

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

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

**RECEIVED**

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

JAN 31 2014

**DEPARTMENT OF  
EDUCATION**

**APPLICATION INFORMATION**

**Applicant Serving as Fiscal Agent (Applicant Agency)**

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

<b>County:</b> Polk		<b>Amount Requested:</b> \$ 300,000 (Total Form D1)	
<b>Director of Agency:</b> (Superintendent, City Manager, Executive Director, etc) Thomas M. Ahart, Superintendent		<b>Grant Contact/Project Director:</b> Heidi Brown, District Project Coordinator	
<b>Agency Name:</b> Des Moines Public Schools		<b>Agency Name:</b> Des Moines Public Schools	
<b>Address:</b> 901 Walnut Street		<b>Address:</b> 901 Walnut Street	
<b>City:</b> Des Moines	<b>Zip:</b> 50309	<b>City:</b> Des Moines	<b>Zip:</b> 50309
<b>Phone:</b> (515) 242-7766	<b>FAX:</b> (515) 242-7679	<b>Phone:</b> (515) 242-7561	<b>FAX:</b> (515) 242-7579
<b>Email:</b> <a href="mailto:superintendent@dmschools.org">superintendent@dmschools.org</a>		<b>Email:</b> <a href="mailto:heidi.brown@dmschools.org">heidi.brown@dmschools.org</a>	

<b>Data Collection and Evaluation Contact:</b> Heidi Brown, District Project Coordinator		<b>Fiscal Contact:</b> Kevin Oleson, Accountant	
<b>Address:</b> 901 Walnut Street		<b>Address:</b> 901 Walnut Street	
<b>City:</b> Des Moines	<b>Zip:</b> 50309	<b>City:</b> Des Moines	<b>Zip:</b> 50309
<b>Phone:</b> (515) 242-7561	<b>FAX:</b> (515) 242-7579	<b>Phone:</b> (515) 242-7834	<b>FAX:</b> (515) 242-8295
<b>Email:</b> <a href="mailto:heidi.brown@dmschools.org">heidi.brown@dmschools.org</a>		<b>Email:</b> <a href="mailto:kevin.oleson@dmschools.org">kevin.oleson@dmschools.org</a>	

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 eight middle schools for the 21st Century Community Learning Centers program that are designated in need of assistance under Title I (Section 1116) as evidenced by the SINA list provided by the Iowa Department of Education, at [www.educateiowa.gov](http://www.educateiowa.gov)

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

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

Documentation: The proposed program is a collaboration between DMPS 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.

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## Narrative

### 1. Proposal Abstract

**Number of students to be served:** 1,000 (125 regular attendees per site x 8 sites)  
**Amount requested per year:** \$300,000 (1,000 x \$10.00 per student per day x 30 days)  
**Amount requested per student:** = \$300 per student

**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 summer time programming to provide academic support and enrichment activities to address risk factors at the middle school level, particularly for students transitioning from 5<sup>th</sup> to 6<sup>th</sup> grade. The targeted schools are Title I eligible and School in Need of Assistance (SINA) designated according to the Iowa Department of Education. 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 summer time programming that offers academic support, engaging enrichment activities, and family literacy events.

**Project:** To meet the assessed needs, DMPS proposes an innovative and comprehensive summertime program for middle school students to be held 8 hours per day, Monday through Friday, over six weeks. It will include academic support, educational enrichment, and family literacy activities to improve students' academic skills. Programming is aligned with the district CSIP and the Iowa Core and differentiated to best meet students' needs. Academic support and enrichment is provided by certified teachers and community partner staff for 3-4 hours per day via small group instruction, project-based learning activities, and computer-based personalized learning activities through a variety of engaging, high-interest programs (Mock Trial, global cooking, FIRST Lego League, story-telling ethnography, photo-ethnography, martial arts, folk dance, and Imagine Learning). Recreational/ physical literacy activities will be offered for 4 hours per day (intramurals, physical literacy, and healthy cooking). Students will gain academic skills (literacy, math, science, social studies, civics, arts), social-emotional skills (teamwork, interpersonal relationship skills, goal-setting, perseverance, etc.), and relevant 21<sup>st</sup> century skills (critical-thinking, decision-making, and advocacy skills). The program will culminate with a family literacy event will include literacy activities and student project demonstrations. DMPS currently implements successful 21CCLC programs at 11 schools, as shown by participants' significant increases in performance and proficiency levels.

**Research:** Research has consistently shown that when children do not engage in educational activities during the summer, they experience learning loss (White, 1906; Entwisle & Alexander, 1992; Downey et al., 2004). Summer learning programs that integrate recreational, cultural, and/or enrichment activities taught by experienced teachers have been shown to produce student gains in achievement, especially for disadvantaged children (Terzian, M. and Moore, K.A., 2009; Miller & Snow, 2004). Students foster friendships and gain self-esteem (Akos, 2006; Darling, 2005), and they feel a greater sense of connection to school (Akos, 2006). This is particularly important as students transition to middle school, a time of great stress and developmental changes. These activities act as a protective factor against dropping out of school (Akos, 2006). The importance of physical literacy is demonstrated by many studies that show youth who

engage in regular physical activity show improved academic performance (Dwyer, Sallis, Blizzard, & Lazarus, 2001; Knight & Rizzuto, 1993; Castelli, Hillman, Buck, & Erwin, 2007).

**Management Plan:** A part-time site coordinator will implement the day-to-day programming and report to the District Project Coordinator. The site coordinator will collaborate with parents, staff, and partners toward program goals. Each site will be supported by the District Project Coordinator, the Executive Director of Learning Services and Student Activities, and the Curriculum Department to ensure activities are pedagogically sound and aligned with district and state standards. 21CCLC staff will attend at least two days of Professional Development and the Impact Afterschool spring conference. The District Volunteer Coordinator will recruit volunteers, including senior volunteers, to assist with program activities. DMPS will provide bussing to and from the program. The district English Language Learner Program will provide recruitment assistance and translation services for students and families of the program. A Leadership Team will meet frequently (from daily to weekly, as needed) to ensure successful program implementation. An Advisory Council will meet before, during, and after the summer program to ensure continuous improvement and sustainability of the program.

**Communication Plan:** Outreach activities will communicate program successes through publication of reports on the DMPS website, the district's 21CCLC website, to stakeholders, press releases, DMPS-TV, DMPS social media pages, and community presentations.

**Partnerships:** DMPS will partner with CultureALL, Community!Youth Concepts (CYC), United Way of Central Iowa (UWCI), and Heartland Area Education Agency (AEA). CultureALL will provide a variety of academic enrichment programs aligned with district and state standards. CYC will provide STEM programs and qualitative evaluation. UWCI will provide funding toward the program. AEA will provide quantitative evaluation of the program.

**Evaluation:** Quantitative and qualitative evaluation will measure progress toward program outcomes. Quantitative data will include students' lexile scores on the Scholastic Reading Inventory and their quantile scores on the Scholastic Math Inventory. These assessments are given three times yearly. Fall 2014 scores will be compared to spring 2014 scores by an external evaluator from AEA. Teachers will report data on attendance, behavior, and participation. The district will conduct surveys of partners, parents, and students, completed at the end of enrichment programs and at the family literacy event. The Youth Program Quality Assessment Tool (YPQA) will gauge program effectiveness yearly, implemented by CYC. AYP reports using the PPICS database will be completed yearly. Local evaluation for the State of Iowa will also be completed annually.

**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. This equates to 1,000 students x 30 days x \$10.00/day = \$300,000 across all eight sites annually.

**Documentation of Competitive Priority:** DMPS has selected eight school sites designated as Title I eligible, SINA schools according to the Iowa Department of Education SINA list, found at [www.educateiowa.gov](http://www.educateiowa.gov). DMPS is jointly submitting this application with a community-based organization, evidenced by original signatures on Form C: Collaborative Signatures found in the appendix.

**2. Student Needs Assessment**

**2.1 Evidence utilizing objective data, resources available, Title program data, achievement gaps data, other data, and how proposed project addresses these needs**

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.

School	Checkmark	SINA Designation	SINA Designation	Enrollment	FRPL %	ADA %	ELL %	Minority %	Other %
Callanan	✓	SINA-6	SINA-7	620	75.3	26.8	73.2	94.8	125
Goodrell	✓	SINA-7	SINA-6	619	64.6	3.1	96.9	95.1	125
Harding	✓	SINA-2	SINA-2	700	93.9	20.4	79.6	94.0	125
Hiatt	✓	SINA-8	SINA-8	626	97.9	28.3	71.7	92.8	125
Hoyt	✓	SINA-4	SINA-8	488	85.3	9.8	90.2	93.5	125
McCombs	✓	SINA-10	SINA-5	657	73.7	10.2	89.8	93.4	125
Meredith	✓	SINA-10	SINA-10	715	76.4	28.1	71.9	95.7	125
Weeks	✓	SINA-5	SINA-5	633	82.5	21.2	78.8	94.5	125

The 2013-2014 FRPL rates, a leading indicator of poverty, range from 64.62% to 97.93% for the targeted schools; high rates compared to the 2013-2014 state of Iowa rate of 41.1%. 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). Students living in poverty have poorer outcomes in achievement, graduation rates, and higher education compared to their peers who don’t live in poverty (Perie et al., 2005; Swanson, 2004; and Carey, 2005).

As the Iowa Assessments data shows below, 46.7-51.5% of DMPS students in grades 6-8 are not proficient in reading and 53.7-61.1% of the students are not proficient in math.

	DMPS Reading Proficiency 2012-13	State of Iowa Reading Proficiency 2012-13	DMPS Math Proficiency 2012-13	State of Iowa Math Proficiency 2012-13
Grade 6	47.3	65.09%	53.7	71.95%
Grade 7	51.5	67.63%	61.1	77.18%
Grade 8	46.7	65.27%	57.8	73.33%

In particular, students who transition from 5<sup>th</sup> to 6<sup>th</sup> grade show drops in proficiency.

	Transition Years	
	5 <sup>th</sup> Grade 2012	6 <sup>th</sup> Grade 2013
Reading Proficiency	60.5%	47.3%
Math Proficiency	60.5%	53.7%

The achievement gap is pronounced when the data is disaggregated by income, minority, and language status.

**6<sup>th</sup>-8<sup>th</sup> graders who are not proficient in reading and math (2012-13 Iowa Assessments)**

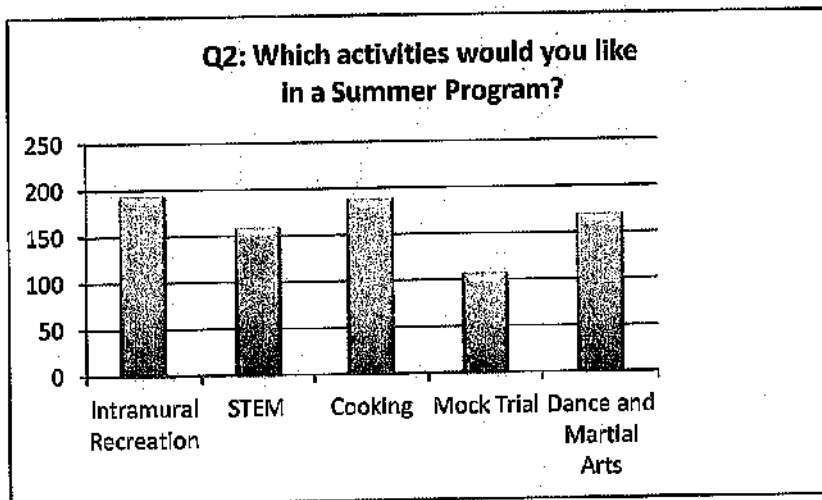
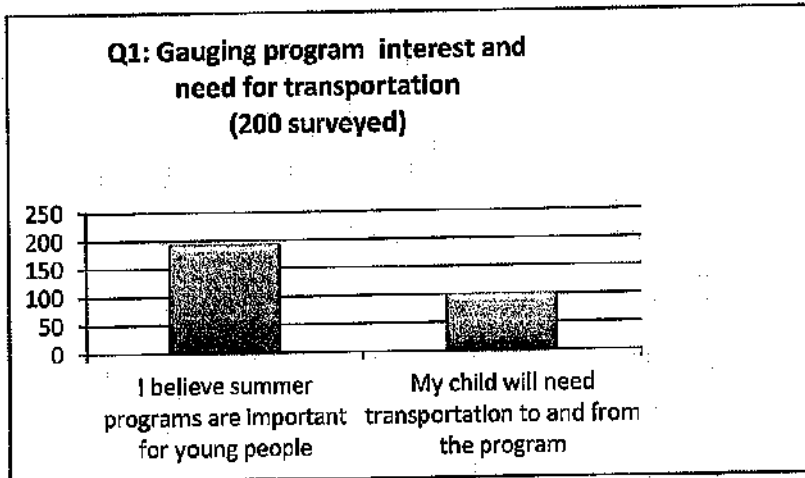
School	Enrollment	% of students not proficient in Reading	% of students not proficient in Math	% of non-proficient students who receive FRPL		% of non-Proficient students who are minority		% of non-Proficient students who are ELL	
				Reading	Math	Reading	Math	Reading	Math
Callanan	620	52.7	48.5	90.9	88.4	85.9	87.4	37.9	40.1
Goodrell	619	39.7	38.4	73.5	74.9	35.0	32.6	5.6	4.0
Harding	700	59.7	50.0	81.9	84.7	78.6	80.7	26.7	25.9
Hiatt	626	65.7	52.7	79.3	79.8	86.8	86.3	29.8	30.2
Hoyt	488	56.5	46.8	91.1	90.2	50.0	48.5	18.8	18.7
McCombs	657	54.2	40.0	80.4	83.5	56.5	55.8	16.7	15.7
Meredith	715	62.3	47.3	83.4	84.8	76.9	81.8	37.9	43.7
Weeks	633	59.9	43.0	84.6	86.4	74.1	74.9	30.5	30.8

Community resources for summer school activities are often out of reach for the low-income students at DMPS due to limited options, cost barriers, and transportation barriers. Many summer opportunities in Des Moines are aimed at elementary school versus middle school (YMCA). Des Moines Parks and Recreation offers one program through the SCIENCE Center of Iowa. The SCIENCE Center of Iowa provides programming; however, it is cost-prohibitive at \$200-300 per 5-day camp, and transportation is not offered. The Boys and Girls Club offers programming; however, it is not led by certified teachers and transportation is not always available.

Based on the objective data provided above, student and parent interest surveys, and input from district administrators, summer time programming will occur five days per week at eight middle schools for eight hours per day over six weeks. The program will serve a total of 1,000 students (125 per site), providing academic support and enrichment activities to address achievement gaps (small group instruction, project-based learning activities, and computer-based learning). Students will engage in recreational activities to gain social-emotional and physical literacy skills. A family literacy event will be offered to families to increase parent-child engagement in support of students' academic success. Students of all ability levels are welcome, and instructional activities will be differentiated accordingly. To ensure the needs of working families are met, the district will provide transportation to and from the program.

**2.2 Evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.**

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. Survey feedback is shown in the charts below, guiding prioritization of enrichment activities, such as: sports, STEM, cooking, dance, martial arts, etc. DMPS English Language Learner (ELL) 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. Middle School Athletic Departments and the Middle School Activities Specialists were consulted to plan student recreational programs. 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 external partners (CultureALL, CYC, UWCI, private schools) to explore joint goals and potential partnerships for the 21CCLC program. . Please see the attached consultation forms and M.O.U.s/ letters of support in the appendix.





### 3. Project

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

The proposed program design is based on the results of the Needs Assessment (achievement gaps, student demographics, and input from stakeholders) shown in Section 2. This information guided the decision to offer middle school summer programming, with community partners, to provide academic enrichment and physical literacy/recreational activities. Students indicated high interest in sports/fitness activities, so recreational and physical literacy activities will be offered daily. Assessment data shows low proficiency scores in the areas of math and reading, so academic enrichment via small group instruction, project-based learning, and computer-based learning will focus on academic skills and practice. Feedback from parents showed interest in summer programs and engagement activities, so a family night event is planned.

#### 3.2 Variety of 1) academic, 2) enrichment, and 3) family literacy services (within 14 eligible federal activities). Provide students a daily meal/ snack meeting USDA nutrition guidelines

DMPS 21CCLC programs will be based on best practices for instruction, positive youth development, and family literacy; and it will be compliant with the 14 eligible federal activities. 21CCLC will operate 5 days per week for 8 hours per day during six weeks of the summer time. Students from area catholic schools are served by the program, per federal guidelines (shown in Form F in the appendix). A variety of academic enrichment and physical literacy/ recreational activities will be offered, detailed below. A daily nutritious breakfast, lunch, and snacks will be provided by DMPS Food and Nutrition Services, complying with USDA guidelines. 21CCLC will provide 240 hours of programming and a family event, planned around families' work schedules when possible. Transportation will be provided to and from the program.

**Academic Support and Enrichment:** High-interest educational enrichment activities will teach students academic skills and provide time to practice the skills. These activities, provided by DMPS certified teachers and community partner staff (CultureALL, CYC), are based on the needs assessment, student and parent surveys, and stakeholder input. They will provide safe, interesting, and challenging experiences for 3-4 hours daily that help students gain academic skills in literacy, math, cultural arts, social studies, and science (aligned with the Iowa Core and national standards) and develop a variety of life skills and 21<sup>st</sup> century skills (critical thinking, decision-making, teamwork, and building relationships with caring adults). Literacy will be a part of all programs; however, Imagine Learning, an evidence-based software program, will help struggling readers improve literacy skills. It provides personalized learning and feedback, with instruction in English or a student's first language.

**Physical Literacy/Recreation (3-4 hours/day):** Intramural sports, such as kickball, ultimate Frisbee, and volleyball, will be offered in two week cycles, with a tournament at the conclusion of each cycle. Students will learn the fundamental skills of each sport and participate in physical literacy activities, based on the work of Dr. Ed Thomas. These brain-based physical literacy skills will help students gain strength and endurance, speed and agility, and flexibility. Students will have the opportunity to collaborate in teams, make friends, and feel a sense of belonging. Healthy cooking programming will provide the opportunity to learn about nutrition and healthy lifestyle choices, how to prepare healthy meals/snacks, and how to reach their wellness goals. Folk dancing and martial arts training opportunities, provided by CultureALL, will allow students to exercise their bodies in a fun way while learning about other cultures in the process.

**Family Literacy:** A Family Literacy event will be held at the conclusion of the summer program to encourage literacy activities and showcase student projects and skills (STEM, cooking, photo-ethnography projects, physical literacy, etc.). The event will also provide “take-aways” (i.e. games) that they can continue to use at home to support academic skills and relationship building. These activities will align with the academic enrichment lessons that students have learned during the summer program. The ELL department will provide guidance and translators for ELL families, including referrals to adult literacy and GED courses offered at DMACC.

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

<b>Goal 1:</b>	To provide high-quality, comprehensive summer time academic support and enrichment activities, aligned with district and state standards, enabling students to improve academically.	
<b>Objective 1.1</b>	Provide summer time academic enrichment activities (project-based learning, small group instruction, and computer based instruction) 5 days per week, for 3-4 hours per day, to students in the identified schools.	
<b>Objective 1.2</b>	80% of participants will maintain or improve their lexile scores on the Scholastic Reading Inventory (SRI) from spring to fall of 2014.	
<b>Objective 1.3</b>	80% of participants will maintain or improve their quantile scores on the Scholastic Math Inventory (SMI) from spring to fall of 2014.	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Mock Trial</li> <li>• Global Cooking</li> <li>• FIRST Lego League</li> </ul>	<ul style="list-style-type: none"> <li>• Imagine Learning</li> <li>• Photo-ethnography</li> <li>• Story-telling ethnography</li> </ul>

<b>Goal 2:</b>	To engage students in high-interest recreational activities that promote physical literacy, positive youth development, engagement, and health and wellness.	
<b>Objective 2.1</b>	Provide summer recreational enrichment programming 5 days per week, 4 hours per day, for 6 weeks.	
<b>Objective 2.2</b>	Participating students will gain new experiences and important life skills by participating in athletic and wellness enrichment programs.	
<b>Objective 2.3</b>	Participants will improve or maintain positive behaviors as measured by classroom teacher reports and Infinite Campus reports.	
<b>Objective 2.4</b>	Participants will maintain 3 or fewer absences over the six week period as measured by attendance records through Infinite Campus.	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Physical Literacy Activities</li> <li>• Intramurals</li> <li>• Healthy Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Martial Arts</li> <li>• Folk Dance</li> </ul>

<b>Goal 3:</b>	To provide a high-quality family literacy event that promotes positive parent-child interaction, family engagement and overall support of student academic success.	
<b>Objective 3.1</b>	Provide a family literacy event to engage students and families in interactive activities, strengthening parent-child relationships and academic performance.	
<b>Objective 3.2</b>	95% of participating families will indicate satisfaction with the family literacy event as measured by parent surveys.	
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Family Literacy Event</li> </ul>	<ul style="list-style-type: none"> <li>• Referrals to adult literacy and GED courses (DMACC)</li> </ul>

**3.4 Alignment with school day instruction through relationships with school staff, alignment with state and national standards, or through the CSIP must be evidenced.**

The DMPS Curriculum Department provides oversight to ensure that the proposed academic enrichment programs are aligned with the district CSIP. These programs are also aligned with common core standards, as shown below. Certified teachers will provide instruction and project-based learning activities that are differentiated and relevant to students. DMPS ELL staff will ensure translation of materials and tailoring of activities for ELL students.

**Mock Trial (CultureALL):** students work in small groups with a refugee ambassador to learn about immigration law and try their own case. Civic Literacy common core connections: *Communicate and work productively with others, considering different perspectives and cultural views; Demonstrate leadership, integrity, ethical behavior, and social responsibility.*

**Story-telling ethnography, photo-ethnography and global cooking (CultureALL):** students will learn about various cultures, including their own. They will learn about food customs and, with an ambassador, discover their own unique culture through story-telling and photography, showcasing their projects in a public setting. Social Studies common core connections: *Understand influences on individual and group behavior and decision making; Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture.*

**STEM programming (CYC)** including coding, robotics, earth science and math programs will allow students to experience science and math in a hands-on experiential way, through programs such as FIRST Lego League. Math and science common core connections: *Identify and generate questions that can be answered through scientific investigations; Think critically and logically to make the relationships between evidence and explanations; Make sense of problems and persevere in solving them.*

**Recreational/Physical Literacy activities (DMPS):** recreational activities (volleyball, kickball, and ultimate Frisbee), physical literacy activities, and healthy cooking classes link to Health Literacy common core connections: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society; Utilize interactive literacy and social skills to establish personal, family and community health goals.*

**3.5 Experience providing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of students**

DMPS has implemented many successful 21CCLC programs. Two cohorts currently serve eleven schools. Six middle school programs funded in Cohort IV concluded their funding in 2012, with the following results: 66% of students made gains in reading and 65% of students made gains in math. Ongoing community partnerships were created with Boys and Girls Clubs, Iowa Student Loan, I Have a Dream Foundation and a grant from State Farm. Two DMPS elementary schools were showcased in the Impact Afterschool Conference in 2013, and will do so again in 2014. DMPS served 1,951 students in 21CCLC programs in 2012-13 and are poised to serve 2,600 students in 2014-15.

#### **4. Research Base**

Research has consistently shown over the past century that when children do not engage in educational activities during the summer, they experience learning loss (White, 1906; Entwisle & Alexander, 1992; Cooper, 1996; Downey et al., 2004). During the summer, children from low-income homes on average lose more than two months in reading achievement. All students lose an average of two months in math achievement, regardless of income (Cooper, 1996). Researchers from Harvard have found that low-income students are particularly at-risk during their transition to middle school, as evidenced by drops in math and literacy achievement that can continue through 10<sup>th</sup> grade (Schwerdt & West, 2011).

The effectiveness of summer programming on improving student achievement has been consistently demonstrated through meta-analyses of research studies (Cooper, Charlton, et al., 2000). Academic summer learning programs that integrate recreational, cultural, and/or enrichment activities taught by experienced teachers have been shown to produce student gains in reading and math achievement. Best practices in summer programs include small-group instruction provided by teachers (Boss & Railsback, 2002; Beckett, 2008). Additionally, disadvantaged children have been shown to benefit from summer learning programs that are hands-on and incorporate high-interest and relevant activities (Terzian, M. & Moore, K.A., 2009; Miller & Snow, 2004).

These programs also have a positive impact on participants' school engagement (attitude toward school, educational aspirations, and attendance) (Little & Harris, 2003). Additionally, 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). Through structured recreational and enrichment activities, students foster friendships and gain self-esteem (Akos, 2006; Darling, 2005; Khanlou, 2004). They feel a greater sense of connection and belonging to school through these activities (Akos, 2006). This is particularly important as students transition to middle school, a time of great stress and developmental changes. These activities act as a protective factor against dropping out of school (Akos, 2006).

Research also shows that high-quality out-of-school time programs include partnerships with community based organizations (Wimer, 2007; Bouffard, Little, & Weiss, 2006). Additionally, research has 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).

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).

## 5. Management Plan

### 5.1 A plan to ensure effective staffing, professional development, effective leadership, use of volunteers, especially seniors, to support high-quality programming.

**Management Team:** A part-time site coordinator will implement day-to-day program operations for the six week summer program. 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 coordinator will be responsible for, with support from the Project Coordinator and the principal, recruiting qualified staff and supporting alignment of the program with the CSIP and the Iowa Core. Recruitment efforts 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 Learning Services and Student Activities and Student Activities, Matthew Smith. Mr. Smith 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 collaborate with parents, staff, and community partners to ensure program effectiveness, and she will coordinate with Curriculum Coordinators to ensure alignment of curriculum with district and state standards. Ms. Brown 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 the district and 21CCLC in community collaborations and meetings related to the program. In addition, each site will be supported by district 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. The Site Coordinator will submit purchase requests on behalf of 21CCLC to be approved by the building principals, Project Coordinator, and the Executive Director of Learning Services and Student Activities.

**Professional Development:** 21CCLC staff will attend the Impact Afterschool 2014 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 host site tours for conference attendees. All program staff will attend two full-day mandatory training in preparation for the summer program. All 21CCLC staff will be required to attend Professional Development on a variety of topics, such as: cultural arts education, STEM, and athletics/wellness.

**Volunteers:** DMPS recognizes the benefit and value of utilizing volunteers in an effective, high-quality out-of-school time program. Volunteers will assist with program enrichment activities. The DMPS District Volunteer Coordinator will assist with recruiting volunteers, including senior volunteers. He will target the Retired and Senior Volunteer Program (RSVP) and the Foster Grandparents program for recruitment. 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 safe student transportation to and from the program, where appropriate, including home, and ensuring safe and accessible facilities and services, including 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 the program, and to and from recreational activities;
2. Translation of materials through the DMPS ELL department;
3. Collaboration with local community resources and services (see section 7);
4. Collaboration with internal departments: Special Education, ELL department, counselors, Community Schools Coordinators, SUCCESS workers, Middle School Student Activities Specialists, and Athletic Directors at each school.

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 and engagement of a stakeholder advisory group and organizational or program leadership structure.**

The 21CCLC will develop an Advisory Council that consists of grant administration staff (Executive Director of Learning Services and Student Activities and Project Coordinator) as well as principals, site coordinators, parents, students, and community partners. This Council will meet twice during pre-program planning, once mid-session, and once after program completion to reflect on progress and barriers to achieving outcomes (including modifications as needed), discuss feedback from parents and students, and discuss partnership opportunities. A Leadership Team will be developed that consists of the Project Coordinator and the site coordinator. This team will meet daily as the program launches and then weekly 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 of the program 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.**

Des Moines Public Schools recognizes the value and importance of out-of-school time learning for students and is committed to sustaining these programs long-term. 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 that includes a long-term vision, goals to be accomplished, strategies to accomplish the goals, and measures to monitor progress along the way. The strategies will garner broad-based community support, utilize stakeholders to raise visibility of the program's successes, and build new partnerships. Other strategies will make use of existing resources and create new streams of revenue. The 21CCLC Project Coordinator serves on a newly created United Way task force for out-of-school time programming. This will provide other community connections and raise visibility about the program.

The proposed program leverages district funds and in-kind support, which will continue beyond the five year program. The Executive Director of Learning Services and Student Activities oversees several district programs that will collaborate together for long-term sustainability (21<sup>st</sup> Century Community Learning Centers, Middle School Activities Program, Community Schools Program, and the SUCCESS program).

DMPS will invest in capacity building through one-time purchases of curriculum, equipment, and materials that will span beyond the life of grant funds and serve as a component of sustainability. For example, durable equipment purchases for wellness activities will sustain after funds are gone, providing a high return on investment.

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

<b>Strategy: Promote Visibility of successful program outcomes</b>			
<b>Audience</b>	<b>Outreach Methods</b>	<b>Frequency</b>	<b>Expected Impact/Outcome</b>
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; *DMPS 21CCLC website *Presentation of successful outcomes at 21CCLC National Conference.	Summer 2014	Greater understanding of need for high-quality summer 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.
<b>Strategy: Develop advocates among stakeholders</b>			
<b>Audience</b>	<b>Outreach Methods</b>	<b>Frequency</b>	<b>Expected Impact/Outcome</b>
School Board; DMPS Administrators; 21CCLC Advisory Council; Community Partners; Teachers; Parents and students.	Dissemination of evaluative reports; Presentation to Advisory Council; Invite youth to share success stories; Meetings with potential partners; DMPS website and blog; One-on-one meetings.	On-going	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).
<b>Strategy: Engage parents and youth</b>			
<b>Audience</b>	<b>Outreach Methods</b>	<b>Frequency</b>	<b>Expected Impact/Outcome</b>
Youth grades 6-8; Parents; Teachers; School staff.	Student surveys; Parent surveys; Academic achievements shared with parents, teachers, and school staff.	Summer 2014	Increased or maintained student engagement in program; Increased academic achievement; Family participation in family literacy event; Improved partnerships between families and schools.



## 7. Partnerships

**7.1 Existing partnerships and their roles in programming and/or sustainability. Distinguish between a partnership and a contractor. Contractor provides services for payment while a partner provides services without payment or at reduced cost (e.g. in-kind contributions).**

### External Partners:

**CultureALL** is a community-based organization whose mission is *to create discovery-filled experiences that strengthen cultural understanding and appreciation in our daily lives.* CultureALL will provide daily academic enrichment activities (1.5-2 hours per topic for a total of 3-4 hours per day) at a reduced cost for students in the program to support the goal of increasing their academic skills in core areas. Culture ALL's programs will provide students with opportunities to learn and practice skills in reading, math, social studies, civics, arts. Programming offered will include: Mock Trial, story-telling ethnography, photo-ethnography, global cooking, folk dance, and martial arts. Please find the Memorandum of Understanding in the appendix.

**Community!Youth Concepts** is a community-based organization whose mission is *to promote the use of positive youth development principles and best practices to connect youth to their community and assist them in the development of skills that will help them be successful today and in the future.* CYC will provide daily STEM programming at a reduced cost so students can learn and practice core skills in science, technology, engineering, and math. The program sessions will occur for 1.5-2 hours per topic each day, for a total of 3-4 hours of programming per day. CYC will also provide YPQA qualitative evaluation of the program (data collection, analysis, and reporting). Please find their letter of support in the appendix.

**United Way of Central Iowa** is a community-based organization whose mission is *to improve lives by uniting the caring power of our community.* The UW will provide funding to expand the summertime programming from 6 hours to 8 hours each day, providing students with an additional 60 hours of academic enrichment programming. The proposed program aligns with the UWCi Education Result 3: Middle and High School Success (identify and engage students at-risk and improve school success; provide quality out-of-school time opportunities). Please find their letter of support in the appendix.

**Heartland Area Education Agency** is one of Iowa's nine Area Education Agencies that *provides equitable, efficient and economical educational opportunities for all Iowa children.* AEA will provide in-kind external evaluation services to the district for many years. This has included the district's past 21CCLC grants and will include the quantitative data analysis and evaluation for the proposed summertime program.

### Internal Partners:

The 21CCLC program will also collaborate internally with several programs. The district's Middle School Activities Specialists will help plan and implement the recreational intramural and physical literacy programming for the proposed program. The SUCCESS program and Community Schools program will assist with outreach to at-risk students. The English Language Learner department will provide program guidance and translation services to meet the needs of ELL students and their families for the summer program and the family literacy event. Vinh Nguyen, supervisor of the ELL program, serves as an advisor for DMACC Urban Campus and will promote the college's adult literacy and GED courses to families served through the summer

time program. DMPS Food and Nutrition will provide breakfasts, lunches, and snacks that meet USDA guidelines. The Project Coordinator will also collaborate with the District Volunteer Coordinator to recruit and train volunteers to assist with the summer program. DMPS will provide transportation for students toward the project, to cover the gap between grant funds of \$24,000 and the transportation costs of \$72,000.

**7.2 Application must describe a plan for meaningfully engaging partners over lifetime of grant, recruiting new partners, and maintaining relationships.**

The recreational intramural programming proposed in the program will serve as a model program for the district to expand across middle schools as afterschool programming. With the district's recent hiring of two Middle School Activity Specialists, it will be expanded to afterschool at the 6<sup>th</sup> grade level during the fall of 2014. The following year, it will expand to the 7<sup>th</sup> grade level. During the fall of 2016, it will expand to the 8<sup>th</sup> grade level so that all middle schools will have engaging afterschool recreational activities for students. Coupled with the proposed 21CCLC summer program, a comprehensive year-round recreational enrichment for all middle school students will be offered.

Additionally, with input from stakeholders to identify prospective community partners on an ongoing basis, the District Project Coordinator will recruit new partnerships throughout the life of the grant. External partners that will be considered for partnerships include State Farm (former grant partner of a previous 21CCLC cohort for service-learning) 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); health/wellness (internal partners with middle school activities program); 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

**8.1 Application must provide evidence that an experienced evaluator is in place that has the capacity and experience 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 program 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. Heartland AEA provides the district with a full-time, highly qualified external evaluator, Mike Szymczuk, to evaluate student data from the SRI and SMI assessments, as well as from participant surveys. 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 data on attendance, behavior (discipline referrals and suspensions), and grades. Teachers will provide objective data regarding classroom participation.

In addition to quantitative data, the district will conduct qualitative evaluation, including satisfaction surveys of partners, parents, and students. Surveys will be completed at the end the program and family event.

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.

**8.2 Evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support; how these procedures align with goals, objectives, and program activities; detailed plan, including timelines, to make the results public.**

The following chart shows the timeline for completion of evaluation activities. Results from the evaluation findings are analyzed by the Leadership Team (daily and weekly for the 6 week program) and the Advisory Council (3 times per year, before, during and after session) to make necessary program modifications. Program reports will be available to the public via the DMPS website, the district's 21CCLC website, to stakeholders, press releases, DMPS-TV, DMPS social media pages, and community presentations. Reports will be targeted to the public, and as such will be reader-friendly.

<b>Goal 1: To provide high-quality, comprehensive summertime academic support and enrichment activities, aligned with district and state standards, enabling students to improve academically.</b>		
Objectives	Activities	Indicators and Timeframe
<p>1.1 1.2 1.3</p>	<ul style="list-style-type: none"> <li>• Small group instruction;</li> <li>• <i>Imagine Learning</i></li> <li>• Cultural literacy programs; mock trial, global cooking, story-telling ethnography, photo-ethnography</li> <li>• STEM programming; robotics, coding, earth science and math programs</li> </ul>	<ul style="list-style-type: none"> <li>• # of sessions provided (weekly)</li> <li>• Teacher Reports (attendance, behavior, participation) (daily/ weekly)</li> <li>• Formative assessment data (spring/fall)</li> <li>• Leadership Team meetings (3x year, before, during and after session)</li> <li>• Teacher survey (end of each program session)</li> <li>• YPQA results (end of each program session)</li> </ul>
<b>Goal 2: To engage students in high-interest recreational activities that promote physical literacy, positive youth development, engagement, and health and wellness.</b>		
Objectives	Activities	Indicators and Timeframe
<p>2.1 2.2 2.3 2.4</p>	<ul style="list-style-type: none"> <li>• Intramural sports; volleyball, kickball, ultimate Frisbee</li> <li>• Physical Literacy</li> <li>• Healthy cooking classes</li> <li>• Dance and martial arts</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts with Partners (ongoing)</li> <li>• Leadership Team meetings held (daily/weekly; before, during and after session)</li> <li>• Advisory Council meetings held (3x year, before, during and after session)</li> <li>• # of sessions provided (weekly)</li> <li>• YPQA results (end of each program session)</li> <li>• Student surveys (end of each program session)</li> <li>• Parent surveys (end of each program session)</li> <li>• Teacher Reports (attendance, behavior, participation) (daily/ weekly)</li> </ul>
<b>Goal 3: To provide a high-quality family literacy event that promotes positive parent-child interaction, family engagement and overall support of student academic success.</b>		
Objectives	Activities	Indicators and Timeframe
<p>3.1 3.2</p>	<ul style="list-style-type: none"> <li>• Family literacy event</li> <li>• Referrals to adult literacy and GED courses</li> </ul>	<ul style="list-style-type: none"> <li>• # of events held and # in attendance (end of each program session)</li> <li>• Participant surveys (end of each program session)</li> </ul>

## 9. Budget Narrative

**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. Form D4 must be included if the grantee is a continuation grantee.**

**Funding Formula to Determine Request:** Funding requested is based on # students x # of days x \$10.00. 1,000 students x 30 days x \$10.00/day = \$300,000 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 4 staff/site x \$30/hour x 30 hours/week (average) x 6 weeks x 8 sites = \$172,800 or \$21,600 per site*

**Executive Director of Learning Services and Student Activities:** This will be an in-kind contribution from DMPS. *Salary (plus benefits) = \$177,208 x 5% of his time = \$8,860.40 (in-kind) per year.*

**Project Coordinator:** Each site will contribute an equal percentage of funds to support the Project Coordinator position. *Salary (plus benefits) = \$89,216 x 18% of her time = \$16,000 per year. Total Personnel Per Site: (\$21,240 for student program; \$2,360 for family literacy event).*

### Staff Travel:

Each site will have funds allocated to cover the cost of local travel for meetings and local Professional Development activities. This has been calculated at *\$125 per site (\$100 for the student program; \$25 for the family literacy component) x 8 sites = \$1,000.*

### Professional Development:

Funds will allow 21CCLC staff to attend the Impact Afterschool 2014 spring conference in Des Moines, two full-days of mandatory Professional Development to prepare for the summer program, and other Professional Development trainings (and related instructional materials) on relevant topics of cultural arts, STEM, wellness, etc. *10 hours of Professional Development x 32 teachers x \$30/hour = \$9,600; Conference costs are \$120/teacher x 45 staff = \$5,400. Total: \$9,600 + \$5,400 = \$15,000 or \$1,875 per site (\$1,375 for student program; \$500 for family literacy event).*

### Student Access and Transportation:

Funds will be available for yellow school buses to take students to and from the program each day, as needed, and to and from intramural fields/tournaments as needed. *5 days/week x 6 weeks x \$300/day per bus = \$9,000 per site x 8 sites = \$72,000. Grant funds will cover \$24,000 of this total. DMPS funds will cover the remainder.*

### Evaluation:

Funds will be used to support the collection, evaluation, and reporting of quantitative and qualitative data for each site. The DMPS contracted external evaluator (from Heartland AEA) will provide quantitative reports through DMPS funds. Grant funds will pay for qualitative

YPQA evaluation and reporting by a community partner (Community!Youth Concepts) at \$300/site x 8 sites = \$2,400

**Administrative/ Indirect Costs:**

DMPS is requesting administrative expenses to cover administrative and indirect costs related to grant activities. *Community Partners (M.O.U. partners) = \$2,121 per site per year (\$1,371 for student programs and \$750 for family literacy event) x 8 sites = \$16,969 total. Indirect rates of 2.40% = \$879 for each site (\$791 for student programs and \$88 for family literacy event) x 3 sites = \$7,031. Total of \$3,000 per site x 8 sites = \$24,000 total per year.*

**Materials and Supplies:**

21CCLC funds will purchase curriculum, supplies, and equipment for the student program and family literacy event, such as instructional materials, learning activities, recreational equipment, cooking supplies, STEM curriculum, books, etc. *Materials for each site = \$5,600 (\$5,350 for the student program and \$250 for a family literacy event) per site x 8 sites = a total of \$44,800 for all sites.*

**9.2 Application must 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 summer 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 events, contracts with community partners, and program materials that could not be provided by the district without these grant funds.

**Memorandum of Understanding**  
**Between**  
**Des Moines Independent Community School District and**  
**CultureAll**

This Memorandum of Understanding made this 28<sup>th</sup> day of January establishes that CultureAll is committed to serving as a community partner in supporting out-of-school programs in conjunction with the Iowa Department of Education's 21st Century Community Learning Centers (CCLC) grant administered by the Des Moines Independent Community School District.

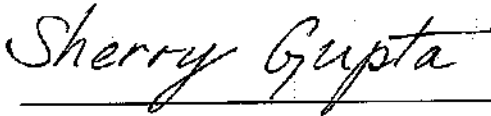
**The Des Moines Independent Community School District will:**

- Provide the services of a Project Director and Project Coordinator from district funds.
- Facilitate the communication and collaboration between 21<sup>st</sup> Century CLC schools and CultureAll.
- Publicize the program and recruit student and families for participation.
- Ensure compliance with all applicable federal, state, and local regulations.
- Prepare and submit all financial and programmatic reports to the Iowa Department of Education.
- Reimburse CultureAll up to \$22,000.00 each year during year I of the grant for programming and administrative costs.

**As a 21st Century Community Learning Center Co-Applicant and community partner, CultureAll will:**

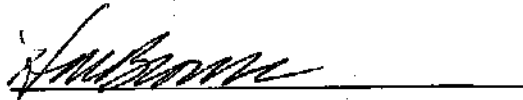
1. Implement programming Callanan, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, and Weeks during the summer as jointly determined by the CultureAll and DMPS staff.
2. Provide DMPS a monthly receipt of students served and classes offered.
3. Provide technical assistance to middle school staff regarding quality indicators for after school programs, program design, and evaluation strategies.
4. Identify a representative to serve on the 21 CCLC Advisory Council to monitor program implementation, identify new program areas, and plan for sustainability.

Future programs may be subcontracted for by the individual schools at an amount to be jointly determined.

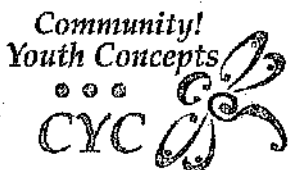
  
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Sherry Gupta

Executive Director/Founder CultureALL

  
\_\_\_\_\_

Heidi Brown, 21CCLC Grant Coordinator DMPS



January 27, 2014

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Des Moines Public Schools

Rebecca Braun  
Drake University student

**Staff**

Amy Croll, LMSW, CPS  
Executive Director

Dear selection committee:

On behalf of the staff, board, and volunteers of Community Youth Concepts (CYC) I am excited to provide this letter of support for Des Moines Public Schools (DMPS) 21<sup>st</sup> Century grant for middle school programming. CYC currently partners with DMPS 21<sup>st</sup> Century programs to coordinate Youth Program Quality Assessments with all sites implementing programming under the 21<sup>st</sup> Century grant. Because of the strength and willingness of the sites to implement best practices, CYC is pleased to partner with DMPS to offer high quality programming over the summer months to provide academic support, recreational enrichment, and family literacy to students and families.

CYC has a six-year history of providing high quality service-learning programming in partnership with central Iowa school districts. We're excited to direct this programming to meet the needs of students transitioning to middle school. In particular, CYC intends to use a focused approach to further support the academic growth of the students by demonstrating application of STEM (science, technology, engineering, and mathematics) principles through service. The infusion of STEM based programming is vital to the success of 21<sup>st</sup> Century Learning Centers as it exposes students to 21<sup>st</sup> Century workforce skills and helps connect classroom learning to real life. CYC is confident that a successful partnership with DMPS will help support students in meeting the future workforce demands in central Iowa.

Best regards,

A handwritten signature in cursive script that reads "Amy Croll".

Executive Director





United Way  
of Central Iowa

□  
January 28, 2014

Dear Twenty-First Century Grant Competition reviewers,

I am pleased to offer this letter of support for the Des Moines Public Schools application to the Twenty-First Century Grant. You will find Des Moines to be an extremely robust community with the necessary infrastructure in place to support a successful middle school summer program. The challenge of transitional periods and events in young people's lives demands that every opportunity is taken to provide the assistance required during this time. Thus, this program is designed to include cultural literacy, STEM enrichment and physical activities.

To increase the 9:00 a.m. to 3:00 p.m. academic enrichment and other activities, the United Way of Central Iowa is committed to providing \$57,600 which will extend the day to 5:00 p.m. Monday through Friday for six weeks. Thus, these very vulnerable students will have a safe place at which they will have an opportunity to develop engagement in learning in at least one of its varied forms.

With support from this initiative, students in Central Iowa will have increased opportunities to succeed in school, work, and life. I would greatly welcome the opportunity to answer any questions you may have in regards to our involvement in the 21<sup>st</sup> Century Middle School Summer Program.

Respectfully,

A handwritten signature in black ink that reads "Kate Bennett".

**Kate Bennett**  
Community Impact Officer - Education  
United Way of Central Iowa  
1111 Ninth Street, Suite 100  
Des Moines, IA 50314  
(515) 246-6612 direct line

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**REQUIRED FORMS**

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name:</b> Callanan Middle School		
<b>Site Address:</b> 3010 Center Street		
<b>City, State, Zip:</b> Des Moines, IA 50312		
<b>Phone:</b> (515) 242-8101		
<b>Site Contact Person:</b> Doug Calaway, Principal		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
Callanan Middle School	NA	125
<b>21CCLC Site Name:</b> Goodrell Middle School		
<b>Site Address:</b> 3300 East 29th Street		
<b>City, State, Zip:</b> Des Moines, IA 50317		
<b>Phone:</b> (515) 242-8444		
<b>Site Contact Person:</b> Dawn Stahly, Principal		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
Goodrell Middle School	NA	125
<b>21CCLC Site Name:</b> Harding Middle School		
<b>Site Address:</b> 203 E. Euclid Avenue		
<b>City, State, Zip:</b> Des Moines, IA 50313		
<b>Phone:</b> (515) 242-8445		
<b>Site Contact Person:</b> Maureen Taylor, Principal		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
Harding Middle School	NA	125
<b>21CCLC Site Name:</b> Hiatt Middle School		
<b>Site Address:</b> 1430 East University		
<b>City, State, Zip:</b> Des Moines, IA 50316		
<b>Phone:</b> (515) 242-7774		
<b>Site Contact Person:</b> Deborah Chapman, Principal		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
Hiatt Middle School	NA	125

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

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name:</b> Hoyt Middle School		
<b>Site Address:</b> 2700 East 42nd Street		
<b>City, State, Zip:</b> Des Moines, IA 50317		
<b>Phone:</b> (515)242-8446		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
Hoyt Middle School	NA	125
<b>21CCLC Site Name:</b> McCombs Middle School		
<b>Site Address:</b> 201 County Line Road		
<b>City, State, Zip:</b> Des Moines, IA 50320		
<b>Phone:</b> (515) 242-8447		
<b>Site Contact Person:</b> Nancy Croy, Principal		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
McCombs Middle School	NA	125
<b>21CCLC Site Name:</b> Meredith Middle School		
<b>Site Address:</b> 4827 Madison Avenue		
<b>City, State, Zip:</b> Des Moines, IA 50310		
<b>Phone:</b> (515) 242-7250		
<b>Site Contact Person:</b> Cindy Flesch, Principal		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
Meredith Middle School	NA	125
<b>21CCLC Site Name:</b> Weeks Middle School		
<b>Site Address:</b> 901 SE Park Avenue		
<b>City, State, Zip:</b> Des Moines, IA 50315		
<b>Phone:</b> (515) 242-8449		
<b>Site Contact Person:</b> Audrey Rieken, Principal		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
Weeks Middle School	NA	125

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

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

**Part A: Nondiscrimination**

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

**Part B: Use of Funds**

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

**Part C: Supplement, not Supplant**

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

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

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

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

**Part K: Public Review of the Application**

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

**Part L: Parent Consent**

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

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


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

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


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

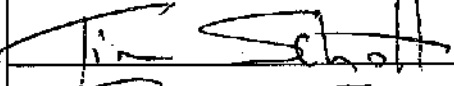
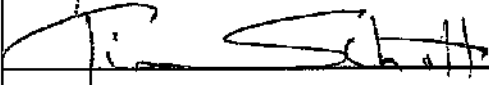
Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	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 Superintendent	Local Education Agency Name
	Des Moines Public Schools
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
Maureen Taylor	Harding Middle School
Dawn Stally	Goodrell Middle School
Debra Chyn	Amos Hiatt Middle School
Cindy Flesch	Meredith Middle School
Daglen Calmy	Callanan Middle School
Nancy M. Gray	McCombs Middle School

Signature of Local Education Agency Superintendent	Local Education Agency Name
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Hoyt Middle School
	Weeks Middle School



Form C: Collaborative Signatures  
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>[Signature]</i>	Agency	<i>Cultural</i>
Signature	<i>[Signature]</i>	Address	<i>P.O. Box 3913</i>
		City/Zip	<i>Indianola 50305</i>
		Phone	<i>515-278-8499</i>
Name/Title	<i>Ruth Wright / Communities in Schools</i>	Agency	<i>Des Moines Public Schools</i>
Signature	<i>[Signature]</i>	Address	<i>901 Walnut St.</i>
		City/Zip	<i>Des Moines 50309</i>
		Phone	<i>515-281-8397</i>
Name/Title	<i>Allison Vukovick / Activity Specialist</i>	Agency	<i>DMPS</i>
Signature	<i>[Signature]</i>	Address	<i>901 Walnut St.</i>
		City/Zip	<i>DM 50309</i>
		Phone	<i>515-281-7671</i>
Name/Title	<i>Vinh Nguyen - ELL Director</i>	Agency	<i>DMPS</i>
Signature	<i>[Signature]</i>	Address	<i>901 Walnut St.</i>
		City/Zip	<i>Des Moines 50309</i>
		Phone	<i>515-281-7853</i>
Name/Title	<i>Kate Bennett</i>	Agency	<i>United Way of Central Iowa</i>
Signature	<i>[Signature]</i>	Address	<i>111 9th Street Suite 100</i>
		City/Zip	<i>DSM 50312</i>
		Phone	<i>515-246-6612</i>
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

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

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)		
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>
8	1,000	\$ 300,000
		<b>Total three-year funding request (all sites):</b>
		\$ 900,000

**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
Callanan Middle School	\$37,500	\$37,500	\$37,500	\$112,500	125
Goodrell Middle School	\$37,500	\$37,500	\$37,500	\$112,500	125
Harding Middle School	\$37,500	\$37,500	\$37,500	\$112,500	125
Hiatt Middle School	\$37,500	\$37,500	\$37,500	\$112,500	125
Hoyt Middle School	\$37,500	\$37,500	\$37,500	\$112,500	125
McCombs Middle School	\$37,500	\$37,500	\$37,500	\$112,500	125

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

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)		
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>
8	1,000	\$ 300,000
		<b>Total three-year funding request (all sites):</b>
		\$ 900,000

**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
Meredith Middle School	\$ 37,500	\$ 37,500	\$ 37,500	\$ 112,500	125
Weeks Middle School	\$ 37,500	\$ 37,500	\$ 37,500	\$ 112,500	125
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

**Applicant Agency:** Des Moines Public Schools      Site: Callanan Middle 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: 375

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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

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

**Applicant Agency:** Des Moines Public Schools Site: Goodrell Middle 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: 375

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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

**Applicant Agency:** Des Moines Public Schools      **Site:** Harding Middle 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: 375

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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

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

**Applicant Agency:** Des Moines Public Schools      Site: Hiatt Middle 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: 375

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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

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

**Applicant Agency:** Des Moines Public Schools      Site: Hoyt Middle 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: 375

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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



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

**Applicant Agency:** Des Moines Public Schools      **Site:** McCombs Middle 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: 375

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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

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

**Applicant Agency:** Des Moines Public Schools      **Site:** Meredith Middle 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: 375**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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

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

**Applicant Agency:** Des Moines Public Schools      Site: Weeks Middle 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: 375

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,240	2,360	21,240	2,360	21,240	2,360	70,800
Staff Travel	100	25	100	25	100	25	375
Materials	5,350	250	5,350	250	5,350	250	16,800
Professional Development (minimum 4% per year)	1,375	500	1,375	500	1,375	500	5,625
Student Access, Transportation etc. (maximum 8% per year)	2,700	300	2,700	300	2,700	300	9,000
Evaluation (about 4% per year)	240	60	240	60	240	60	900
Administrative/ Indirect Costs (maximum 8% per year)	2,162	838	2,162	838	2,162	838	9,000
<b>Totals</b>	<b>33,967</b>	<b>3,533</b>	<b>33,967</b>	<b>3,533</b>	<b>33,965</b>	<b>3,533</b>	<b>112,500</b>

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

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

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

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

Des Moines Public Schools' General Fund will be used to start up and operate the program for up to three months.

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

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

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

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

Form E: Minority Impact Statement **FORM E: MINORITY IMPACT STATEMENT**

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

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

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

Indicate which group is impacted:

- |  |   |
|--|---|
| <input type="checkbox"/> Women                     | <input type="checkbox"/> American Indians         |
| <input type="checkbox"/> Asians                    | <input 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 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: 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: [Signature]  
Title: Superintendent

**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

	Private School Consultation Meeting Log	
	Date	11-25-13
	Time	1:00pm
	Location	Catholic Diocese Office

Meeting called by: Heidi Brown  
 Attendees: (Attach attendance sign-in sheet)

Type of meeting: exploration

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
Discussion: to decide on applying for grant as a separate application for Catholic Diocese and understanding partnerships for new DMPS applications.		
Conclusions: Catholic schools could apply for separate funding with guidance from Heidi if necessary. Some opportunities for 7-8 <sup>th</sup> graders could be available if they choose not to apply.		
Action Items:	Person responsible:	Deadline:
email the principals @ - Christ the King, Holy Family, St. Anthony	Julie Melcher -	11-25-13 - 2 <sup>nd</sup> week Dec. to move forward
Resources for Non-Public Schools	[Insert Name]	[Insert time allocation]
Discussion: Summer school opportunities for 7-8 <sup>th</sup> grade limited space available for Catholic students at DMPS 21CCLC Sites.		
Conclusions: Catholic Diocese will be better able to serve more students with a separate application for funding.		
Action Items:	Person responsible:	Deadline:
meeting again 12/9/13 -	Heidi Brown Julie Melcher -	_____ -

[continues on next page]

<b>Consultation Procedures</b> [Insert Name]      [Insert time allocation]		
Discussion: <u>The grant application is time consuming, however a separate app. may make sense for the Catholic diocese in Des Moines.</u>		
Conclusions: <u>The catholic schools may submit a separate application for 2011-12 <sup>Julie's</sup> well consult w/ principals</u>		
Action Items:	Person responsible:	Deadline:
<u>Consult w/ principals</u>	<u>Julie Melcher</u>	<u>12/9/13</u>
-	-	-
<b>Questions</b> All Staff      [Insert time allocation]		
Discussion: <u>NONE</u>		
Conclusions: _____		
Action Items:	Person responsible:	Deadline:
<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
-	-	-

**Other Information**


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

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

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



**FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG**

	<b>Private School Consultation Meeting Log</b>	
	Date	<i>12/9/13</i>
	Time	<i>11:00am</i>
	Location	<i>telephone conference call</i>

Meeting called by: *Neidi Brown*  
 Attendees: (Attach attendance sign-in sheet)

Type of meeting: *follow-up, planning*

----- Agenda Topics -----		
<b>Welcome</b>	[Insert Name]	[Insert time allocation]
Discussion: <i>* Review Julie Melcher's consultation w/ Middle School principals in the Catholic Diocese regarding their submission of a separate application</i>		
Conclusions: <i>The principals are not interested in submitting a separate application at this time.</i>		
<u>Action Items:</u>	Person responsible:	Deadline:
<i>NONE</i>	<i>N/A</i>	<i>N/A</i>
<b>Resources for Non-Public Schools</b> [Insert Name] [Insert time allocation]		
Discussion: <i>DNPS will open 40 registration spots - 5 at each of the 8 proposed elementary school programs for Catholic students.</i>		
Conclusions: <i>Julie Melcher is in agreement that this is a beneficial arrangement.</i>		
<u>Action Items:</u>	Person responsible:	Deadline:
<i>Complete the 21CL19 Proposal</i>	<i>Neidi Brown</i>	<i>1/31/14</i>

[continues on next page]

**Consultation Procedures** [Insert Name] [Insert time allocation]

**Discussion:** \* Discussions for further planning will resume after /  
 When the grant is awarded. The history of collaboration  
 w/ DMPS & the catholic diocese on DCLC grant programming  
**Conclusions:** yields ongoing talks as well.

Action Items:	Person responsible:	Deadline:
Meet March/April 2014	Heidi Brown	April 2014
-	- Julie Melcher	-

**Questions** All Staff [Insert time allocation]

**Discussion:** N/A

**Conclusions:**

Action Items:	Person responsible:	Deadline:
N/A	N/A	N/A
-	-	-

**Other Information**

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

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

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