Application Cover Page
21st Century Community Learning Centers

Iowa Department of Education
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Des Moines, Iowa 50319

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APPLICATION INFORMATION			
Applicant Serving as Fiscal Agent (Applicant Agency) Des Moines Independent Community School District (aka Des Moines Public Schools)			
County: Polk County		Amount Requested: $298,800 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Thomas Ahart, Superintendent		Grant Contact/Project Director Heidi Brown	
Agency Name: Des Moines Independent Community School District		Agency Name: Des Moines Independent Community School District	
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BEFORE YOU APPLY

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- ***What is the Free and Reduced Lunch Rate for each site?*** List below (use as many lines as necessary):
  - Site/Building Name: Capitol View Elementary
    - Free and Reduced Lunch Rate Percentage: 92.7%
  - Site/Building Name: King Elementary
    - Free and Reduced Lunch Rate Percentage: 95.3%
  - Site/Building Name: Monroe Elementary
    - Free and Reduced Lunch Rate Percentage: 90.5%

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

  ☐ Summer School Only

  ☑ Afterschool Only

  ☐ Before and Afterschool

  ☐ Before and Afterschool and Summer School

  ☐ Afterschool and Summer School

- ***Funding Formula:*** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
  - 249 number of children x 160 days x $7.50 either $7.50 (just afterschool) or $10.00 (Before and afterschool) per day = $298,800 (total funding request for before and afterschool programs)

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

Funding Request for Year One: $298,800
Funding Request total for Three Years: $896,400
Number of Children Served in Year One: 249
Number of Children Served in Three Years: 747

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
_____771737_____

(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 "Priority" or "Needs Improvement" on the Iowa School Report Card***. *5 additional points awarded*

Documentation: The three proposed grant sites (Capitol View Elementary, King Elementary, and Monroe Elementary) all are schools designated "Needs Improvement" on the Iowa School Report Card, as evidenced by the Iowa Department of Education website at: http://reports.educateiowa.gov/schoolreportcard.

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

☒ 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 Des Moines Public Schools and the YMCA, as evidenced by the attached M.O.U. and their original signature on Form C: Collaborative Signatories.

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

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NARRATIVE TEXT

1. PROPOSAL ABSTRACT

Number of students to be served: 249 students (regular attendees) per year
Total amount requested per year: $298,800
Total amount per student: $7.50/student per day x 160 days = $1,200/student per year

Student Needs Assessment: Des Moines Public Schools (DMPS) conducted a demographic analysis that assessed risk factors for academic failure, including low achievement, low income (eligibility for Free and Reduced-Price Lunch), average daily attendance, English Language Learners, and/or minority students. Results indicated a pronounced achievement gap in reading and math at Capitol View, King, and Monroe Elementary schools. This data informed the decision to implement an afterschool program at each site to address academic areas of risk. All three schools are Title I eligible and designated "Needs Improvement" on the Iowa Department of Education's Iowa School Report Card. The Project Coordinator met with community partners, principals, and other stakeholders for their input on program design. Principals surveyed parents and students to determine best hours for the program, activities of interest, transportation needs, and other feedback. Results show great interest in afterschool programs that offer academic assistance, a variety of educational enrichment activities, and family literacy events.

Project: Based on the results of the needs assessment data, DMPS will offer afterschool programming that includes evidence-based academic support, educational enrichment, and family literacy activities to improve academic performance in core areas (reading and math). All programming will be aligned with daytime classroom instruction (district and state standards) and differentiated to best meet students' needs. Three hours of academic support (tutoring in core areas; English language acquisition, small group instruction, homework help) and educational enrichment activities (high-interest and challenging activities that complement academics) will be offered to help students develop academic skills, life skills, build relationships with caring adults, and interact with positive peer groups. Overall goals will focus on improving growth in reading and math and increasing the percent of students who achieve proficiency/meet expected growth/benchmarks by the end of the school year. The goals of family literacy events are to encourage positive parent-child interactions and improve school engagement in support of students' academic success. Parents in need of adult literacy classes will be referred to Des Moines Area Community College adult literacy classes offered at the Evelyn K. Davis Center. DMPS implements successful 21st Century Community Learning Centers (21CCLC) programs at 24 schools, evidenced by students' increases in academic performance and proficiency levels.

Research Base: Out-of-school time programs that offer academic support and engaging enrichment activities focused on building skills and knowledge have been shown to be successful in raising achievement (Miller & Snow, 2004). Participation in quality out-of-school time programs has been shown to improve social-emotional development (self-confidence and self-esteem), decrease suspensions and expulsions, and increase positive student-adult relationships (Durlak, & Weissberg 2007; Warren, Feist, & Nevarez, 2002). Evidence shows that academic deficiencies can be remedied if struggling students receive intensive academic support (tutoring, small group instruction, etc.) (Houge, Geier, & Peyton, 2008; Constantine, et al., 2006). Evidence-based curriculum will be implemented (Houghton Mifflin Harcourt, Lexia Core 5, Mindworks Resources, and Imagine Learning) that are aligned with district and state standards.

Management and Sustainability Plan: Each school will have a full-time site coordinator (Before and Afterschool Supervisor) who will oversee day-to-day programming. The site coordinator will collaborate with parents, staff, and community partners toward program goals. Each site will be supported by the district 21CCLC Project Coordinator, the Community Partnership Coordinator, and the Climate Transformation Director to ensure all activities are pedagogically sound and aligned with school day instruction. 21CCLC staff will attend at least 12 hours of professional development each year on topics such as: ELL, YPQA, reading, math, and physical literacy. Volunteers, including senior citizens and Silver Cord students, will assist with program activities. DMPS will provide bussing to and from the program. Leadership Team meetings (monthly) and Advisory Council meetings (quarterly) will evaluate program effectiveness. The Council will help raise visibility of successes to garner community support and identify partners for program sustainability.

Communication Plan: Outreach activities will convey program successes publicly, through publication of program results (DMPS 21CCLC website via monthly updates), stakeholder reports, press releases, DMPS-TV, DMPS social media, and community presentations.

Partnerships: DMPS will partner with the John R. Grubb YMCA (M.O.U. partner, jointly submitting application) for fitness and asset development programs, ASAP, Inc. for arts programming, Community! Youth Concepts for YPQA evaluation, Heartland AEA for external evaluation, and several others. With stakeholder input to identify other prospective partners, the Project Coordinator will develop new partners throughout the grant cycle (programming, volunteer opportunities, field trips, funding, etc.). To retain partners, DMPS will foster open, ongoing communication and a continuous feedback loop that guides program modifications.

Evaluation: A comprehensive evaluation system of qualitative and quantitative measures will assess the impact of the 21CCLC program. An external evaluator will collect and analyze quantitative (formative and summative data, behavioral data) and qualitative data (parent and student survey data) to ensure outcomes are met. Data will be housed in the Infinite Campus database system. The Youth Development Program Quality Assessment Tool (YPQA), implemented by Community! Youth Concepts, will gauge program effectiveness yearly. AYP reports using the federal database will be completed yearly. Using external measures in concert with internal measures, the Program Coordinator and Leadership Team will recommend program modifications, ongoing. Monthly, quarterly, and semi-annual reports and recommendations will be reviewed by stakeholders before changes are made to the program. The summative evaluation report will include annual measures that provide external criteria of success.

Budget Narrative: The funding formula is based on the number of students served multiplied by the number of days of programming multiplied by the cost of programming per student, per day: 249 students x 160 days x $7.50/student/day = $298,800 per year ($99,600 per site/year). Justification of expenses are detailed in section 9.

Documentation of Competitive Priority: DMPS has selected three schools that are all Title I eligible and designated "Needs Improvement" on the Iowa Department of Education's Iowa School Report Card available at www.educateiowa.gov. DMPS is jointly submitting this application in collaboration with the John R. Grubb YMCA, evidenced by the attached M.O.U. and their original signatures on Form C: Collaborative Signatories.

2. STUDENT NEEDS ASSESSMENT

2.1 Demographic data demonstrating student need

Des Moines Public Schools (DMPS) conducted a need assessment of school, student, and community data focused on risk factors for academic failure, including low achievement scores, eligibility for Free and Reduced-Price Lunch (FRPL), average daily attendance (ADA), English Language Learner (ELL), and Minority. The extensive objective assessment results are detailed below, indicating a high need for afterschool programs to address these risk factors at Capitol View, King, and Monroe Elementary schools. The schools are Title I eligible (shown below) and designated "Needs Improvement" on Iowa Department of Education's Iowa School Report Card.

Title 1 Schools	Total Enrollment	AMO Math 2015-2016	AMO Reading 2015-2016	% FRPL (2015 Iowa School Report Card Data)	% ELL 2016-2017	% Minority 2016-2017	% ADA 2015-2016	# of Level II or Higher Discipline Referrals	# Students To Be Served (Regular Attendees)
Capitol View	556	SINA-7	SINA-7	92.7	21.8	77.2	96.6	706	83
King	336	SINA-9	SINA-5	95.3	44.6	92.3	96.0	225	83
Monroe	547	SINA-7	SINA-8	90.5	46.8	90.9	96.4	572	83

LITERACY AND MATH DATA: The charts below show that a significant percent of students at each school are not proficient, making expected growth, or meeting benchmarks in literacy and math. Disaggregating the data by income, race/ethnicity, and language reveals pronounced achievement gaps that must be addressed to ensure students achieve academic success.

LITERACY	# of students tested	All students outcomes:	Socioeconomic outcomes:		Race/Ethnicity outcomes:		Language outcomes:	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Grades 3-5 Iowa Assessments 2015-16 (% proficient)								
District	7,554	60.86	81.14	54.77	73.71	52.11	31.53	40.45
Capitol View	277	57.04	73.33	56.11	58.00	56.83	64.24	46.43
King	184	42.39	NA	42.61	57.86	40.61	45.00	39.29
Monroe	236	43.64	47.83	43.19	55.88	41.58	47.46	39.83
Grades 4-5 Iowa Assessments 2015-16 (% making typical growth)								
District	4,550	54.73	57.70	53.77	55.56	54.14	55.59	52.33
Capitol View	277	57.49	NA	57.59	55.56	57.86	56.38	58.90
King	184	63.06	NA	63.21	71.43	61.86	75.86	49.06
Monroe	236	50.70	NA	50.77	60.00	49.18	51.32	50.00
Grade 2-5 MAP Fall 2016 (% Meeting benchmark)								
District	10,197	32.39	56.73	24.65	44.62	24.25	39.65	12.52

Capitol View	382	29.58	55.00	28.18	38.75	27.15	39.60	10.61
King	227	16.74	NA	16.06	NA	16.67	21.14	11.54
Monroe	314	21.34	43.33	19.01	39.02	18.68	26.32	15.38
Grades K-1 FAST Fall 2016 (% meeting benchmark)								
District	4,951	57.56	77.09	51.26	66.92	51.28	62.82	45.10
Capitol View	164	60.98	NA	60.26	58.97	61.60	65.17	56.00
King	114	41.23	NA	41.44	NA	40.00	38.33	44.44
Monroe	199	46.73	73.91	43.18	51.85	45.93	54.74	39.42

MATH	# of students tested	All students outcomes:	Socioeconomic outcomes:		Race/Ethnicity outcomes:		Language outcomes:	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Grades 3-5 Iowa Assessments 2015-16 (% proficient)								
District	7,613	61.58	81.40	55.63	73.88	53.33	67.61	45.88
Capitol View	280	54.64	NA	54.34	56.00	54.35	61.82	44.35
King	185	37.30	NA	37.29	63.16	34.34	42.00	31.76
Monroe	240	45.83	45.83	45.83	55.88	44.17	47.46	44.26
Grades 4-5 Iowa Assessments (% making typical growth)								
District	4,547	46.43	57.39	42.89	50.48	43.60	49.25	38.55
Capitol View	280	34.13	NA	32.91	NA	35.71	38.30	28.77
King	185	46.85	NA	47.17	NA	46.39	51.72	41.51
Monroe	240	36.62	NA	36.92	NA	35.25	40.79	31.82
Grades K-5 MAP Fall 2016 (% meeting benchmark)								
District	15,151	28.90	50.40	22.07	40.97	20.94	34.40	14.64
Capitol View	543	22.47	39.29	21.55	35.29	18.87	29.59	10.73
King	339	12.68	NA	12.80	NA	12.46	15.56	9.43
Monroe	506	20.36	42.59	17.70	46.03	16.70	25.28	14.77

ENGAGEMENT DATA: DMPS administers an annual Gallup Student Survey to grades 5-12 to measure factors linked to student success, such as hope (ideas and energy we have for the future) and engagement (involvement in and enthusiasm for school). Recent results show a need to provide students with engaging enrichment activities to improve their social-emotional health.

Gallup Poll (2016-17)	**# surveyed (grade 5)**	**% who feel hopeful**	**% who are engaged**
Capitol View	85	47%	65%
King	49	34%	65%
Monroe	73	49%	81%

SCHOOL AND COMMUNITY RESOURCES: The proposed sites have provided afterschool programming in the past through 21st Century Community Learning Center grants. In absence of these funds, few options are available to provide afterschool programming at the school sites. Barriers exist to students accessing other community afterschool offerings. Boys and Girls Club of Central Iowa, Oakridge Services, Children and Family Urban Movement, and Des Moines Parks and Recreation offer afterschool programs, but they are not located in the neighborhoods of the proposed schools, creating transportation barriers. Other barriers to local programs include

cost (Science Center of Central Iowa, Des Moines Social Club) sporadic offerings (Des Moines Public Library), and lack of alignment with school instruction. In response, DMPS proposes an afterschool program offering academic support (reading and math) and enrichment activities through 21st Century Community Learning Centers (21CCLC) to improve students' academic growth toward proficiency and improve student engagement. The program will occur a minimum of 15 hours per week during the school year, open to all students in the three schools. Students will receive differentiated academic support (tutoring, small group instruction, homework help) from certified teachers utilizing evidence-based curriculum, aligned with classroom instruction. Students will be offered engaging educational enrichment activities (guided by student/ stakeholder surveys; provided by qualified staff and community partners) to gain social, emotional, and physical literacy skills via programs aligned to academic instruction. Monthly family literacy events will be held to increase parent-child engagement and promote academic success, accommodating working families' schedules to the extent possible. The schools serve a high percent of ELL families who have transportation and language barriers, as well as families who have disabilities or need special accommodations. Safe transportation to and from the program and family literacy events will be provided. DMPS will ensure accessibility to and safety of program facilities (translators/ translation of materials for ELL, specialized supports/ modifications, ADA compliant sites, secure entries and classrooms, etc.) so that all students and families have equitable access to participate. This is detailed further in section 5.2.

2.2 Evidence of stakeholder engagement in needs assessment and program development

The 21CCLC Project Coordinator assessed the needs of stakeholders, and principals and site coordinators collected parent and student interest surveys to gather data that informed program design, indicating great interest in the 21CCLC program. DMPS ELL staff collected feedback from ELL families, indicating high interest in afterschool programs and family literacy events. The Project Coordinator collaborated with community partners to explore joint goals and for the program, such as physical literacy, water safety, and healthy lifestyle choices programming identified by the YMCA, a variety of engaging fine arts opportunities identified by ASAP, Inc. (based on student feedback), and many others (detailed in Section 7, letters of support, and M.O.U.'s). Staff will collaborate internally with SUCCESS, Counselors, Community Schools Coordinators, Special Education staff and ELL staff for guidance on program design specific to identified student and family needs and for other services (translation, referrals to community services, etc.), and Food and Nutrition Services staff for snacks and meals that meet USDA guidelines, to ensure needs are identified and incorporated into the program design.

Input from students and parents is vital to guide successful program design and implementation. This feedback is gathered by school staff, ongoing, to determine student interests in afterschool activities. The current out of school time programs at these schools is ending due to grant fund expiration; however, students have been highly engaged in the program, and families regularly attended events. Information from the current program's surveys will guide proposed program design. For example, 100% of students surveyed found the afterschool programming "very fun and engaging." Parents consistently responded that programming is highly positive for their children, 98.2% of parents surveyed found the program to be "very good" or "excellent," and 95% of parents surveyed responded that their child was "happier and less stressed" since attending the out of school time program. Throughout the year, 21CCLC staff will continue seeking student and parent input to guide program design, including at the end of each program activity to gauge interest in the activity being offered in the future.

3. PROJECT

3.1 Evidence linking needs assessment to proposed activities; curriculum; program goals

The needs assessment showed the pronounced achievement gap in literacy and math proficiency scores, guiding decisions to offer academic support focused on literacy and math (tutoring, small group instruction, homework help, family literacy events) utilizing evidence-based curriculum (Houghton Mifflin Harcourt GO Math!, Lexia Core 5, Imagine Learning, Mindworks, etc.). Data from students, parents, staff, and community partners discussed in Section 2 will inform program activities for academic support and enrichment. Reading and math will often be incorporated into high interest enrichment activities via community partners (cooking, robotics, arts, gardening, and others detailed below). Given the high percentage of ELL students and families served by DMPS, staff will refer ELL families to adult literacy programs by Des Moines Area Community College (through Evelyn K. Davis Center) via DMPS Bilingual Outreach Workers. Family engagement activities will support students' literacy needs and encourage school engagement.

3.2 Variety of 1) academic, 2) enrichment, and 3) family literacy services fitting 14 eligible federal activities; daily meals and snacks provided under USDA nutrition guidelines

The 21CCLC program will be based on best practices for instruction, youth development, and family literacy. It will comply with federal guidelines, and it will incorporate positive youth development, focusing on students' strengths and involving them in decision-making processes. School Counselors, teachers, SUCCESS Caseworkers, and Bilingual Outreach Workers identify students who are struggling to achieve and/or maintain proficiency, expected growth, or benchmarks in literacy and/or math for the program. 21CCLC will operate for a minimum of 15 hours per week during the school year, providing a daily schedule of differentiated academic support and engaging educational enrichment activities. A daily nutritious snack (and, at times, meals) will be provided by DMPS in compliance with USDA guidelines. 21CCLC will offer a minimum of 60 hours of programming per month during the school year. Monthly family literacy events will occur at each site, planned around families' work schedules to the extent possible.

Academic Support: Daily academic support sessions will be facilitated by teachers, volunteers, AmeriCorps tutors, or other qualified district afterschool program staff. These sessions will include tutoring, small group instruction, homework assistance, or other academic curriculum focused on improving academic performance in reading and math. The program will utilize a variety of evidence-based curriculum aligned with district, state, and national standards, including Houghton Mifflin GO Math!, Lexia Core 5 (literacy), and Mindworks Resources (literacy, math, STEM) to improve students' academic growth and support school-day learning. Imagine Learning will be utilized for ELL students, students with disabilities, and struggling readers. It provides customized feedback and instruction in English or a student's first language. (Research links in section 4).

Educational Enrichment: Daily high-interest educational enrichment activities will complement and encourage academic learning. These activities, provided by DMPS staff and/or community partners, are based on student interest surveys and stakeholder input. They will provide safe, interesting, and challenging experiences that help students develop a variety of skills: academic, social-emotional, and life skills. The WINGS for kids program will be implemented to teach social-emotional skills via fun, engaging activities that focus on areas of self-awareness, self-management, responsible decision-making, social awareness, and

relationship skills. Other examples of enrichment include, but are not limited to, arts, fitness, book clubs, STEM projects, movie making, cooking, and building positive relationships.

Family Literacy: Monthly family literacy events will be held to encourage positive parent-child interactions and improve school engagement and academic success. Events will provide fun, experiential literacy activities for families and "take-aways" they can practice at home to build skills. Activities align with reading lessons from classroom instruction and the Iowa Core. ELL staff will provide guidance for activities and translation of materials for ELL families, as needed. Parents of 21CCLC students will be referred to Des Moines Area Community College adult literacy classes through Evelyn K. Davis Center. Resources from the Full-Service Community Service School services (available to all district students) located at Central Campus will be promoted to help families gain access to medical, dental, mental health, and food pantry services.

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

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

Outcome Objective 1.1: Students will increase their reading achievement levels from their first measure to their last measure each year:

READING	% of Students Making Gains	Assessment	Frequency
K-1st grade	The percent of students meeting benchmark will increase by 25% from fall to spring.	Formative Assessment System for Teachers (FAST)	3x/year
2nd-3rd grade	The percent of students meeting benchmark will increase by 15% from fall to spring.	Formative Assessment System for Teachers – Curriculum Based Measurements (FAST CBM)	3x/year
4th-5th grade	New. Gather baseline in year 1 to set target outcomes for years 2-3.	MAP – Measure of Academic Progress	2x/year

Baseline data from school year 2015-16 informed the outcome targets for FAST in grades K-3. For grades K-1st, the percent of students meeting benchmark in 2015-16 increased by 20.51% from fall to spring. The proposed outcomes aim for the percent of students meeting benchmark to increase by 25% from fall to spring. For grades 2nd-3rd, the percent of students meeting benchmark in 2015-16 increased by 9.4% from fall to spring. The proposed outcomes aim for the percent of students meeting benchmark to increase by 15% from fall to spring. MAP is a new assessment in grades 4-5, so year one will gather baseline data to inform outcomes in years 2-3.

Outcome Objective 1.2: Students will increase their math achievement levels from their first measure to their last measure each year:

MATH	% of Students Making Gains	Assessment	Frequency
K-5th grade	New. Gather baseline in year 1 to set target outcomes for years 2-3.	MAP – Measure of Academic Progress	3x/year

GOAL 1 Activities:

Tutoring	Targeted small group instruction	Mindworks Resources
Homework help	Lexia Core 5	Imagine Learning
GO Math!	Computer software programs	English acquisition activities

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

Outcome Objective 2.1: 95% of students will gain new experiences and important life skills by planning and engaging in enrichment programs, measured by satisfaction surveys.

GOAL 2 Activities:

Arts and music activities (arts, music)	Book Clubs (literacy)
STEM programs-Robotics (STEM, literacy)	Drama and Dance (arts)
Cultural events (cultural diversity)	Cooking (math, science, literacy, nutrition)
Sports-Soccer, Swimming (physical literacy)	Leadership classes (personal development)
Games (chess, board games) (math, literacy)	Gardening (math, science, literacy)

Goal 3: To provide a high-quality family literacy program that promotes positive parent-child interactions, improves family engagement and supports student academic success.

Process Objective 3.1: DMPS will provide monthly family literacy events to engage students and families in interactive activities, strengthening parent-child relationships and promoting academic growth.

Outcome Objective 3.2: 95% of participating families will indicate satisfaction with family literacy activities as measured by semi-annual parent surveys.

GOAL 3 Activities:

Family literacy events (experiential activities and games; resource referral)

3.4 Alignment with school day instruction, state and national standards, or through CSIP

The Project Coordinator will ensure all activities are pedagogically sound, aligned with DMPS' Comprehensive School Improvement Plan (CSIP), the Iowa Core, and school day instruction. Daily communication will occur between daytime teachers and 21CCLC site coordinators to support alignment and communicate students' needs to tailor academic support. 21CCLC will provide students with academic support to perform at or above grade level in core areas (CSIP Goals 1, 2, 3); help close the achievement gap (CSIP Goals 4, 5); incorporate positive youth development to impact school connection so that students feel safe and connected to school (CSIP Goal 6); and utilize technology to gain proficiency in core areas (CSIP Goal 7).

3.5 Experience providing educational activities, academic support, positive youth development

DMPS has a successfully implemented 21CCLC programs through five cohorts currently serving 24 schools, including cohort XI, made up of Lovejoy, Cattell, Howe, and Oak Park Elementary Schools. Over 4,000 students were provided 21CCLC in 2015-16, including 708 middle school students via full-day summer programs, and including community partner programs in literacy, art, music, culture, STEM, and physical fitness. Performance from 24 schools (reported locally and federally, 2015-16) showed combined successes: 83.8% of students made growth on the SRI; 88.2% made improvement on the SMI; and 13% made improvement from not-proficient to proficient in reading on Iowa Assessments. Additionally, the summer program was found to be statistically significant for students in reading achievement, most pronounced in grades Kindergarten and 1st when a Cohen's *d* effect size was computed for grade level groups. For Kindergarten, the effect size was equal to .39 and for 1st grade, the effect size was .25.

4. RESEARCH BASE

For low-income students, afterschool programs can positively impact academic development and improve persistence (Vandell, 2007). They have a safe place to go afterschool and nutritious food to eat, essentials not always afforded at home (Afterschool Alliance, 2014). Afterschool programs offering academic support and enrichment activities to build skills and knowledge have proven to raise achievement (Miller & Snow, 2004) and positively impact school engagement (Little & Harris, 2003). Quality out-of-school programs improve social-emotional development, increasing self-esteem and positive student-adult relationships while decreasing suspensions/ expulsions (Durlak, & Weissberg 2007; Warren, Feist, & Nevarez, 2002; Fellerath, et al., 2002). Research has shown that 16% of students who are not proficient readers by the end of 3rd grade do not graduate from high school on time and have a dropout rate four times greater than their proficient peers. For children in poverty, 22% who are not proficient readers by the end of 3rd grade will drop out, compared to 6% of their proficient peers (Annie E. Casey Foundation, 2012). Evidence shows academic deficiencies can be remedied through intensive academic support, such as tutoring, small group instruction, and homework assistance (Houge, Geier, & Peyton, 2008; Constantine et al., 2006). Through differentiated supports, instruction is tailored to the individual child's needs, feedback is immediate, and basic misunderstandings are identified quickly and corrected so the child experiences success (Anderson, 2007). Tutoring also develops supportive relationships, skill-building, and self-efficacy (National Research Council, 2002).

The 21CCLC program will utilize evidence-based curriculum aligned with district and state standards (literacy, math, science, and 21st Century Skills) and the CSIP. Details on the standards can be found at http://www.educateiowa.gov/. Lexia Core 5 is a technology-based, personalized learning curriculum aligned with national standards. It has proven successful (evidence-based with peer reviewed scientific studies) to accelerate reading skills in elementary students, including at-risk students and ELL students: http://lexialearning.com/lexiaresearch/published-research/. Houghton Mifflin Harcourt's GO Math! is a personalized, technology-based program to improve students' math skills. (http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/ elementary/go-math/research-based-framework-130124.pdf). Mindworks Resources is a STEM focused, research-based curriculum, aligned with national and state standards and developed by educational experts who specialize in language development, literacy, and learning styles (http://www.mindworksresources.com/how-kids-learn/). Imagine Learning is a research-based, personalized literacy software program elementary students, including at-risk and ELL students. Students receive immediate, instructive feedback that adjust the program to meet their level of need to master literacy skills. The program also offers instruction in 15 languages to enhance ELL learning. (http://www.imaginelearning.com/). WINGS curriculum is evidence-based and aligned with the six key indicators of program quality (Wellesley College, 2005), resulting in improved executive function skills, visuo-spatial skills, and applied problem skills (Ivcevic, Rivers, & Bracketts, 2004). (http://www.wingsforkids.org/)

Research also shows that high-quality out-of-school time programs partner with community based organizations (Wimer, 2007; Bouffard, Little, & Weiss, 2006). Scientific-based research studies have demonstrated the importance of enrichment activities to help students develop relationships with caring adults; interact with positive peer groups; and engage in reflection, planning, and decision-making (Miller, 2003). DMPS will work with community partners to implement enrichment activities that are research-based, aligned with the Iowa Core, and complement students' academics.

5. MANAGEMENT AND SUSTAINABILITY PLAN

5.1 A plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, effective leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers, especially seniors, to support high-quality programming

Management Team: Each school will have a full-time site coordinator (Before and Afterschool Supervisor) to oversee day-to-day program implementation. This position will collaborate with parents, staff, and community partners to ensure program effectiveness. The Before and Afterschool Supervisor will serve as the liaison between the daytime teachers/ principals and 21CCLC staff. The site coordinators will also be responsible for, with support from the Project Coordinator and the principal, recruiting qualified staff and supporting alignment of afterschool education with school day instruction. Recruitment will target community programs, other district teachers, and past 21CCLC grant teachers. Recruitment efforts will also target substitute teachers and graduate level education majors with teaching experience, as well as paraprofessionals. 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. Each site will be supported by Project Coordinator, Heidi Brown, M.A. Ed. Ms. Brown will provide coordination of the district-wide program and ensure program quality and performance. She will oversee implementation of the following program components: coordination and support of the programs; fiscal management; stakeholder meetings; collaboration with community partners, school staff, and parents; data analysis and program evaluation; continuous improvement; professional development for staff; development of mandatory reports in compliance with federal and state guidelines; and sustainability efforts. Ms. Brown, under the supervision of Allyson Vukovich, Community Partnership Coordinator, will represent the district and 21CCLC in community collaborations and meetings related to the 21CCLC program. Ms. Vukovich will provide general program leadership and oversight of expenditures, with guidance from Director of Climate Transformation, Stephen (Jake) Troja.

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

Professional Development: 21CCLC staff will attend a national out-of-school time conference and the Impact Afterschool 2017 conference offered by the Iowa Department of Education and the Iowa Afterschool Alliance. The 21CCLC Project Coordinator serves as the conference Committee Chair. DMPS 21CCLC will offer site tours for attendees. Site coordinators will serve on a 21CCLC committee hosted by the Iowa Afterschool Alliance. IPTV will provide in-kind curriculum and professional development on topics related to literacy and STEM. Additional professional development opportunities will be offered throughout the year. All 21CCLC staff will be required to attend at least one hour per month of professional development on a variety of topics, such as: poverty, STEM, Restorative Practices, Wings for kids, English Language Learners, YPQA training, brain development, literacy, math, cultural competency, physical literacy, and qualitative program evaluation. Staff will attend Iowa Afterschool Alliance monthly best practice webinars. Other courses, open to community partners and parents, will include strengthening parent-child relationships, parents as teachers for their children, life skills, and

other applicable topics. DMPS will provide training on orienting new ELL families and cultural competency.

Volunteers: DMPS recognizes the benefit and value of utilizing volunteers in an effective, high-quality afterschool program. Volunteers will serve throughout the 21CCLC program to assist with educational enrichment activities. ASAP will draw from their large base of volunteers, including senior citizens to provide students of the 21CCLC program with additional, value-added support. Additionally, the Project Coordinator will work with high school principals to recruit students from the district's Silver Cord program. The Silver Cord program emphasizes the importance of serving one's own community through volunteerism. It consists of student volunteers who complete 30 hours of community service/volunteering during each of their high school years. Silver Cord volunteers will assist with homework and during enrichment activities (such as Half-Pints Poetry). Additionally, senior volunteers (such as retired teachers and school administrators) will be recruited with the help of the Retired and Senior Volunteer Program (RSVP), an organization that connects people 55+ to community needs through volunteer service. Volunteers will enhance academic and enrichment components of the program. All volunteers must pass background checks prior to working with the students.

5.2 Plan for safe student transportation to/from the program, ensuring safe and accessible facilities and services, translation services, serving students with disabilities, and inclusivity

The project will support students through a variety of strategies provided by the 21CCLC program that include, but are not limited to: Safe bus transportation to and from programs/ field trips (ensuring safe bus stop locations; digital cameras installed on all buses; child-check system safety alarms); Safe building sites (locked building doors, intruder locks for classroom doors, fire alarm systems, video cameras to monitor building exteriors and common spaces);Translation of materials into other languages through the DMPS ELL Department; Collaboration with local community resources and services (see Section 7); Collaboration with Special Education staff, Counseling staff, and SUCCESS staff. Late bussing from the district will be provided to students at the end of each program day. Transportation to and from family literacy events will be provided by the program, including translation services to promote the events and the available transportation. DMPS ELL staff (Bilingual Outreach Workers) are multilingual and all staff have at least a high school diploma. ELL staff speaks, reads, and writes in many languages, including but not limited to: Arabic, Bosnian, Burmese, Karen, Nepali, Lao, Somali, Spanish, Swahili, and Vietnamese. They provide translation to bridge language gaps between staff and ELL families.

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 at DMPS school buildings, all of which meet the standards for the Americans with Disabilities Act. Staff will also work with students' individual needs to ensure access to programming.

5.3 The development and engagement of stakeholder advisory group and organizational or program leadership structure

To provide a system of continuous improvement, the 21CCLC Project Coordinator will lead development of an Advisory Council that consists of the Project Coordinator, principals, site coordinators, the external evaluator, parents, and community partners. This Council will meet quarterly to discuss feedback from parents and students, partnership opportunities, and program outcomes (progress/barriers and needed modifications). This provides a continuous feedback loop for ongoing program improvement. Additionally, a Leadership Team will be developed that consists of the Project Coordinator, site coordinators, and teaching staff. This team will meet monthly to discuss program strengths and areas of need, ensuring overall program quality and effectiveness. Parent and student feedback from surveys will be shared during these meetings to guide ongoing program design and implementation as well. Organizational program leadership structure includes administrative oversight by Director of Climate Transformation and the Community Partnership Coordinator, as well as program management and coordination by the Project Coordinator, who oversees the Before and Afterschool Site Supervisors (who serve as full-time 21CCLC site coordinators). These site coordinators oversee day to day programming (staffing, community partners, program implementation) to ensure program success. Please see Section 5.1 Management Team for more details on staffing.

5.4 Plan for continuous program improvement and sustainability after 21CCLC funding ends; how resources will be combined or coordinated for the most effective use of public funds

The Project Coordinator will work with DMPS administrators and the 21CCLC Advisory Council to develop a sustainability plan. Strategies include: garnering broad-based community support via increased visibility and promotion, utilization of existing resources, building new partnerships, and creating new revenue streams.

To sustain programming beyond the life of the grant, DMPS will build community partnerships and continue to utilize internal partnerships. The Project Coordinator is part of Afterschool Alliance Out of School time network that works to increase awareness and create relationships, and site coordinators will work in the community to find local partnerships that will benefit their schools. The district employs a Community Partnership Coordinator, Allyson Vukovich, who continues to build relationships, bringing community organizations into schools to provide a vast array of services, programming, and funding (e.g. United Way of Central Iowa) to increase support for our successful programs. The district employs a Community Partnership Liaison who assists current partners with the M.O.U. process and data sharing to sustain collaborative relationships that are built. Data sharing enables continual collaboration on district and partner initiatives, evaluating the impact of programming on our students, modifying programs as needed, and thereby increasing the effectiveness of our work. This continuous feedback loop creates strong partnerships. The district's Before and Afterschool Site Supervisors will serve as full-time site coordinators for the grant, an in-kind contribution from the district that offsets program costs (a new strategy this grant cycle).

Several internal programs that work with 21CCLC will continue beyond grant funds, such as the Silver Cord program (high school volunteers provide homework help, Half-Pints Poetry program assistance, other enrichment assistance), AmeriCorps members (tutoring, homework help, enrichment assistance), and Half-Pints Poetry (enrichment). A partnership with the district's Metro Kids afterschool childcare program is under consideration as an avenue to sustain

programming after funding ends. Discussions have begun with the Iowa Department of Human Services (DHS), Iowa Department of Education (DE), and district administrators on how the childcare program and an academic support/ enrichment program can work together to meet the needs of the students. Community Schools Coordinators are promoting state child care assistance to families to increase accessibility to Metro Kids, reducing financial barriers, and allowing students in Metro Kids to leave that program to attend 21CCLC programming (approved by DHS and the DE 21CCLC Program Consultant). DMPS will invest in capacity building through one-time purchases of technology, equipment, and materials that will span beyond the life of grant funds. For example, computer software programs for ELL, literacy, and math, and durable equipment purchases for physical literacy activities will sustain after funds are gone, providing a high return on investment.

In a current district 21CCLC cohort that operates at a decreased funding level, community partners have committed more funding toward the initiative (United Way- monetary; Community! Youth Concepts- personnel, AmeriCorps members; YMCA- programming, personnel). Additional partnerships with the United Way of Central Iowa and the John R. Grubb YMCA will allow us to continue providing full day summer programs at King and Monroe Elementary schools through Starfish Academy. The John R. Grubb YMCA will offer free memberships to all 21CCLC students who improve their grades and attendance each quarter, and they have verbally committed to providing ongoing programming, as funding permits. ASAP, Inc., provides transportation for students and continues to seek grants and other funding to support the partnership beyond the grant cycle. Other combined resources might include state and federal funding (Title I, AmeriCorps, etc.), and other grant opportunities (e.g., Mott Foundation, W.K. Kellogg Foundation). DMPS employs two full-time grant writers who will seek grants and contributions that align with afterschool programs. Contributions from partners toward the sustainability of the program are detailed below.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
After School Arts Program - ASAP	Program, staff, materials, oversight, transportation	yes	$26,060 (47% match)	Capitol View, Monroe, King
Grubb YMCA	Starfish Academy at McKinley, Monroe, King: Personnel (site coordinators, program assistants, enrichment, counselors, swim instructors/ lifeguards, music instructors). Program supplies: t-shirts, backpacks, enrichment materials, field trip costs. Transportation: pick up and drop off, field trips.	yes	$179,837 of a $239,837 total cost; A portion of the in-kind value is contributed by United Way.	Monroe, King, (McKinley)
Community Youth Concepts	Evaluation services	Yes	$900	Monroe, Capitol View, King

6. COMMUNICATION PLAN

Strategy: promote visibility of successful program outcomes			
Audience	**Outreach Methods**	**Frequency**	**Expected Impact/Outcome**
School Board; Community partners; DMPS Administrators; Teachers; Parents and students; Community of Des Moines; 21CCLC state and national Community.	Evaluative reports disseminated via: *Press releases; *21CCLC website; *DMPS-TV; *DMPS Social Media pages; *Presentation of successful outcomes at 21CCLC National Conference; *Impact Afterschool Conference	Monthly, or more frequently if necessary, to share important programming information as it occurs. Annual conferences	Greater understanding of need for high-quality afterschool programs; In-kind support from the district; Increased funding opportunities from state, local, and private sector; Increased collaborative partnerships with organizations that share youth centered goals; Recognition of DMPS 21CCLC as a state and national leader; Increased state and national funding and partnerships.
Strategy: develop advocates among stakeholders			
Audience	**Outreach Methods**	**Frequency**	**Expected Impact/Outcome**
School Board; DMPS Administrators; 21CCLC Advisory Council; Community Partners; Teachers; Parents and students.	Dissemination of evaluative reports; Presentation to Advisory Council; Invite youth to share success stories; Meetings with potential partners; 21CCLC website; One-on-one meetings	Semi-annually Quarterly Ongoing Ongoing Monthly As needed	Ongoing program sustainability; Greater investment in 21CCLC program for continued success; In-kind support from the district; Increased partner collaborations; Increased funding from partners with mutual goal of increasing academic achievement; Increased funding opportunities (state, local, and private sector).
Strategy: engage parents and youth			
Audience	**Outreach Methods**	**Frequency**	**Expected Impact/Outcome**
Youth grades K-5; Parents; Teachers; School staff.	Student surveys; Parent surveys; Academic achievements shared with parents, teachers, and school staff.	Semi-annually, or at the end of each program session for each of these methods.	Increased or maintained student engagement in program; Increased academic achievement; Increased family participation in family literacy program; Improved partnerships between families and schools.

7. PARTNERSHIPS

7.1 Describe existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions)

Please find M.O.U.'s and letters of support from partners on page 26.

John R. Grubb YMCA: (External M.O.U. Partner; reduced cost for programming). The YMCA utilizes the Search Institute's 40 Developmental Assets as an evidence-based framework for youth to increase the number of assets they possess through youth development programs. The YMCA will also offer an academic achievement incentive program that includes free memberships for all 21CCLC students who improve their grades and attendance on a quarterly basis. This membership program will last beyond the life of the grant award. The YMCA will also offer healthy lifestyle choices programming (CATCH) as well as water safety and swim lesson courses (SAW) for students in grades 3-5. The YMCA will offer bussing for students, providing access to their programs (a measure of sustainability) beyond the duration of the grant.

ASAP, Inc.: (External M.O.U. Partner; reduced cost for programming). After School Arts Program (ASAP), offers challenging and focused arts programs that develop students' artistic skills, social skills, and self-esteem. Aligned with state and national standards for arts education, ASAP programs complement and enrich what students learn during the school day. Facilitated by experienced teaching artists, studios will be offered to students on a variety of topics. Each studio will run for 1-1.5 hours, one day per week for about 7 weeks. Senior citizen volunteers will assist teachers with the lessons. A variety of topics will be offered, such as: core classes in Drawing, Painting, Ceramics, Mixed Media, Printmaking, Architecture, and Photography; as well as Spoken-Word Poetry, Culinary Arts, Knitting, Dance, and Traditional Aztec Drumming. Each session culminates with a family event that showcases student work and provides a meal. Field trips will also be offered to learn more about topics. ASAP, Inc. provides in-kind transportation to their programming sites, as well as in-kind human capital through senior volunteers.

WINGS for kids: (External Partner; reduced cost for programming). Wings for Kids research-based curriculum and staff training will be offered at a reduced rate to DMPS for the proposed afterschool program. The focus of the curriculum is to build students' social-emotional skills (grades K-5) through fun, engaging programming in the areas of self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

Community! Youth Concepts (CYC): (External Partner; reduced cost for programming). CYC's goal is to ensure all Iowa youth have access to high quality opportunities that prepare them for success in school, work, and life. They reach their goal through two primary strategies, providing training and technical assistance to youth-serving organizations and setting high expectations for youth through youth development initiatives. CYC will provide STEM programming at a reduced cost so students can learn and practice core skills in science, technology, engineering, and math. CYC will provide training for staff on Youth Program Quality Assessment tool, as well as ongoing external evaluation and program quality analysis. They provide in-kind human capital to the program through their AmeriCorps members.

Urban Leadership 101 - Half-Pints Poetry: (Internal Partner; in-kind). As part of the Central Campus Urban Leadership 101 Course, DMPS high school students complete a 12-week internship that provides elementary students with opportunities to create poetry and build leadership skills through before/after school programming, under the guidance of teachers Kristopher Rollins and Emily Lang. Most of these high school students are also in the Central Campus Teaching Academy and many of them participate in Movement 515 afterschool creative writing club. At the end of the internship, the high school students are welcomed to apply and interview for a paid position with 21CCLC. Staffing is an in-kind contribution from the district.

Silver Cord: (Internal Partner; in-kind). The DMPS Silver Cord program emphasizes the importance of students serving their community through volunteerism. It consists of student volunteers who complete 30 hours of community service/volunteering during each of their high school years. Silver Cord volunteers will read to students, assist with homework, and assist during enrichment activities (such as Half-Pints Poetry).

Full-Service Community School: (Internal Partner; in-kind). DMPS aims to meet the needs of the whole child to ensure greater academic and personal success. The district has adopted a full-service community schools approach to meet the needs of the whole child through on-site dental, medical, and food pantry services located centrally at Central Campus - Scavo High School (open to all district students/families). Families will be referred to these services and information about the services will be promoted during program enrollment and family literacy programs. The Food Bank of Iowa supplements the on-site food pantry, Des Moines Health Center provides dental services, Primary Health Care provides medical services, Orchard place provides an on-site mental health provider, and Unity Point provides on-site crisis intervention.

Others: Families and students will be able to identify other enrichment programs of interest to them. Other partners include: Evelyn K. Davis Center (offering Des Moines Area Community College adult literacy classes); Iowa Public Television (IPTV) (free curriculum: Electric Company and Extended Learning Program; professional development on literacy, Math Mentorship); Iowa State University Extension (NASA program, STEM programs). Potential contractors include: Employee and Family Resources (drug and alcohol prevention), Science Center of Iowa (STEM programs), and Polk County Conservation (environmental education).

7.2 Describe plan for meaningfully engaging partners over lifetime of grant, recruiting new partners, and maintaining relationships

With input from stakeholders to identify prospective community partners on an ongoing basis, the Project Coordinator will recruit new partnerships throughout the life of the grant (for programming, volunteer opportunities, field trips, career fairs, grant funding, etc.). External partners to be considered for partnerships include: STEM-focused programs (Iowa State University, DuPont, Monsanto); arts-focused programs (The Iowa Arts Council); State Farm (a past grant partner for financial literacy for a previous 21CCLC cohort) through various grant opportunities related to positive youth development, service-learning, etc.; and financial literacy programs (Wells Fargo Foundation, Principal 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 to ensure partners' needs are met. Partners will be encouraged to share feedback about the program to modify it for the benefit of all involved.

8. EVALUATION

8.1 Evidence that an experienced evaluator is in place and 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. Provide contact information for local evaluator

DMPS will implement a comprehensive evaluation system of qualitative and quantitative measures to evaluate the impact of the 21CCLC program on student achievement and engagement. The assessment data will guide program design, informing program improvements. DMPS contracts with a highly qualified external evaluator through Heartland AEA (Mike Szymczuk) to collect, analyze, and report on all formative and summative assessment data (FAST, MAP) and engagement data (school attendance, behavior). He will also collect, analyze, and report on qualitative data (parent and student survey data). Quantitative data will be housed on the DMPS Infinite Campus Database, while qualitative data will be tracked electronically. The frequency of collection/ analysis and reporting is further detailed in the chart in Section 8.2. Based on changing student needs and interests, the program plan will be adjusted to fulfill program objectives. The summative evaluation report will include annual measures that provide external criteria of success. Using the external measures in concert with internal ongoing measures, the Project Coordinator and Leadership Team will modify the program to meet student and parent needs. A semi-annual report will be reviewed by stakeholders before any major changes are made to the program. 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). Mr. Szymczuk can be reached at mszymczuk@heartlandaea.org or at Heartland Area Education Agency, 6500 Corporate Drive, Johnson, IA 50131. Phone: 515-270-9030. Mr. Szymczuk's daily rate is $500. He will work approximately 10 days per year for an in-kind contribution of $5,000 per year.

Additionally, Community!Youth Concepts will provide external evaluation using certified Youth Development Program Quality Assessment Tool (YPQA) evaluators to ensure program effectiveness and compliance with IDE requested data and information. The YPQA will be conducted semi-annually and guides program design. It 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. DMPS will comply with all requirements of the Iowa Department of Education and US 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. Evaluation procedures must align with the project's goals, objectives, and program activities. Provide a detailed plan, including timelines, to make the evaluation results public in a form and language that is easily understood

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

available to the public via the district's 21CCLC website on a semi-annual basis. Reports will be reader-friendly, targeted to the public.

Goal 1: Academic support opportunities to improve academic achievement				
Objec-tives	Activities:	Indicators	Data Collection/ Analysis	Reporting
1.1 1.2	*Tutoring; homework help; small group instruction; GO Math!; Lexia Core 5; Mindworks; Imagine Learning; English acquisition activities; computer assisted instruction.*	# of sessions provided	Monthly	Annually
		Program attendance reports	Monthly	Semi-annually
		School attendance/ behavioral reports	Monthly	Semi-annually
		Formative assessment data	2-3times/yr	Semi-annually
		Leadership Team meetings	Monthly	Semi-annually
		YPQA results	2 times/yr	Annually
		Advisory Council Meetings	Quarterly	Quarterly
Goal 2: Educational enrichment opportunities that complement academics, promote positive youth development, and encourage student engagement				
Objec-tives	Activities	Indicators	Data Collection/ Analysis	Reporting
2.1 2.2	*Variety of arts and music; STEM; cooking classes; cultural classes; fitness/ sports/ dance; gardening; games; personal development; book clubs; drama and dance;*	Contracts with Partners	Ongoing	Semi-annually
		Leadership Team meetings	Monthly	Semi-annually
		Advisory Council meetings	Quarterly	Quarterly
		# of sessions provided	Monthly	Annually
		YPQA results	Ongoing	Quarterly
		Student surveys	Post-sessions	Semi-annually
		Parent surveys	Post-sessions	Semi-annually
		Program attendance reports	Monthly	Annually
		School attendance/ behavioral reports	2 times/yr	Semi-annually
Goal 3: Family literacy programming				
Objec-tives	Activities	Indicators	Data Collection/ Analysis	Reporting
3.1 3.2	*Family events; resource referral*	# of events; # attending	2 times/yr	Semi-annually
		Parent surveys	2 times/yr	Semi-annually

9. BUDGET NARRATIVE

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

Funding Formula to Determine Request:
Funding requested is based on (#) students x (#) of days x $7.50 per student per day.
249 students x 160 days x $7.50/day = $298,800 across three sites per year.

Personnel (Direct Costs):
Teachers: Teacher salary is based on current hourly rates for outside-of-contract hours, established through collective bargaining. Current rate (with benefits) is $31.26/hour. 3 teachers/site x $34.23/hour x 15 hours/week x 32 weeks = $49,291.20 per site ($47,291.20 for Student Program; $2,000.00 for 4 Family Literacy events per site) x 3 sites = **$147,873.60**
Project Coordinator: Each 21CCLC district site from all grant cohorts will contribute equally to support this position. Salary (plus benefits): $102,611.00/24 sites = $4,275.46/site x 3 sites = **$12,826.38**. **TOTAL PERSONNEL COSTS: $53,566.66/site; $160,699.98 (3 sites)**

Personnel (In-kind Contributions):
Director of Climate Transformation: This will be an in-kind contribution from federal funds. Salary (plus benefits) = $157,920.00 x 3% of his time = **$4,737.60 per year**. Community Partnership Coordinator: This will be an in-kind contribution from DMPS. Salary (plus benefits) = $119,147.00 x 10% of her time = **$11,914.70 per year**. Community Partnership Liaison: This will be an in-kind contribution from DMPS. Salary (plus benefits) = $76,713 x 2% of her time = **$1,534.26 per year**. Before and After School Supervisors: This will be an in-kind contribution from DMPS. Salary (plus benefits) = $71,638 x 3 sites = **$214,914.00 per year**. Family Literacy events personnel costs: $500/event x 6 events/site x 3 sites = $9,000 (in-kind contribution from DMPS so that, with the direct personnel costs of 4 events, family literacy events will be held monthly. **TOTAL in-kind contributions: $242,100.56 per year**

Staff Travel:
Each site will have funds allocated to cover the cost of local travel to collaborate with community partners, meet with grant management, and attend local professional development activities. This has been calculated at $125.00 per site per year ($100.00 for the student program; $25.00 for the family literacy component). **Total for 3 sites: $375.00 per year.**

Professional Development:
21CCLC funds will be coordinated with Title I, SINA, and building PD funds. Funds will purchase materials like books to support best instructional practices, parent engagement, quality extended-learning out-of-school time program practices. Funds will bring in consultants to deliver PD to 21CCLC staff, teachers, and community partners. Coordinators and grant staff will participate in national PD opportunities. PD requirements for 21CCLC staff include at least 1 hour per month on topics such as YPQA Training, Cultural Diversity, ELL, PEAR, and others. 1 hour/person/month x $31.26/hour x 9 staff x 8 months = $2,250.72 per site; $6752.16 for 3 sites. Additionally, 1 staff per site will attend a national out of school time conference each year. Conference expenses include $1800.00/person/conference/site x 3 sites = $5,400.00. **Total Professional Development costs:** $4050.72 per site per year x 3 sites = **$12,152.16 per year**

Student Access and Transportation:

Funds will be available for yellow school buses to take children home after programming ends each day, as needed. Funds will be available for transporting students/families to community-based programs, field trips, and family literacy programming, as needed. Grant funds will also be used to access community recreational and cultural activities, as needed. $40/night x 4 nights/week x 32 weeks = $5,120.00/year per site x 3 sites = $15,360; Field trips = $832.00 / site x 3 sites = $2,496. (Student Program $4,120.00 /site, Family Literacy 4 events @ $250 = $1,000.00/site). **Total transportation:** $5952.00 per site per year; **$17,856.00 for three sites.**

Student Access and Transportation: (In-kind Contribution)

DMPS will provide transportation to and from an additional 6 family literacy events at $250/event = $1,500/site x 3 sites **= a $4,500**

Evaluation:

Funds will be used to support data collection and evaluation for each site and the creation and printing of reports for use in continuous improvement. The Project Coordinator will work with the DMPS contracted external evaluator (from Heartland AEA) to develop ongoing and annual reports to be presented to the school staff and parents, Advisory Council, DMPS administration, the community, and the Iowa Department of Education. External Evaluator expenses are in-kind from Heartland AEA ($500.00 per day x 10 days = $5000.00). The Project Coordinator will provide other quantitative data reports and evaluations (behavior reports, formative assessment reports, etc.). Community Youth Concepts will provide qualitative evaluations of YPQA results at $1,000.00/site per year. **Total Evaluation costs:** $1,000.00/ site; **$3,000 for three sites.**

Administrative/ Indirect Costs: (up to 8% allowed)

DMPS is requesting administrative expenses to cover administrative and indirect costs related to grant activities. Community Partners (M.O.U. partners: YMCA) = $3,000 per site (reduced rate) x 3 sites = **TOTAL: $9,000.00**. Indirect rate of 3.29% = $3,172.47 per site x 3 sites = $9,517.41 **Total Administrative/ Indirect Costs: $4,172.47 per site; $12,517.41 for three sites.**

Materials and Supplies:

At each 21CCLC site, the Project Coordinator, site coordinator, principals, teachers, and partners will determine what materials to purchase for each program. Funds have been allocated to each school for such things as: physical literacy equipment; Imagine Learning software licenses; instructional materials; books for reading and family literacy; craft/art supplies; science lab supplies; board games; afterschool curriculum kits; curriculum software; additional computers to support increased access for students and parents; supplies for cooking and nutrition activities; and other materials as determined by building teams. Funds have also been allocated for family literacy activities such as curriculum materials, parent involvement materials, and family activities. **Total: $35,009.95 per site per year** ($34,009.95 for student program; $1,000.00 for family literacy events); **$105,029.85 for 3 years.**

9.2 Describe how the program seeks to supplement, not supplant, current funding.

DMPS will use funds from 21CCCLC to supplement, not supplant existing services and funds. DMPS employs a full-time Grants Accountant and Auditor who ensure compliance. Funds will create and expand afterschool programming that offers extended learning opportunities for children and their families. Funds will be used to provide intensive academic support and enrichment activities, personnel, family literacy programming, contracted community partner services for enrichment activities, and program materials that could not be provided by the district without these grant funds.

MEMORANDUM OF UNDERSTANDING BETWEEN

DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

Our Vision: To be the model for urban education in the United States

Our Mission: The Des Moines Public Schools exists so that the students graduate with the knowledge, skills, and abilities to be successful at the next stage of their lives

This Memorandum of Understanding (MOU) describes and confirms an agreement between Des Moines Public Schools (DMPS) and *YMCA of Greater Des Moines*. The purpose of this MOU is to formalize and clarify expectations of this partnership.

DMPS strives to partner with community agencies to provide: tutoring, mentoring, academic and career planning, student activities, family engagement, and social and emotional services that are aligned with the goals of the Des Moines Public Schools.

Organization Description

The YMCA of Greater Des Moines is a powerful association of men, women and children joined together by a shared commitment to nurturing the potential of kids, promoting healthy living and fostering a sense of social responsibility. We live our mission, "to put Christian principles into practice through programs that build healthy spirit, mind and body for all." We believe that lasting personal and social change can only come about when we all work together to invest in our kids, our health and our neighbors. At the YMCA, strengthening our community is our cause and we commit to:

- Nurture the potential of every child and adult
- Improve our communities' health and quality of life
- Strengthen families
- Build caring communities

The Y is dedicated to building healthy, confident, connected and secure children, adults, families and communities. Every day our impact is felt when an individual makes a healthy choice, when a mentor inspires a child, and when a community comes together for the common good.

We believe that all kids deserve the opportunity to discover who they are and what they can achieve. That's why, through the Y, millions of youth today are cultivating the values, skills and relationships that lead to positive behaviors, better health and educational achievement.

- Child Care – Safe, nurturing environment for children to learn, grow and develop social skills
- Education & Leadership – Knowledge, character development, guidance and encouragement to help youth develop and realize their potential
- Swim, Sports & Play – Positive, fun activities that build athletic, social and interpersonal skills
- Camp – Exciting, safe community for young people to explore the outdoors, build self-esteem, develop interpersonal skills and make lasting friendships and memories

Currently, the YMCA of Greater Des Moines operates four programs in partnership with the Des Moines Public Schools. They include:

- *YMCA of Greater Des Moines, Contact Lisa Stephany, YMCA of Greater Des Moines*
- *Girls on the Run—Contact Christ Vanderleest, Walnut Creek Family YMCA*
- *Starfish Academy—Contact Cameron Nicholson, John R. Grubb Community YMCA*

- *21st Century Learning Community Programming—Contact Cameron Nicholson, John R. Grubb Community YMCA*
- *Before/After School Program at Findley Elementary, Contact Joelle Kleinhauer, Waukee Family YMCA*

DMPS Responsibilities

Provide access to the school sites and space necessary, in collaboration with all school sponsored events. Assign a Community School Coordinator for each school pattern that is the point-of-contact for the Organization. Together the Coordinator and *Organization* will develop the *school specific* schedule and specific goals as needed. DMPS work with *the organization* to identify students that the program aims to serve and may inform parents/guardians about the program in coordination with building site team.

DMPS will provide information on emergency procedures for each school served.

Organization Responsibilities

1. MOUs must be completed yearly and submitted to the Office of Schools-Learning Services Office.
2. Keep in regular communication with district and work with Community Partnership Coordinator and Community School Coordinators to ensure they have the following information as necessary:
    - Length of program, and the dates and times offered
    - Intended outcome/impact of the program and how it is measured
    - Names and credentials of organization staff providing the programming
    - Contact information for the program staff and their direct supervisor

A list of students served (first name, last name, date of birth, and/or DMPS student ID number) with the accompanying release will be provided to Community Partner Liaison monthly to ensure accurate data.

Organization will be familiar with the student school discipline policies as well as the personnel policies that guide behavior of professionals in the schools. If any organization staff fail to comply with the policies they shall asked to leave and not allowed to provide services in any school in DMPS.

Disclaimer

Organization staff is not to be considered DMPS staff, and no joint venture has been established through any provision of this MOU, or any verbal discussions between the Parties to this MOU.

The Parties enter into this MOU while wishing to maintain their own separate and unique missions and mandates, and their own accountabilities. Unless specifically provided otherwise, the cooperation among the Parties as outlined in this MOU shall not be construed as a partnership or other type of legal entity or personality. Each Party shall accept full and sole responsibility for any and all expenses incurred by itself relating to this MOU. Nothing in this MOU shall be construed as superseding or interfering in any way with any agreements or contracts entered into among the Parties, either prior to or subsequent to the signing of this MOU. Nothing in this MOU shall be construed as an exclusive working relationship. The Parties specifically acknowledge that this MOU is not an obligation of funds, nor does it constitute a legally binding commitment by any Party or create any rights in any third party.

Immediate Termination by the DMPS

DMPS may terminate this MOU for any of the following reasons effective immediately without advance notice:

1. In the event the Organization is required to be certified or licensed as a condition precedent to providing services, the revocation or loss of such license or certification will result in immediate termination of the MOU effective as of the date on which the license or certification is no longer in effect;
2. DMPS determines that the actions, or failure to act, of the Organization, its agents, employees or subcontractors have caused, or reasonably could cause, a client's life, health or safety to be jeopardized;
3. The Organization fails to comply with confidentiality laws or provisions;
4. The Organization furnished any statement, representation or certification in connection with this MOU or the RFP which is materially false, deceptive, incorrect or incomplete.

Insurance Requirements

The Organization, and any subcontractor, shall maintain in full force and effect, with insurance companies licensed by the State of Iowa, at the Organization's expense, insurance covering its work during the entire term of this MOU and any extensions or renewals. The Organization's insurance shall, among other things, be occurrence based and shall insure

against any loss or damage resulting from or related to the Organization's performance of this MOU regardless of the date the claim is filed or expiration of the policy. The DMPS shall be named as additional insureds or loss payees, or the Organization shall obtain an endorsement to the same effect, as applicable.

Certificates of Coverage

All insurance policies required by this MOU shall remain in full force and effect during the entire term of this MOU and any extensions or renewals thereof and shall not be canceled or amended except with the advance written approval of the DMPS. The Organization shall submit certificates of insurance, which indicate coverage and notice provisions as required by this MOU, to the DMPS upon execution of this MOU. The certificates shall be subject to approval by the DMPS. The insurer shall state in the certificate that no cancellation of the insurance will be made without at least thirty (30) days' prior written notice to the DMPS. Approval of the insurance certificates by the DMPS shall not relieve the Organization of any obligation under this MOU

Indemnification By the Organization

The Organization agrees to indemnify and hold harmless DMPS and its officers, employees and agents appointed and elected and volunteers from any and all costs, expenses, losses, claims, damages, liabilities, settlements and judgments, including reasonable value of the time spent by the DMPS's legal counsel, and the costs and expenses and reasonable attorneys' fees of other counsel required to defend the State of Iowa or the Agency, related to or arising from:

1. Any breach of this MOU;
2. Any negligent, intentional or wrongful act or omission of the Organization or any agent Or subcontractor utilized or employed by the Organization;
3. The Organization's performance or attempted performance of this MOU, including any agent of Organization's;
4. Any failure by the Organization to comply with the compliance with the Law provision of this MOU;
5. Any failure by the Organization to make all reports, payments and withholdings required by federal and state law with respect to social security, employee income and other taxes, fees or costs required by the Organization to conduct business in the State of Iowa;
6. Any infringement of any copyright, trademark, patent, trade dress, or other intellectual property right; or
7. Any failure by the Organization to adhere to confidentiality provisions of this agreement.

Organization shall defend, indemnify, release, and hold DMPS harmless from and against all Claims, Losses, and Expenses when arising out of or incidental to this Agreement regardless of the negligence or fault of DMPS or any other entity or person.

Solicitation

The Organization warrants that no person or entity has been employed or retained to solicit and secure this MOU upon an agreement or understanding for commission, percentage, brokerage or contingency accepting bona fide employees or selling agents maintained for the purpose of securing business.

Obligations Beyond MOU Term

This MOU shall remain in full force and effect to the end of the specified term or until terminated or canceled pursuant to this MOU. All obligations of the DMPS and the Organization incurred or existing under this MOU as of the date of expiration, termination or cancellation will survive the termination, expiration or conclusion of this MOU.

Counterparts

The parties agree that this MOU has been or may be executed in several counterparts, each of which shall be deemed an original and all such counterparts shall together constitute one and the same instrument.

Additional Provisions

The parties agree that if an Addendum, Rider or Exhibit is attached hereto by the parties, and referred to herein, and then the same shall be deemed incorporated herein by reference.

Further Assurances and Corrective Instruments

The parties agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for carrying out the expressed intention of this MOU.

Delay or Impossibility of Performance
The Organization shall not be in default under this MOU if performance is delayed or made impossible by an act of God, flood, fire or similar events. In each such case, the delay or impossibility must be beyond the Organization's control, and without fault of negligence of Organization.

Compliance with Applicable Laws and Regulations
This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F).

Amendments and Alterations to this Agreement
DMPS and Organization may amend this Agreement by mutual consent, in writing, at any time. The Agreement will be reviewed annually for renewal.

Primary Organization Contact

DMPS Community Partnership Coordinator

Date Signed: 7/1/15

Effective Date: 7/1/15

Acknowledgement and Certification Form must be up to date in order to be effective.

MEMORANDUM OF UNDERSTANDING BETWEEN

DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

Our Vision: To be the model for urban education in the United States

Our Mission: The Des Moines Public Schools exists so that the students graduate with the knowledge, skills, and abilities to be successful at the next stage of their lives

This Memorandum of Understanding (MOU) describes and confirms an agreement between Des Moines Public Schools (DMPS) and *Arts for the City, Inc., dba ASAP, the After School Arts Program*. The purpose of this MOU is to formalize and clarify expectations of this partnership.

DMPS strives to partner with community agencies to provide: tutoring, mentoring, academic and career planning, student activities, family engagement, and social and emotional services that are aligned with the goals of the Des Moines Public Schools.

After School Arts Program (ASAP)
ASAP is a multi-disciplinary arts enrichment program whose mission is to affirm young people as persons of value, nurture their skill and talent in the arts, help them realize their artistic gifts, and broaden their awareness of the varieties of artistic expression. ASAP provides access to the arts for DMPS students who show interest, talent, or need for arts enrichment. ASAP holds programming in the partner schools and at its downtown location at St. John's Lutheran Church, 600 Sixth Avenue. For students attending the downtown program, ASAP provides round-trip transportation on a chaperoned bus. ASAP provides all supplies and materials for each class led by a professional teaching artist. ASAP facilitates exhibition or performance experience for all students as part of their artistic development. Students attend ASAP once per week in a single class per session that lasts 6–8 weeks; they may take part in multiple classes/sessions each school year, as they are eligible.

DMPS Responsibilities
Provide access to the school sites and space necessary, in collaboration with all school sponsored events. Assign a Community School Coordinator for each school pattern that is the point-of-contact for the Organization. Together the Coordinator and *Organization* will develop the *school specific* schedule and specific goals as needed. DMPS work with the *organization* to identify students that the program aims to serve and may inform parents/guardians about the program in coordination with building site team.

DMPS will provide information on emergency procedures for each school served.

Organization Responsibilities
1. MOUs must be completed yearly and submitted to the Office of Schools-Learning Services Office.
2. Keep in regular communication with district and work with Community Partnership Coordinator and Community School Coordinators to ensure they have the following information as necessary:
    - Length of program, and the dates and times offered
    - Intended outcome/impact of the program and how it is measured
    - Names and credentials of organization staff providing the programming
    - Contact information for the program staff and their direct supervisor

A list of students served (first name, last name, date of birth, and/or DMPS student ID number) with the accompanying release will be provided to Community Partner Liaison monthly to ensure accurate data.

Organization will be familiar with the student school discipline policies as well as the personnel policies that guide behavior of professionals in the schools. If any organization staff fail to comply with the policies they shall asked to leave and not allowed to provide services in any school in DMPS.

Disclaimer
Organization staff is not to be considered DMPS staff, and no joint venture has been established through any provision of this MOU, or any verbal discussions between the Parties to this MOU.

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Immediate Termination by the DMPS

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1. In the event the Organization is required to be certified or licensed as a condition precedent to providing services, the revocation or loss of such license or certification will result in immediate termination of the MOU effective as of the date on which the license or certification is no longer in effect;
2. DMPS determines that the actions, or failure to act, of the Organization, its agents, employees or subcontractors have caused, or reasonably could cause, a client's life, health or safety to be jeopardized;
3. The Organization fails to comply with confidentiality laws or provisions;
4. The Organization furnished any statement, representation or certification in connection with this MOU or the RFP which is materially false, deceptive, incorrect or incomplete.

Insurance Requirements

The Organization, and any subcontractor, shall maintain in full force and effect, with insurance companies licensed by the State of Iowa, at the Organization's expense, insurance covering its work during the entire term of this MOU and any extensions or renewals. The Organization's insurance shall, among other things, be occurrence based and shall insure against any loss or damage resulting from or related to the Organization's performance of this MOU regardless of the date the claim is filed or expiration of the policy. The DMPS shall be named as additional insureds or loss payees, or the Organization shall obtain an endorsement to the same effect, as applicable.

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1. Any breach of this MOU;
2. Any negligent, intentional or wrongful act or omission of the Organization or any agent Or subcontractor utilized or employed by the Organization;
3. The Organization's performance or attempted performance of this MOU, including any agent of Organization's;
4. Any failure by the Organization to comply with the compliance with the Law provision of this MOU;
5. Any failure by the Organization to make all reports, payments and withholdings required by federal and state law with respect to social security, employee income and other taxes, fees or costs required by the Organization to conduct business in the State of Iowa;
6. Any infringement of any copyright, trademark, patent, trade dress, or other intellectual property right; or
7. Any failure by the Organization to adhere to confidentiality provisions of this agreement.

Organization shall defend, indemnify, release, and hold DMPS harmless from and against all Claims, Losses, and Expenses when arising out of or incidental to this Agreement regardless of the negligence or fault of DMPS or any other entity or person.

Solicitation

The Organization warrants that no person or entity has been employed or retained to solicit and secure this MOU upon an agreement or understanding for commission, percentage, brokerage or contingency accepting bona fide employees or selling agents maintained for the purpose of securing business.

Obligations Beyond MOU Term
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The parties agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for carrying out the expressed intention of this MOU.

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Compliance with Applicable Laws and Regulations
This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F).

Non-Discrimination Policy
It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Coordinator, Isaiah McGee at 2323 Grand Avenue, Des Moines, IA 50312, 515-242-7662 isaiah.mcgee@dmschools.org

Amendments and Alterations to this Agreement
DMPS and Organization may amend this Agreement by mutual consent, in writing, at any time. The Agreement will be reviewed annually for renewal.

MB Bolton Kang Michelle Bolton Kang, Executive Director
Primary Organization Contact

Date Signed: 10/22/15

Alyssa Richard
DMPS Community Partnership Coordinator

Date Signed: 10/25/15

Effective Date: 10/25/15

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This Memorandum of Understanding (MOU) describes and confirms an agreement between Des Moines Public Schools (DMPS) and Community Youth Concepts. The purpose of this MOU is to formalize and clarify expectations of this partnership.

DMPS strives to partner with community agencies to provide; tutoring, mentoring, academic and career planning, student activities, family engagement, and social and emotional services that are aligned with the goals of the Des Moines Public Schools.

Organization Description

Community Youth Concepts (CYC) exists to ensure all Iowa youth have access to high quality opportunities that prepare them for success in school, work, and life. The mission of CYC is achieved by providing direct programming to youth in Polk and Dallas counties and training and technical assistance to youth-serving organizations. CYC offers youth development programs in service learning, STEM education, and career based mentoring. These programs are infused with core components of leadership development, academic support, and youth-led community engagement. CYC programs are designed to serve youth who are economically disadvantaged, have a disability, or are otherwise considered at-risk. CYC operates the Young Innovators Club, Junior Police Explorers, and Chrysalis after school programs, Mentor Advantage Program, uVoice Youth Philanthropy Board, Youth Service Momentum AmeriCorps Operational Program, and Kids with a Kause Program.

DMPS Responsibilities

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Insurance Requirements

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1. Any breach of this MOU;
2. Any negligent, intentional or wrongful act or omission of the Organization or any agent Or subcontractor utilized or employed by the Organization;
3. The Organization's performance or attempted performance of this MOU, including any agent of Organization's;
4. Any failure by the Organization to comply with the compliance with the Law provision of this MOU;
5. Any failure by the Organization to make all reports, payments and withholdings required by federal and state law with respect to social security, employee income and other taxes, fees or costs required by the Organization to conduct business in the State of Iowa;
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The parties agree that if an Addendum, Rider or Exhibit is attached hereto by the parties, and referred to herein, and then the same shall be deemed incorporated herein by reference.

Further Assurances and Corrective Instruments
The parties agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for carrying out the expressed intention of this MOU.

Delay or Impossibility of Performance
The Organization shall not be in default under this MOU if performance is delayed or made impossible by an act of God, flood, fire or similar events. In each such case, the delay or impossibility must be beyond the Organization's control, and without fault of negligence of Organization.

Compliance with Applicable Laws and Regulations
This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F).

Amendments and Alterations to this Agreement
DMPS and Organization may amend this Agreement by mutual consent, in writing, at any time. The Agreement will be reviewed annually for renewal.

Amy Croll
Primary Organization Contact

Allyson Pickard
DMPS Community Partnership Coordinator

Date Signed: 12/19/14

Effective Date: 1/1/2015

Acknowledgement and Certification Form must be up to date in order to be effective.

Learning Services
2100 Fleur
Des Moines, IA 50321
Phone: 515- 242-7989

Annual School-Community Partnership Memorandum of Understanding

Dear Partner,
Thank you for your willingness to partner with the Des Moines Public Schools. School-Community partnerships are agreements between a business, agency, or organization and a school or the district to work together for the purpose of supporting our students and improving student outcomes. Partnerships may be formed at any time, and should remain in effect for the duration of a school year. Partners should formalize or renew their partnerships annually by completing new Memorandum of Understanding.

In order to maintain an accurate partner database from year to year, it is important that you provide the information requested below. If you have any questions or have any changes to this information during the school year (address, phone, contact person, etc.) please notify Community Partnership Liaison - Vanessa Howell at vanessa.howell@dmschools.org.

Our Vision: To be the model for urban education in the United States

Our Mission: The Des Moines Public Schools exists so that the students graduate with the knowledge, skills, and abilities to be successful at the next stage of their lives

PARTNER INFORMATION

Name of Business/Agency/Organization
Evelyn K. Davis Center for Working Families

Address
801 University Ave., Unit 3

Des Moines, IA 50314

CEO/President
_Marvin DeJear, Director_____
Agency Contact
__Marvin DeJear_____

Phone ____515-697-1476_____

Email _____mdejear@evelynkdaviscenter.org_____

Description of Program:

To ensure alternative learning for students/adults of Des Moines Public School can refer adults (parents and family members of students involved with 21CCLC programming) to the Evelyn K. Davis Center for Working Families in conjunction with Des Moines Area Community College (DMACC) for educational opportunities. Referrals will include but not limited to educational classes for GED, HiSET, English Language Learners (ELL), DMACC Workforce Training Academy, Literacy, Job Readiness and specialized credit programs.

Data
DMPS and Partner agree to provide access to aggregate and individual student information to inform, support and when appropriate, assess needs, service delivery, program planning, and evaluation purposes, in accordance with federal and state laws. Student release forms are needed for individual student information.

Disclaimer

Partner staff is not to be considered DMPS staff, and no joint venture has been established through any provision of this School-Community Memorandum of Understanding, or any verbal discussions between the Parties to this Agreement.

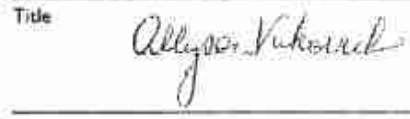
The Parties enter into this School-Community Partnership Memorandum of Understanding while wishing to maintain their own separate and unique missions and mandates, and their own accountabilities. Unless specifically provided otherwise, the cooperation among the Parties as outlined in this School-Community Partnership Memorandum of Understanding shall not be construed as a partnership or other type of legal entity or personality. Each Party shall accept full and sole responsibility for any and all expenses incurred by itself relating to this School-Community Partnership Agreement. Nothing in this School-Community Partnership Agreement shall be construed as superseding or interfering in any way with any agreements or contracts entered into among the Parties, either prior to or subsequent to the signing of this School-Community Partnership Agreement. Nothing in this School-Community Partnership Memorandum of Understanding shall be construed as an exclusive working relationship. The Parties specifically acknowledge that this School-Community Partnership Memorandum of Understanding is not an obligation of funds, nor does it constitute a legally binding commitment by any Party or create any rights in any third party.

Immediate Termination by the DMPS

DMPS may terminate this School-Community Partnership Memorandum of Understanding for any of the following reasons effective immediately without advance notice:

1. DMPS determines that the actions, or failure to act, of the Partner, its agents, employees or subcontractors have caused, or reasonably could cause, a client's life, health or safety to be jeopardized;
2. The Partner fails to comply with confidentiality laws or provisions;
3. The Partner furnished any statement, representation or certification in connection with this School-Community Partnership Agreement which is materially false, deceptive, incorrect or incomplete.

The Community Partner and School District or Individual School hereby agree to form a School-Community Partnership and to work together for the benefit of student success and the community-at-large.

Marvin DeJear	Allyson Vukovich
Printed Name Community Partner	Printed Name Community Partnership Coordinator
Director	
Title	Title
	
Signature of Community Partner	Signature of Community Partnership Coordinator
11/22/2016	11/22/16
Date Signed	Date Signed

Certification and Acknowledgement Form Received on 11/22/16

Derek Hannah writing for Des Moines' 21st Century Community Learning Centers
1611 11th St.
Des Moines, Iowa 50314
December 15, 2016

To Whom It May Concern:

It is with great enthusiasm and gratitude that I support the 21st Century Community Learning Centers in any way that I can. The organization I represent in writing this, the John R. Grubb YMCA, feels the same way. Due to our partnership with 21st CCLC in recent years, we have had opportunities to impact youth in several diversified, important areas.

In the last 13 years, I have been a part of four Des Moines area YMCAs. I can say without a shadow of a doubt that the recent work we've done alongside 21st CCLC has been the most meaningful and transformational work with youth I've known the YMCA to do in Iowa.

The signature program we do with 21st CCLC is our Starfish Academy. This is a summer achievement gap program that focuses on literacy skills in elementary students. Starfish Academy served 3 schools in the urban core for three years now. Through the literacy lessons and enrichment activities that are partially funded and/or provided by 21st CCLC and their staff, the students have made significant gains in their reading level during the summer months in which many students in the urban core lose significant reading progress. Due to the impressive manner in which our two organizations partner, with steady progress and true collaborative teamwork in mind, more than 200 students have improved their academic trajectory over the last 2 summers and we're hoping to keep growing this program!

Another great impact we make with 21st CCLC is our C.A.T.C.H. program (Coordinated Approach To Children's Health). Twice a week, we pick up 40 elementary students from local schools to bring them to our YMCA for swim and water safety lessons, as well as physical activity and nutrition education in our gym. Thanks to 21st CCLC, we've helped over 500 local 3rd-5th graders learn how to swim and improve their perspective on health over the last 3 years. Practice in these swimming skills is hard to come by for students in the urban core and we're thankful to be able to make a difference in this area.

We partner with 21st CCLC on other programs too, such as youth sports and special events, but the two programs I've described above are what I think both the YMCA and 21st CCLC are most proud of in our work together. Our partnership also improves our ability to build relationships and similar partnerships with other community organizations. As they say – it takes a village – and the 21st Century Community Learning Centers are vital part of ours here in Des Moines.

Derek Hannah
Youth Development Director, John R. Grubb YMCA
Derek.Hannah@dmymca.org

AFTER SCHOOL ARTS PROGRAM

December 15, 2016

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

Dear Ms. Brown,

ASAP, the After School Arts Program, is very pleased to support Des Moines Public Schools' application for a 21st Century Community Learning Centers Grant.

ASAP has been honored to be a community partner in three such grants with Des Moines Public Schools, and is committed to providing quality arts education for even more students in the district, to meet their needs and the steady demand for arts programming.

ASAP's mission is to affirm young people as persons of value, nurture their skill and talent in the arts, help them realize their artistic gifts, and broaden their awareness of the varieties of artistic expression. ASAP has been working closely with Des Moines Public Schools since its founding in 2007, connecting students with quality enrichment programming in a wide variety of artistic mediums, led by experienced teaching artists and staffed by trained and caring volunteers. In the past five years, ASAP has grown from serving two schools to fourteen, and demand continues to grow. Students, teachers and administrators, and parents report real, positive results for the students who participate in ASAP. We are pleased to offer these experiences to more students through a new grant.

We look forward to working closely with Des Moines Public Schools to help enrich the lives of ASAP students, their families, and their community.

Sincerely yours,

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

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

Emily Lang & Kristopher Rollins
Teachers ~ Urban Arts Coordinators, Des Moines Public Schools
Co-founders, RunDSM
1800 Grand Ave., Des Moines, IA 50309
(515) 242-7846

To whom it may concern,

We are writing in support of 21st Century Community Learning Centers in Des Moines Public Schools. We've had the extreme pleasure of partnering with 21st Century CLC for several years now via Half-Pints Poetry, an elementary school program focused on providing youth safe and brave spaces to express themselves via the art of spoken word poetry and performance. Half-Pints Poetry is led by spoken word artist Words Taylor, as well as dedicated high school aged poets in Movement 515, a spoken word poetry community.

In the 2015-2016 school year, Half-Pints Poetry expanded to 14 elementary schools, providing over 220 young people the opportunity to express, grapple with their identity, and use the stage as a space to "get free" and celebrate their powerful voices. Our partnership with 21st Century CLC has been invaluable to the growth of our organization, providing our senior poets the opportunity to mentor and build strong relationships with the next generation of youth activists.

If you have any further questions, don't hesitate to contact us.

Sincerely,

Emily Lang
Emily.Lang@dmschools.org

Kristopher Rollins
Kristopher.Rollins@dmschools.org

FORM A: SITE INFORMATION

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

21CCLC Site Name: Capitol View Elementary		
Site Address: 320 East 16th Street		
City, State, Zip: Des Moines, IA 50316		
Phone: 515-242-8402		
Site Contact Person: Marsha Kerper, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

21CCLC Site Name: King Elementary		
Site Address: 1849 Forest Avenue		
City, State, Zip: Des Moines, IA 50314		
Phone: 515-242-8417		
Site Contact Person: Kisha Barnes, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

21CCLC Site Name: Monroe Elementary		
Site Address: 3015 Francis Avenue		
City, State, Zip: Des Moines, IA 50310		
Phone: 515-242-8425		
Site Contact Person: Laurel Prior-Sweet, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

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

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

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FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	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 21st Century Community Learning Centers-Funded Site	**Site Name**
	Capitol View Elementary
	King Elementary
	Monroe Elementary

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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 Derek Hannah	Agency Grubb YMCA	
Signature Derek Hannah	Address 1611 11th St.	
	City/Zip DM, 50314	Phone 246-0791
Name/Title Comeron Nicholson	Agency Grubb YMCA	
Signature	Address 1611 11th St.	
	City/Zip DM, 50314	Phone 246-0791
Name/Title Michelle Bolton King	Agency After School Arts Program	
Signature	Address 600 6th Ave.	
	City/Zip DM, 50309	Phone 770-3380
Name/Title Amy Croll	Agency Community Youth Concepts	
Signature Amy Croll	Address 1446 Martin Luther King Jr. Pkwy	
	City/Zip DM, 50314	Phone 243-4292
Name/Title Words Taylor	Agency Half-Pints Poetry	
Signature	Address 1800 Grand Ave	
	City/Zip DM, 50309	Phone 242-7846
Name/Title Emily Lang	Agency RunDSM / Urban Arts	
Signature Emily Lang	Address 1800 Grand Ave.	
	City/Zip DM, 50309	Phone 242-7846
Name/Title Kristopher Rollins	Agency RunDSM / Urban Arts	
Signature	Address 1800 Grand Ave.	
	City/Zip DM, 50309	Phone 242-7846
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST
(Before and/or After School and Summer Program Funds)

Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
3	249	$298,800	$896,400

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
King Elementary	$99,600	$99,600	$99,600	$298,800	83
Capitol View Elementary	$99,600	$99,600	$99,600	$298,800	83
Monroe Elementary	$99,600	$99,600	$99,600	$298,800	83
	$	$	$	$	
	$	$	$	$	
	$	$	$	$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 249

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

Applicant Agency: Des Moines Public Schools

Site: **Capitol View Elementary School**

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

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

Number of Students Served: 83

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	51,566.66	2,000	51,566.66	2,000	51,566.66	2,000	160,699.98
Staff Travel	100	25	100	25	100	25	375.00
Materials	29,733.15	1,000	29,733.15	1,000	29,733.15	1,000	92,199.45
Professional Development (minimum 4% per year)	4,050.72	0	4,050.72	0	4,050.75	0	12,152.16
Student Access, Transportation etc. (maximum 8% per year)	4,952.00	1,000	4,952.00	1,000	4,952.00	1,000	17,856.00
Evaluation (about 4% per year)	1,000	0	1,000	0	1,000	0	3,000
Administrative/ Indirect Costs (maximum 8% per year)	4,172.47	0	4,172.47	0	4,172.47	0	12,517.41
Totals	95,575	4,025	95,575	4,025	95,575	4,025	

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

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 249

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

Applicant Agency: **Des Moines Public Schools**

Site: **King Elementary School**

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions.
Number of Students Served: 83

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	51,566.66	2,000	51,566.66	2,000	51,566.66	2,000	160,699.98
Staff Travel	100	25	100	25	100	25	375.00
Materials	29,733.15	1000	29,733.15	1000	29,733.15	1,000	92,199.45
Professional Development (minimum 4% per year)	4,050.72	0	4,050.72	0	4,050.75	0	12,152.16
Student Access, Transportation etc. (maximum 8% per year)	4,952.00	1,000	4,952.00	1,000	4,952.00	1,000	17,856.00
Evaluation (about 4% per year)	1,000	0	1,000	0	1,000	0	3,000
Administrative/ Indirect Costs (maximum 8% per year)	4,172.47	0	4,172.47	0	4,172.47	0	12,517.41
Totals	95,575	4,025	95,575	4,025	95,575	4,025	

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

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 249

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

Applicant Agency: **Des Moines Public Schools**

Site: **Monroe Elementary School**

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions.
Number of Students Served: 83

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	51,566.66	2,000	51,566.66	2,000	51,566.66	2,000	160,699.98
Staff Travel	100	25	100	25	100	25	375.00
Materials	29,733.15	1,000	29,733.15	1,000	29,733.15	1,000	92,199.45
Professional Development (minimum 4% per year)	4,050.72	0	4,050.72	0	4,050.75	0	12,152.16
Student Access, Transportation etc. (maximum 8% per year)	4,952.00	1,000	4,952.00	1,000	4,952.00	1,000	17,856.00
Evaluation (about 4% per year)	1,000	0	1,000	0	1,000	0	3,000
Administrative/ Indirect Costs (maximum 8% per year)	4,172.47	0	4,172.47	0	4,172.47	0	12,517.41
Totals	95,575	4,025	95,575	4,025	95,575	4,025	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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: *The project aims to decrease the achievement gap by providing academic support, educational enrichment, and family literacy events to district students who are at-risk based on achievement, race/ethnicity, English Language Learners, income, and attendance.*

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

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.

Private School Consultation Meeting Log

****This form is not applicable for Des Moines Public Schools' proposed program, because the only accredited private school near the proposed school sites is already partnering with another DMPS school in a different 21CCLC cohort. There are no other accredited private schools in the boundaries of the proposed school sites.*

Date
Time
Location

Meeting called by: **Type of meeting:**
Attendees: (Attach attendance sign-in sheet)

--------- Agenda Topics ---------		
Welcome [Insert *Name*] [Insert *time allocation*] Discussion: _____ _____ _____ Conclusions: _____		
Action Items: _____ _	Person responsible: _____	Deadline: _____
Resources for Non-Public Schools [Insert *Name*] [Insert *time allocation*] Discussion: _____ _____ Conclusions: _____ _____ _		
Action Items: _____ _	Person responsible: _____ _	Deadline: _____ _

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Consultation Procedures [Insert *Name*] [Insert *time allocation*]		
Discussion:		
Conclusions:		
Action Items:	Person responsible:	Deadline:
Questions All Staff [Insert *time allocation*]		
Discussion:		
Conclusions:		
Action Items:	Person responsible:	Deadline:

Outcome of Consultation Participation (check the appropriate box)	**The private school will participate.**	**The private school will not participate.**

Other Information

Resource persons:	
Special notes:	

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

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

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