • Teacher Reports (homework completion, grades, classroom participation) (ongoing; annually); • Formative assessment data (every 6 weeks); • Leadership Team meetings (monthly); • Teacher survey (annually); • YPQA results (annually); • Iowa Assessments scores (annually).
Goal 2: Educational enrichment opportunities that complement academics, promote positive youth development, and encourage student engagement.		
Objectives	Activities	Indicators and Timeframe
2.1 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> • Arts; • STEM; • Team Fitness; • Computer classes; • Cooking classes; • Cultural classes; • Fitness, sports, dance; • Games; • Gardening; • Personal development; • Transition activities; • Music. 	<ul style="list-style-type: none"> • Contracts with Partners (ongoing); • Leadership Team meetings held (monthly); • Advisory Council meetings held (quarterly); • # of sessions provided (quarterly); • YPQA results (annually); • Student surveys (end of each program session); • Parent surveys (2x/year); • Attendance reports (monthly); • Teacher Reports (homework completion, grades, classroom participation) (ongoing; annually).
Goal 3: Family literacy programming		
Objectives	Activities	Indicators and Timeframe
3.1 3.2	<ul style="list-style-type: none"> • Quarterly family night events. 	<ul style="list-style-type: none"> • # of events held and # in attendance (quarterly); • Participant surveys (end of each session);

9. Budget Narrative (10 possible points)

9.1 Application must provide detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.

Funding Formula to Determine Request: Funding requested is based on # students x # of days x \$6.25. 150 students x 160 days x \$6.25/day = \$150,000 per site, per year; \$300,000 across both sites per year.

Personnel:

Teachers and Site Coordinators: Teacher salary will reflect the current hourly rate for outside-of-contract hours, as established through collective bargaining. Site Coordinators are paid at the same rate as teachers. Current rate (with benefits) is \$30/hour. *Up to 10 teachers/site x \$30/hour x 8 hours/week (average) x 32 weeks = \$87,942 x 2 sites = \$175,884.*

Executive Director of Middle Schools: This will be an in-kind contribution from DMPS. *Salary (plus benefits) = \$151,340 x 5% of his time = \$7,567 (in-kind) per year.*

Project Coordinator: Each site will contribute an equal percentage of funds to support the Project Coordinator position. *Salary (plus benefits) = \$88,307/7 sites (5 existing grant sites and 2 proposed new sites) = \$12,615 per site. Total of \$25,230 per year across both sites.*

Staff Travel:

Each site will have funds allocated to cover the cost of local travel to collaborate with community partners, meet with grant management, and attend local Professional Development activities. This has been calculated at *\$125 per site per year (\$100 for the student program; \$25 for the family literacy component). Total of \$250 per year across both sites.*

Professional Development:

21CCLC funds will be coordinated with Title I, SINA, and building Professional Development funds. Funds will be used to purchase Professional Development materials like books to support best instructional practices, parent engagement, quality extended-learning out-of-school time programs and practices. In addition, funds will be spent to bring consultants to Des Moines to deliver Professional Development to 21CCLC staff, teachers, and community partners. Finally, coordinators and grant administrators will have the opportunity to participate in additional national Professional Development opportunities. Professional Development requirements for 21CCLC staff includes at least 1 hour per month on topics such as YPQA Training, Cultural Diversity, ELL, and other topics as discussed in section 5.1.

1 hour/person/month x \$30/hour x 10 staff x 8 months = \$2,400 per site, \$4,800 for 2 sites.

Additionally, 2 staff per site will attend a national out of school time conference each year.

Conference expenses include: \$1800/person/conference x 2 people = \$3,600 x 2 sites = \$7,200.

Total Professional Development costs = \$4,800 + \$7,200 = \$12,000 across 2 sites.

Student Access and Transportation:

Funds will be available for yellow school buses to take children home after programming ends each day, as needed. Funds will be available for transporting students/families to community-based programs, field trips, and family literacy programming, as needed. Grant funds will also be used to access community recreational and cultural activities, as needed. *4 nights/week x 32*

weeks = \$5,120/year per site x 2 sites = \$10,240; Field trips = \$2,880 per site x 2 sites = \$5,760. Total transportation for 2 sites = \$10,240 + \$5,760 = \$16,000.

Evaluation:

Funds will be used to support the collection and evaluation of data for each site and the creation and printing of reports for use in continuous improvement. The Project Coordinator will work with the DMPS contracted external evaluator (from Heartland AEA) to develop ongoing and annual reports to be presented to the school staff and parents, Advisory Council, DMPS administration, the community, and the Iowa Department of Education. External Evaluator expenses are in-kind from Heartland AEA (*3% of salary + benefits = \$2,900 in-kind*). The Project Coordinator will provide other quantitative data reports and evaluations (attendance reports, behavior reports, formative assessment reports, etc.). *Community Youth Concepts will provide qualitative evaluations of the YPQA results at \$1,000 per year per site (\$2,000 total).*

Administrative/ Indirect Costs:

DMPS is requesting administrative expenses to cover administrative and indirect costs related to grant activities. *Community Partners (M.O.U. partners) = \$5,960 per site per year x 2 sites = \$11,920 total. Indirect rates of 2.68% = \$4,020 for each site x 2 sites = \$8040. Total of \$9,980 per site per year. Total of \$19,960 for 2 sites.*

Materials and Supplies:

At each 21CCCLC site, the Project Coordinator, site coordinator, principals, teachers, and curriculum coordinators will determine what materials will be purchased, based on the programs to be implemented. 21CCCLC funds have been allocated to each school for the purchase of program materials like: Physical Literacy equipment (\$5,000 per site will be allocated); *Imagine Learning* software; instructional materials; books for leisure reading and family literacy; craft/art supplies; science lab supplies; board games; afterschool curriculum kits; curriculum software; additional computers to support increased access for students and parents; supplies for cooking and nutrition activities; and other materials as determined by building teams. 21CCCLC funds have also been allocated for family literacy activities such as curriculum materials, parent involvement materials, and family activities. *Materials for each site = \$36,653 per site per year (\$35,653 for the student program and \$1,000 for the family literacy events). Total of \$73,306 across both sites.*

9.2 Describe how the program seeks to supplement, rather than supplant, current funding.

DMPS will use funds from 21CCCLC to supplement, not supplant existing services and funds. DMPS has a dedicated grants accountant who ensures compliance. Funds will create and expand out-of-school time programs that offer extended learning opportunities for children and their families. Funds will be used to provide intensive academic support and enrichment activities, staff (site coordinators), family literacy programming, contracts with community partners for enrichment activities, and program materials that could not be provided by the District without these grant funds.



600 Sixth Avenue
Des Moines, IA 50309
515.770.3380 www.asap-dsm.org

November 15, 2012

Heidi Brown
District Grant Coordinator
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Brown,

ASAP, the After School Arts Program, is very pleased to partner with Des Moines Public Schools for the upcoming 21st Century Community Learning Centers Grant. ASAP is committed to providing quality arts education for more third- through fifth-grade students in Des Moines and is looking forward to expanding the scope of our services to meet more children's needs. ASAP affirms young people as persons of value, nurtures their skill and talent in the arts, helps them realize their artistic gifts, and broadens their awareness of the varieties of artistic expression.

ASAP has been working closely with Des Moines Public Schools since its founding in 2007, connecting students with quality enrichment programming in a wide variety of artistic mediums, led by experienced teaching artists and staffed by trained and caring volunteers. In recent surveys of parents of ASAP participants, 95% state that ASAP is the best chance their child has, outside of school, to learn about the arts.

ASAP will support the Grant by providing new after-school arts programming for upper-elementary students. ASAP will welcome students from all five of the proposed 21CCLC schools, continuing the high quality arts enrichment programming ASAP is known for.



600 Sixth Avenue
Des Moines, IA 50309
515.770.3380 www.asap-dsm.org

ASAP appreciates the opportunity to serve more young people in Des Moines and provide access to quality arts education. We look forward to working closely with Des Moines Public Schools and to helping enrich the lives of ASAP students, their families, and their community.

Sincerely yours,

A handwritten signature in black ink, which appears to read 'Michelle Bolton King'. The signature is fluid and cursive, with a large loop at the end.

Michelle Bolton King
Executive Director
ASAP, the After School Arts Program

October 25, 2012

Heidi Brown
21CCLC Grant District Coordinator
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Brown,

It is my pleasure to provide you with this letter of partnership commitment from Iowa Public Television in regard to the Des Moines Public School District's grant application for the Iowa 21st Century Community Learning Centers grant program.

Iowa Public Television will partner with the Des Moines Public Schools to make available technology-based educational resources and staff development opportunities that will support improved student achievement in a sustainable manner.

Specifically, here are some examples of the collaborative activities that will occur as a result of this project:

- Math Mentorship program—Iowa Public Television will provide professional development to the before/afterschool staff on implementation of the Math Mentorship activity. This activity pairs Kindergarteners with 3rd and 4th grade students. The older students mentor the younger students on activities contained on the web-based PBS KIDS Lab focusing on early math skills.
- *Electric Company* Extended Learning Program—Iowa Public Television will provide educational resources and training to the before/afterschool staff on effective use of *The Electric Company* Extended Learning Program. This program is a series of educational activities designed to support struggling readers.

Heidi Brown
October 25, 2012
Page 2

- o Virtual Pre-K! and Virtual K!---Iowa Public Television will provide an orientation to the Virtual Pre-K! and Virtual K! resources for appropriate staff members. These are teacher-created resources for parents and teachers that connect the classroom, home and community, in English and Spanish. Virtual Pre-K! provides twenty-five creative standards-based lessons, hands-on activities for parents and children to try at home, short video lessons online, and school readiness tips for parents. Virtual K! offers ten kindergarten themes with related home activities and community connections.

Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner with the Des Moines Public Schools for this 21st Century Community Learning Centers grant application.

Sincerely,



Terry Rinehart
Director of Educational Services

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

November 9, 2012

Ms. Heidi Brown
District Grant Coordinator
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Brown:

A year ago, you created a comprehensive strategy for including physical literacy component in your 21st Century Community Learning Centers program. Since then, you have delivered ongoing professional development to your staff, conducted regular program reviews, and modified your direction for optimal success. This project has been a great success, and you are now ready to expand it to meet the needs of more Des Moines children and youth.

The Des Moines 21st Century Community Learning Centers physical literacy program is leading the way in Iowa. Your vision is based on solid research and your staff is committed. It's a "whole child" strategy that other schools can follow.

Science confirms the link between physical literacy and academic success, and your strategies include highly innovative physical literacy methods, materials, and motivators. It is refreshing to see programs like yours, and many students will benefit from your efforts. A strong and pioneering emphasis on brain development through physical literacy is clearly a bold step toward a better future for your students and Iowa.

If and when you are ready to expand your program to other schools, please do not hesitate to request support.

Sincerely,



Ed Thomas, Ed.D.
Health and Physical Education Consultant

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

www.iowa.gov/educate

Championing Excellence for all Iowa Students through Leadership and Service

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

21CCLC Site Name: Morris Elementary School		
Site Address: 1401 Geil Avenue		
City, State, Zip: Des Moines, IA 50315		
Phone: 515-242-8421		
Site Contact Person: Heidi Brown		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
NA	NA	150

21CCLC Site Name: Samuelson Elementary School		
Site Address: 3929 Bel Aire		
City, State, Zip: Des Moines, IA 50310		
Phone: 515-242-8441		
Site Contact Person: Heidi Brown		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
NA	NA	150

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS**Part A: Nondiscrimination**

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

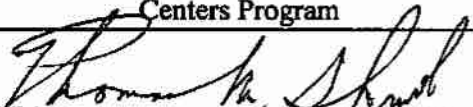
Part M: Private and Public School Consultation

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

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

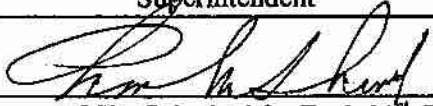
Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Des Moines Public Schools

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	Local Education Agency Name
-------------------------------------	-----------------------------

Superintendent	
	DMP5
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
Cindy Jo Roering	Samuelson Elementary
Todd Allmy	Morris Elementary

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.

Attach as many additional sheets as necessary

Name/Signature		Agency Affiliation	
Name/Title	Amy Croll / Executive Director	Agency	Community Youth Concepts
Signature	<i>Amy Croll</i>	Address	3826 1/2 Douglas Ave.
		City/Zip	Des Moines / 50318
		Phone	515-243-4292
Name/Title	Michelle Bolton King / Exec. Dir.	Agency	ASAP, the After School Arts Program
Signature	<i>Michelle Bolton King</i>	Address	600 Sixth Ave
		City/Zip	Des Moines IA 50309
		Phone	515 770 3380
Name/Title	Dr. Luvern A. Gubbels	Agency	Diocese of Des Moines
Signature	<i>Luvern A. Gubbels</i>	Address	601 Grand Ave.
		City/Zip	Des Moines
		Phone	515-237-5017
Name/Title	CAMERON NICHOLSON / Exec. Dir.	Agency	John R. GLUBB YMCA
Signature	<i>Cameron Nicholson</i>	Address	1611 11th Street
		City/Zip	Des Moines IA (515) 266-0522
Name/Title	Trista Pietzman / PK-12 coord.	Agency	Iowa Public Television
Signature	<i>Trista Pietzman</i>	Address	6450 Corporate Drive
		City/Zip	Johnston, 50131
		Phone	242-5432
Name/Title	Dr. Ed Thomas / HPE Consultant	Agency	Iowa Department of Education
Signature	<i>Ed Thomas</i>	Address	400 E. 14th Street
		City/Zip	Des Moines, 50319
		Phone	515-281-3933
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

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

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served
Morris Elementary School	\$150,000	\$150,000	\$150,000	\$450,000	450
Samuelson Elementary School	\$150,000	\$150,000	\$150,000	\$450,000	450
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Des Moines Public Schools

Site: Morris Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 450

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	86,942	1,000	86,942	1,000	86,942	1,000	263,826
Staff Travel	100	25	100	25	100	25	375
Materials	35,653	1,000	35,653	1,000	35,653	1,000	109,959
Professional Development (minimum 4% per year)	5,500	500	5,500	500	5,500	500	18,000
Student Access, Transportation etc. (maximum 8% per year)	6,000	2,000	6,000	2,000	6,000	2,000	24,000
Evaluation (recommended 4% per year)	1,000	300	1,000	300	1,000	300	3,900
Administrative/ Indirect Costs (maximum 8% per year)	6,980	3,000	6,980	3,000	6,980	3,000	29,940
Totals	142,175	7,825	142,175	7,825	142,175	7,825	

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

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

Applicant Agency: Des Moines Public Schools

Site: Samuelson Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 450

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	86,942	1,000	86,942	1,000	86,942	1,000	263,826
Staff Travel	100	25	100	25	100	25	375
Materials	35,653	1,000	35,653	1,000	35,653	1,000	109,959
Professional Development (minimum 4% per year)	5,500	500	5,500	500	5,500	500	18,000
Student Access, Transportation etc. (maximum 8% per year)	6,000	2,000	6,000	2,000	6,000	2,000	24,000
Evaluation (recommended 4% per year)	1,000	300	1,000	300	1,000	300	3,900
Administrative/ Indirect Costs (maximum 8% per year)	6,980	3,000	6,980	3,000	6,980	3,000	29,940
Totals	142,175	7,825	142,175	7,825	142,175	7,825	

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

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.

<p><input checked="" type="checkbox"/> 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.</p> <p>Des Moines Public Schools' General Fund will be used to start up and operate the program for up to three months.</p>
<p><input type="checkbox"/> 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.)*</p> <p>* 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.</p> <p>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.</p> <p>* Note: Agencies must validate their resources before any award can be made.</p>

Minority Impact Statement

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: *Thomas H. Short*
Title: *Superintendent Des Moines Public Schools*

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.

	<p align="center">Private School Consultation Meeting Log</p> <p>Date: November 14, 2012 Time: 10:00am Location: Catholic Diocese of Des Moines offices</p>
---	---

Meeting called by: Heidi Brown **Type of meeting:** Introductory/Collaborative
Attendees: Dr, Luvern Gubbels, Superintendent; Julie Melcher, Director of Educational Services; Heidi Brown, 21CCLC District Coordinator DMPS

----- Agenda Topics -----		
<p>Welcome</p> <p><u>Discussion:</u> New grant applications are being submitted for Des Moines Public Schools 21CCLC Federal grant. Several private schools in the Des Moines Catholic Diocese are within reasonable distance of the schools proposed to receive funding. There is an opportunity for collaboration as well as a federal requirement that resources be made available to private, non-public schools in the program area. Dr. Gubbels and Ms. Melcher shared that they are interested in the possibility of working with DMPS 21CCLC in order to provide afterschool and family literacy resources to their students enrolled in several Des Moines area Catholic Schools including; St. Anthony's, Christ the King, St. Augustine, St. John's and St. Theresa's schools. Dr. Gubbels and Ms. Melcher are excited about the possibility for partnership and collaboration with Des Moines Public Schools 21CCLC programming and look forward to continued discussion.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Conclusions:</u> Heidi Brown will contact Julie Melcher in the event that a 21CCLC grant is funded and additional planning will take place at that time. Dr. Gubbels and Ms. Melcher will contact Ms. Brown with any other questions or concerns before that time.</p> <p>_____</p> <p>_____</p>		
	Person responsible: Heidi Brown	Deadline: February 1, 2013

Discussion: It was noted in discussion that resources could be made available for schools within the designated area of 21CCLC program sites. Ms. Brown shared with Dr. Gubbels and Ms. Melcher that there could be a variety of different ways in which DMPS and the Des Moines Catholic Diocese schools could collaborate. Funding could potentially be made available to host some private school students in the DMPS 21CCLC program sites, provided the Des Moines Catholic Diocese provide transportation for these students to and from programming. There was some discussion about potentially hosting afterschool programs within the Catholic Schools itself, and in that case the necessary sharing of data regarding students and their families would happen. Dr. Gubbels and Ms. Melcher assured Ms. Brown that the sharing of information would not be an issue.

Conclusions: Several different ideas for sharing of resources were discussed, with no conclusions made at this time. Upon funding, more detailed discussions will be had regarding the exact program design.

<p><u>Action Items:</u> Heidi Brown will follow up with Ms. Melcher regarding the 21CCLC grant funds after they are awarded in February, 2013.</p>	<p><u>Person responsible:</u> Heidi Brown</p>	<p><u>Deadline:</u> February, 2013</p>
---	--	---

<p>Consultation Procedures [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u></p>		
<p><u>Conclusions:</u></p>		
<p><u>Action Items:</u></p>	<p><u>Person responsible:</u></p>	<p><u>Deadline:</u></p>