

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

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

Mail Applications to:

Jodi Bruce

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Address all questions to: vlc.laras@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Oakridge Neighborhood Services

County: Polk		Amount Requested: \$297,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Teree Caldwell-Johnson		Grant Contact/Project Director: John Spinks	
Agency Name: Oakridge Neighborhood Services		Agency Name: Oakridge Neighborhood Services	
Address: 1401 Center Street		Address: 1401 Center Street	
City: Des Moines	Zip: 50314	City: Des Moines	Zip: 50314
Phone: 515-244-7702	FAX: 515-246-1486	Phone: 515-244-7702	FAX: 515-246-1486
Email: TCaldwellJohnson@Oakridgeneighborhood.org		Email: JSpinks@Oakridgeneighborhood.org	
DUNS Number: 184626984			
Data Collection and Evaluation Contact: Margaret Jensen Connet		Fiscal Contact: Marika Longmire-Gray	
Address: 3218 Skyline Drive		Address: 1401 Center Street	
City: Des Moines	Zip: 50110	City: Des Moines	Zip: 50314
Phone: 515-249-4849	FAX:	Phone: 515-244-7702	FAX: 515-246-1486
Email: mjconnet@gmail.com		Email: MLongmire-Gray@Oakridgeneighborhood.org	

BEFORE YOU APPLY

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

- If you are currently in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building (limit of 3) 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://educatelowa.gov/documents/school-fri/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 23, 2019, 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 (PAST GRANTEES ONLY):

ESSA 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); ESSA 4205(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14),

- Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years? Yes _____ No xx _____
- Did you meet your attendance goals for the past two years? Yes xx _____ No _____
- Provide your last enrollment number(s): _____ 208 _____
- Provide your last average daily attendance: _____ 164 _____
- Did you meet your academic goals for the past two years? Yes X _____ No _____
- How many of your local evaluation goals did you meet over the past two years? 100% xx 90- 55% _____ Over 50% _____ Less than 50% _____ None _____
- How much have office referrals been reduced over the past five years of your grant? Over 75% _____ Over 50% _____ Less than 50% _____ None _____
- Have you provided children with the required snack? Yes yes _____ No _____
- Have you exceeded the snack requirement? X Yes _____ No _____
- How many parent engagement meetings did you have in the past year? 6 _____
- How many field trips did you provide in the past year? 31 _____
- After 5 years, how many community partners for sustainability have been recruited? More than 50 _____ 25 _____ Less than 25 _____ Less than 10 _____
- Have you participated in required committee work in the last year? Attended: X All Meetings _____ Some Meetings (3-5) _____ Rarely Participated (1-2) _____ None _____
- Have you attended required Professional Development in the last year? Attended: X All Meetings _____ Some Meetings(5-9) _____ Rarely Participated(1-4) _____ None _____

These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):

- What is the Free and Reduced Lunch Rate for each site? List below:
 - Site/Building Name: Edmunds Elementary _____

- Free and Reduced Lunch Rate Percentage: 99%
 - o Site/Building Name: Variety Center
 - Free and Reduced Lunch Rate Percentage: 99%
 - o Site/Building Name: Community Center (avg of Callanan and Roosevelt)
 - Free and Reduced Lunch Rate Percentage: 66%
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
Yes No (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - o Summer School Only (minimum 30 days)
 - o Afterschool Only (maximum 180 days)
 - o Before and After School
 - o Before and After School and Summer
 - o Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY20 Request for Applications):
 - 180 number of children x 180 days x either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$243,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 180 children x 45 of days = (minimum 30 days) x \$10.00 = \$81,000 (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.
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$297,000
 Number of Children Served in Year One: 180

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 _____
- X Private For-Profit Organization
Number of years in operation 50

Enter Federal Employer ID Number: <u>42-1311721</u> _____ <i>OR</i> Enter School District Code _____

<i>(If applicable)</i> Enter Child Care License #: _____

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- X Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people

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 "Comprehensive" or "Targeted" on Iowa School Performance Profiles*** AND 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 that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): See certification attachment for joint application between Roosevelt, Callanan and Edmunds, as well as MOUs for both Callanan and Edmunds. School profiles are also attached for your reference.

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

Application proposes to serve a county with more than 18% child poverty. *Up to 5 additional points awarded.*

Documentation: _____

Examples of documentation: Look up your county at https://www.cfpciova.org/documents/filelibrary/kids_count/2017_data/Final_2017_Child_poverty_430B292C27DE8.pdf.

Application proposes to serve rural communities (community with population 2,499 or below). *Up to 5 additional points awarded.*

Documentation: _____

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

NOTE: *Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.*

Edmunds Fine Arts Academy

DES MOINES INDEPENDENT CSD
HEARTH AND AEA

250 15th Street, Des Moines, Iowa 50314

(515) 243-1171

- SCHOOL SUMMARY
- LEARNING MEASURES ▾
- ADDITIONAL METRICS ▾
- ACHIEVEMENT GAPS
- HELP ▾

ABOUT

Principal Jaynette Rittman	Enrollment 313	Grade Levels KG, 01, 02, 03, 04, 05	School Type Elementary	County Polk County
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OVERALL PERFORMANCE [View Rating Categories and Scores](#)

ACCEPTABLE

ESSA Performance Category
Comprehensive Status: **Met**
Targeted Status: **Met**



State Average: 54.91

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

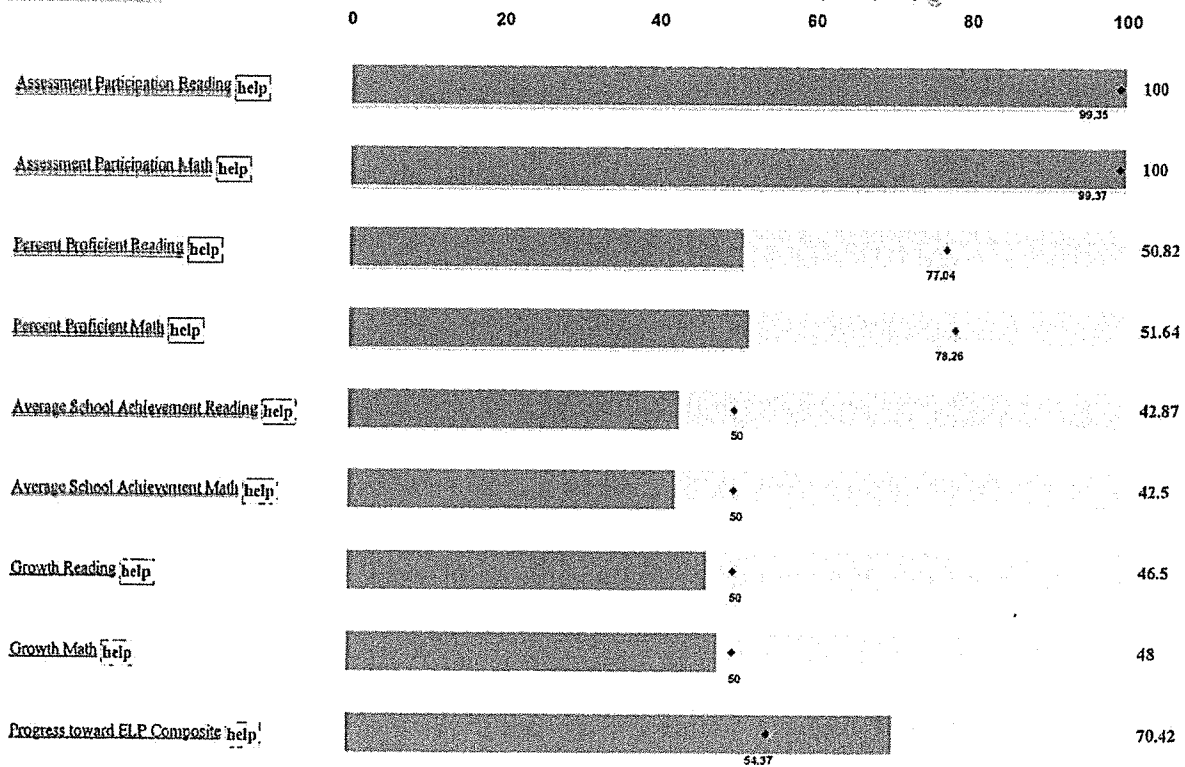
DEMOGRAPHICS

[SHOW/HIDE](#)

PERFORMANCE IN EACH AREA

Accountability View

Accountability view: This view provides information about the performance of students who are included in the accountability score (N=20).



◆ State Average

PERFORMANCE DETAIL

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
Assessment Participation Reading	100.00	5.00	5.00	5.00
Assessment Participation Math	100.00	5.00	5.00	5.00
Percent Proficient Reading	50.82	26.35	7.00	1.84
Percent Proficient Math	51.64	28.18	7.00	1.97
Average School Achievement Reading	42.87	42.87	7.00	3.00
Average School Achievement Math	42.50	42.50	7.00	2.98
Growth Reading	46.50	46.27	23.50	10.87
Growth Math	48.00	48.05	23.50	11.29
Progress toward BLP Composite	70.42	59.32	10.00	5.93
Conditions for Learning Composite	56.00	57.34	5.00	2.87
				50.75 Total Points

*Summing the Weighting Percentage column may not equal 100 due to rounding calculations.

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Callanan Middle School

DES MOINES INDEPENDENT CSID
HEARTLAND AEA

3010 Center Street, Des Moines, Iowa 50312

(515) 242-8101

- SCHOOL SUMMARY
- LEARNING MEASURES
- ADDITIONAL METRICS
- ACHIEVEMENT GAPS
- HELP

ABOUT

Principal Dawn Stahly	Enrollment 603	Grade Levels 06, 07, 08	School Type Middle	County Polk County
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OVERALL PERFORMANCE [View Rating Categories and Scores](#)

NEEDS IMPROVEMENT

ESSA Performance Category
 Comprehensive Status: **Met**
 Targeted Status: **Targeted**
 Black/African American, English Learners (EL), Low Socio-Economic Status (FRL), Students with Disabilities (IEP)



State Average: 54.91

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

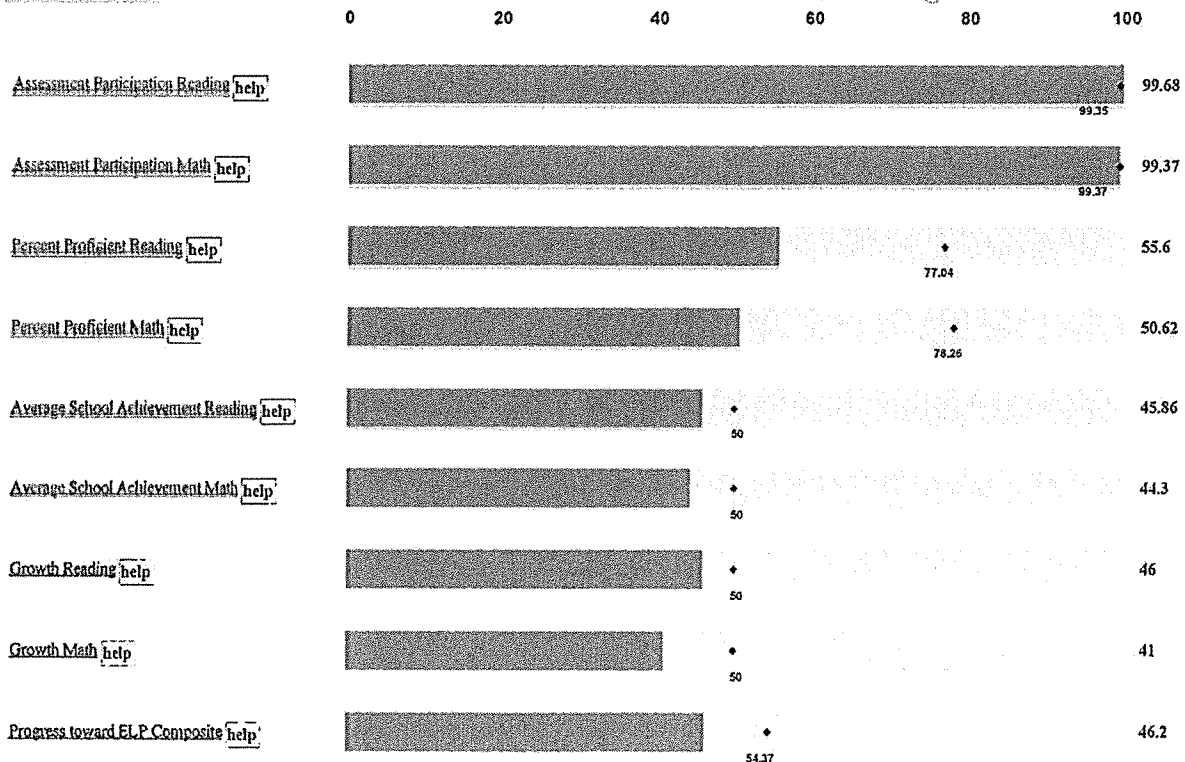
DEMOGRAPHICS

[SHOW/HIDE](#)

PERFORMANCE IN EACH AREA

Accountability View

Accountability view This view provides information about the performance of students who are included in the accountability score (N=20).



◆ State Average

PERFORMANCE DETAIL

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
Assessment Participation Reading	99.68	5.00	5.00	5.00
Assessment Participation Math	99.37	5.00	5.00	5.00
Percent Proficient Reading	55.60	30.68	7.00	2.15
Percent Proficient Math	50.62	27.35	7.00	1.91
Average School Achievement Reading	45.86	45.86	7.00	3.21
Average School Achievement Math	44.30	44.30	7.00	3.10
Growth Reading	46.00	45.67	23.50	10.73
Growth Math	41.00	41.45	23.50	9.74
Progress toward ELP Composite	46.20	42.67	10.00	4.27
Conditions for Learning Composite	36.00	36.09	5.00	1.80
				46.91
				Total Points

*Summing the Weighting Percentage column may not equal 100 due to rounding calculations.

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Roosevelt High School

DES MOINES INDEPENDENT CSD
 IIA-ARTLAND AEA

4119 Center St., Des Moines, Iowa 50312
 (515) 282-7272

- SCHOOL SUMMARY
- LEARNING MEASURES ▾
- ADDITIONAL METRICS ▾
- ACHIEVEMENT GAPS
- HELP ▾

ABOUT

Principal Kevin Biggs	Enrollment 1,948	Grade Levels 09, 10, 11, 12	School Type High	County Polk County
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OVERALL PERFORMANCE [View Rating Categories and Scores](#)

ACCEPTABLE

ESSA Performance Category
 Comprehensive Status: **Met**
 Targeted Status: **Targeted**
 Students with Disabilities (IEP)



State Average: 54.91

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

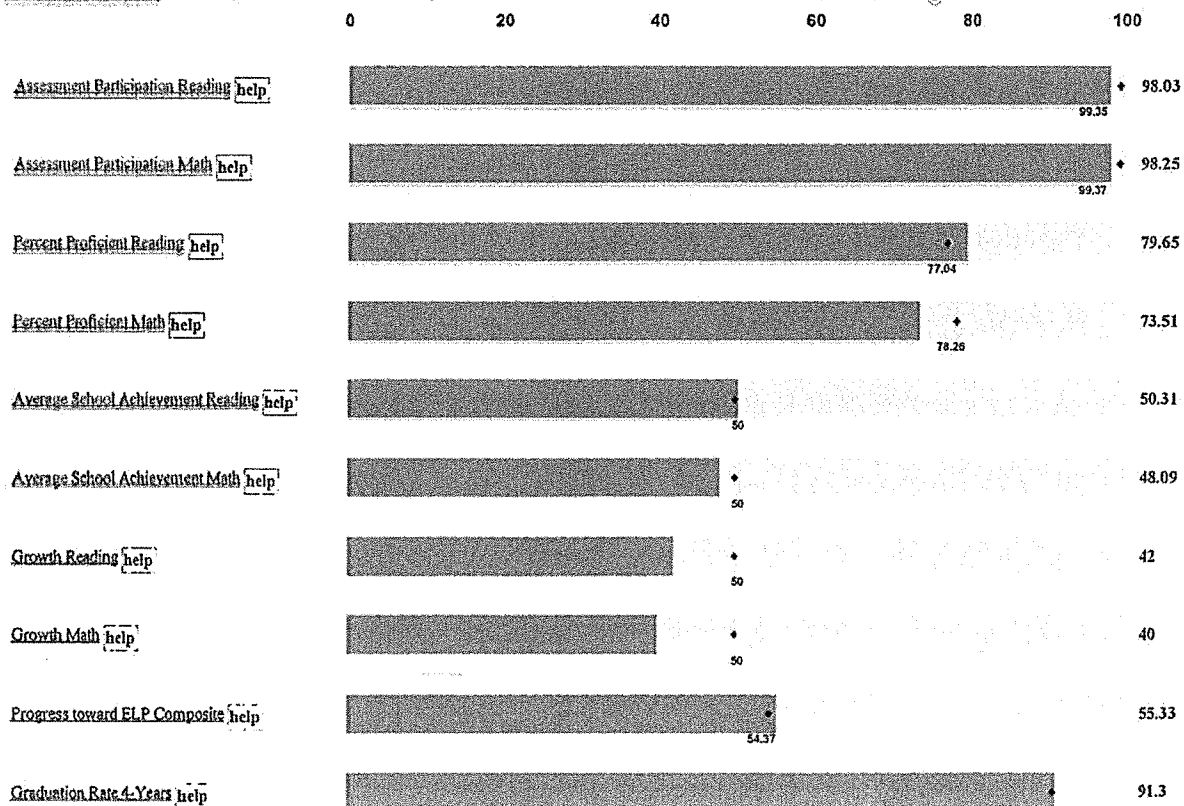
DEMOGRAPHICS

[SHOW/HIDE](#)

PERFORMANCE IN EACH AREA

Accountability View

Accountability view: This view provides information about the performance of students who are included in the accountability score (N=20).



• State Average

PERFORMANCE DETAIL

Measure	Raw Score ?	Standard Score ?	Weighting Percentage	Total Points
Assessment Participation Reading ?	98.03	5.00	5.00	5.00
Assessment Participation Math ?	98.25	5.00	5.00	5.00
Percent Proficient Reading ?	79.65	52.42	5.29	2.78
Percent Proficient Math ?	73.51	46.11	5.29	2.44
Average School Achievement Reading ?	50.31	50.31	5.29	2.66
Average School Achievement Math ?	48.09	48.09	5.29	2.55
Growth Reading ?	42.00	40.88	21.18	8.66
Growth Math ?	40.00	40.51	21.18	8.58
Progress toward ELP Composite ?	55.33	48.94	10.59	5.18
Graduation Rate 4-Years ?	91.30	48.80	7.94	3.88
Graduation Rate 5-Years ?	96.44	52.19	7.94	4.14
				50.87
				Total Points

*Summing the Weighting Percentage column may not equal 100 due to rounding calculations.

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OAKROUGE

NEIGHBORHOOD

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PROPOSAL ABSTRACT

Number of Students to be served: 180 students per year Total Request: \$297,000
Total amount requested per year: \$216,000 Academic Year \$ 81,000 Summer
Total Amount per student: \$ 7.50/student per day x 160 days = \$1,200/student
\$10.00/student per day x 45 days= \$ 450/student

Student Needs Assessment: Oakridge conducted a review of district data and existing Oakridge/United Way data specific to the Oakridge youth attending Edmunds Elementary, Callanan Middle School and Roosevelt High School. Oakridge staff surveyed both youth and parents to determine expanded programming options that would be most desirable; Saturday programming options, and needs of parents including adult and family literacy and parent engagement. To ensure a full understanding of student needs and the necessity for expanded after-school/out of school programming, Oakridge staff met with district officials, principals and partners who affirmed the need for additional after school/out of school programming, identified program design options and collaborative opportunities and expressed their support for and interest in the Oakridge 21CCLC program.

Project: Through the 21CCLC grant, Oakridge Neighborhood and Neighborhood Services, a nonprofit housing and human services agency located in Des Moines, will expand its current after school out of school programming to offer extended learning opportunities for students grades K-12. 21CCLC programming will include the use of evidenced-based academic support, educational enrichment, parent engagement and family literacy activities which will focus on improving academic outcomes and performance in the core areas of reading and math. Programing will be aligned with classroom instruction with licensed teachers retained to provide academic support. Oakridge will add a high school component, expand middle school to include summer, increase the rigor of academic supports and the frequency of student contacts, while providing an expanded portfolio of educational enrichment activities. Program goals will focus on reading and math and school attendance. The adult literacy and family engagement needs of parents will be managed by DMACC and the Evelyn K Davis Center for Working Families.

Research Base: Research indicates that children from high-risk, high poverty backgrounds have the most to gain from after-school programs in terms of educational opportunity and the least access to after-school and out of school (AF-OOS) programs. (Green & Schneider, 2006). Students who regularly attend well-structured afterschool and/or summer learning programs demonstrate higher rates of attendance, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009). ESSA accountability measures have spotlighted significant lags in achievement of ELLs in critical academic areas, including reading and math. Participation in afterschool, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of English Language Learners. (Tellez & Waxman, 2010; Hirsch, 2011).

Management/Sustainability Plan: The program will be managed by the 21CCLC Program Coordinator. The Program Coordinator and an Education Coordinator, currently retained by the organization will interface with building administrators, teachers and other building level staff to ensure all activities are aligned with school day instruction and focused on the individual and

collective needs of the students being served. Each of the three proposed sites will have a site coordinator responsible for day-to-day programming and all sites will be supported by the Director of Youth Programs. All staff will be trained in YPQA methods and additional professional development (PD) will be provided with a focus on cultural competency, best practice in AF-OOS programming, and other emerging and program specific topics. DMPS has agreed to allow 21CCLC staff access to district PD appropriate to the positions funded by 21st CCLC. Long term program sustainability will be addressed through increased program visibility and the identification of partners and collaborators that add value and increase program effectiveness, results and impact.

Communication Plan: Oakridge has a multifaceted communication strategy in place to share evaluations, program highlights, engagement opportunities, and more with stakeholders and other key audiences. This plan includes targeted direct mail, professional collateral materials, both organization and school websites, promotional social media posts, and various outreach events.

Partnerships: The Oakridge 21st CCLC program would not flourish without the essential assistance of many valuable partners. These key partners help support academic programming, provide enrichment opportunities for students, and also offer family engagement components. These enrichment activities help to turn the curve as students must complete all of their school assignments and attend school in order to participate in enrichment activities. The MOUs, letters of support and collaborative partner signatures contained in the application serve as evidence of the depth of the 21st CCLC program model developed by Oakridge. Recreation, wellness, STEM, arts, culture, adult and family literacy will all be addressed by Oakridge with this proposal. Through a youth engagement survey, Oakridge received feedback used to inform proposed program offerings for the after-school and out of school program. Additional partners, days and hours of operation, enrichment

Evaluation: An external evaluator will be retained to collect and analyze both qualitative and quantitative data to measure progress and insure outcomes are met. Student achievement data compiled by the school district, individual reports cards, and attendance and behavior reports will all be used to monitor student progress and overall program effectiveness. Program evaluation surveys will be completed by students, partners, parents and other stakeholders.

Budget Narrative: \$297,000 is being requested to serve 180 students in the Oakridge 21CCLC. Funding is based on the number of students served multiplied by the number days multiplied by the cost per student per day for both afterschool and out of school time.

\$ 7.50/student per day x 160 days = \$1,200/student	\$216,000 Academic Year
\$10.00/student per day x 45 days = \$ 450/student	\$ 81,000 Summer

Documentation of Competitive Priority: Oakridge will partner with three public schools in the Des Moines Independent School District. Two of these schools, Edmunds and Callanan are Title I schools. ESSA performance categories for each are listed as needs improvement (Callanan – 49.91%) and acceptable (Edmunds – 50.75% and Roosevelt – 50.87%).

2. STUDENT NEEDS ASSESSMENT

2.1. Demographic data demonstrating student need Oakridge is Iowa's largest low income housing project, serving the needs of a globally diverse population that includes individuals from 16 countries where 25 languages are spoken. 60% of Oakridge residents are immigrants or refugees. 78% of children residing in the Oakridge Neighborhood are from a single parent household with an average annual income \$18,608. Oakridge will partner with Edmunds Elementary School as well as Callanan and Roosevelt, the secondary schools serving the students that reside in and around the Oakridge Neighborhood as well as Holy Family and Joshua Christian Academy. Both Edmunds and Callanan are Title 1 schools that receive additional federal funds to help low-income students meet challenging state academic standards. School demographic profiles are included in the table below.

School	English Language Learners-ELL		Free and Reduce Price Lunch-FRPL		Special Education-SPED			
	Total Students	FRPL	ELL	African/American	Hispanic/Latino	Asian	Multi-Racial	White
Roosevelt High School	2,058	54%	12%	25%	15%	5%	7%	49%
Callanan Middle School	655	78%	24%	41%	22%	4%	6%	28%
Edmunds Elementary	356	99%	49%	77%	11%	5%	3%	3%

The Oakridge 21CCLC program is designed to support 180 Oakridge and non-Oakridge youth: 125 grades K-5, 40 grades 6-8 and 15 grades 9-12. A needs assessment conducted with schools, students, parents and community regarding after school programming combined with the MAP academic achievement data below underscore the high need for the proposed 21CCLC program. Below are the results of the spring 2019 Measures of Academic Progress (MAP) reading and math scores for each school. MAP assessments are used to measure a student's growth. Fall assessments gather baselines; winter assessments measure progress and; spring assessments measure the students' growth during the academic year. Disaggregating this data reveals a pronounced achievement gap and the persistent need for programming to address the needs of ELL and African American students, the primary audience of the Oakridge 21CCLC.

ROOSEVELT 2019 MAP READING	All	ELL	FRPL	African American	Asian	Hispanic/Latino	Multi-Racial	White	SPED
At Risk	15%	58%	26%	36%	16%	18%	32%	7%	56%
Progressing	27%	32%	34%	35%	22%	34%	0	21%	29%
On Track College Ready	58%	10%	41%	29%	62%	48%	68%	72%	15%
2019 MAP MATH	All	ELL	FRPL	African American	Asian	Hispanic/Latino	Multi-Racial	White	SPED
At Risk	26%	75%	41%	50%	19%	35%	14%	14%	72%
Progressing	37%	20%	39%	37%	42%	43%	40%	35%	25%
On Track College Ready	37%	4%	20%	13%	39%	22%	46%	50%	3%
CALLANAN	All	ELL	FRPL	African American	Asian	Hispanic/Latino	Multi-Racial	White	SPED

2019 MAP READING									
At Risk	34%	71%	42%	53%	18%	34%	24%	10%	77%
Progressing	26%	24%	29%	28%	18%	30%	35%	19%	17%
On Track College Ready	40%	6%	29%	19%	64%	37%	41%	71%	6%
2019 MAP MATH	All	ELL	FRPL	African American	Asian	Hispanic/Latino	Multi-Racial	White	SPED
At Risk	45%	80%	54%	65%	23%	50%	34%	18%	89%
Progressing	29%	18%	33%	27%	45%	33%	34%	27%	10%
On Track College Ready	26%	2%	13%	9%	32%	17%	32%	55%	1%

EDMUNDS 2019 MAP READING	All	ELL	FRPL	African American	Asian	Hispanic/Latino	Multi-Racial	White	SPED
At Risk	55%	75%	55%	60%	NA	37%	NA	NA	76%
Progressing	21%	15%	20%	19%	NA	16%	NA	NA	10%
On Track College Ready	24%	10%	24%	21%	NA	47%	NA	NA	14%
2019 MAP MATH	All	ELL	FRPL	African American	Asian	Hispanic/Latino	Multi-Racial	White	SPED
At Risk	45%	80%	54%	65%	NA	50%	NA	NA	89%
Progressing	29%	18%	33%	27%	NA	33%	NA	NA	10%
On Track for College Readiness	26%	2%	13%	9%	NA	17%	NA	NA	1%

SCHOOL AND COMMUNITY RESOURCES: These proposed sites, with the exception of Roosevelt High School have previously received 21CCLC after school programming. There are few alternate options for these schools and barriers to include transportation exist to accessing the other community offerings. There are currently two community resources for afterschool activities in the area. One is the Willkie House and the other is Oakridge Neighborhood Services. The tuition structure at Willkie House make the program cost prohibitive

(\$30.00/week) especially for families in poverty where there is more than one child attending. While Edmunds has a few clubs and activities, the core after school opportunity is through the Oakridge organization. Currently, Callanan students have access to the Boys and Girls club, however, 90%+ of Oakridge students currently participating in the Oakridge program have sustained their involvement at Oakridge even with the opening of the Burt Club located on the Drake University Campus. High school programming is not currently being offered and will be provided as an expansion of the current Oakridge program.

The Oakridge program, designed to support the needs of 180 K-12 students, will operate a minimum of 15 hours/week, M-F and a minimum of 1 Saturday/month during the academic year. Summer programming will be M-F for a total of 10 hours per day. Oakridge will employ licensed teachers that will provide structured, age appropriate and differentiated support utilizing evidence-based curriculum aligned with classroom instruction. Students will be provided with quality engaging and enrichment activities support health and wellness, expose them to arts and culture and increase their access to life experiences and growth opportunities often not possible

for high poverty children and youth. IN conjunction with the Evelyn Davis Center for Working Families (EKD) and DMACC, family literacy and engagement opportunities will be made available to participants. The range of offerings our families will be able to access, coupled with the on campus activities planned in conjunction with EKD will provide endless opportunities for adults to gain the necessary skills to support the academic needs of their children while also working to hone their own skills, seek employment opportunities, address their literacy needs and so much more.

TRANSPORTATION: The middle and high school students participating in the program will be transported either on DMPS or DART buses. Since Oakridge is the home of the majority of students, transportation home will not be required and parents will be responsible for picking up non-Oakridge students. As weather permits, Edmunds students will be chaperoned and walked to campus. In inclement weather the Oakridge bus or vans will be the transportation source. Those same sources of transportation will be used for Holy Family and Joshua Christian Academy youth. All bus and van drivers have the appropriate licenses for the type of transportation there are using and the organization carries liability insurance as required by law.

2.2 Evidence of stakeholder engagement in needs assessment and program development 21st
CCLC staff assessed the needs for the continuation of the existing program and program expansion. Outreach to key stakeholder groups to include, principals, site coordinators, parents, students and partners was conducted through one on one sessions, interest surveys and participant small group discussions. The identification of needs, joint goals, enhanced enrichment opportunities and overall program structure was pursued with each of the aforementioned groups. Input from students and parents is vital to the development of a successful program and the staff spent extended time in not evaluation of the current program design, but enhancement required recruit and retain participants, while also meeting the academic and enrichment needs of students and their families with a focus on taking the program to take the program to the next level. Throughout the year, 21CCLC staff will continue to seek students and parent feedback and input to guide program design, including changes, enhancements or other program tweaks required to support the needs of our students and their families.

3. PROJECT

3.1 Evidence the proposed activities are linked to student needs assessment: academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment
Data collected in Section 2 from students, parents, staff, and community partners was used to determine what the program activities will be for academic support and enrichment. These findings support the need for expanded and enhanced after school and summer programs in our community. To meet these needs Oakridge is proposing to expand its current after school and out of school programs from serving K-8 to serving K-12.

The youth needs assessment, proficiency scores show an achievement gap in literacy and math proficiency scores. Des Moines Public School's lowest performing subgroups in reading and math are students with disabilities (14.69% of DMPS students), English language learners (21.92% of DMPS students) and African Americans. (20.52% of DMPS students.) DMPS reading and math proficiency rates are lower among English language learners (ELL) students than all students. The Oakridge AF-OOS program will serve all students with a concentration on serving ELL and African American students grades K-12.

This DMPS achievement data combined with student and parent survey data provided the framework for the academic support goals (centered with a math and reading focus), educational enrichment goals (activities menu and Saturday programming), and family/engagement programming (adult ELL literacy and engagement). 21st Century and Oakridge community partners will provide an array of educational enrichment activities predicated on the results of the youth and parent surveys. For example, sports/fitness activities ranked highest on the student assessment of additional programming to be added with STEM ranking second highest. Oakridge 21st CCLC will partner with the Grubb YMCA to provide opportunities for youth to participate in sports leagues and other fitness and wellness activities, while the Science Center of Iowa, Blank Park Zoo and the Des Moines Chapter of The Links, Inc. will partner to offer STEM programming and activities. (See Section 7 for Partnership details).

In addition, feedback from parents indicated interest in expanded afterschool and summer programming including programming for adults, high school, middle school and elementary youth, as well as the need for adult ELL and employment programs. Finally, the adult survey respondents (76%) indicated they would welcome help in becoming more engaged in their child's education. This data provides a point of reference relative to the need for a multi-tiered approach to family literacy, parental engagement and support. Research also shows that when parents are engaged in their child's learning, students improve their engagement, behaviors, and academic performance. Recognizing that parents are a child's first and best teacher, 21st Century funds will be utilized to introduce and advance parental engagement strategies and a family literacy initiative focused on skill development, increased school engagement, language acquisition and employment skills for adults.

3.2 Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities

The expansion of its current after school and out of school programs will include a High School after school program and the addition of summer programming for Middle and High School youth and the continuation of the Elementary summer program. Oakridge 21st Century programming will utilize best practice for instruction, youth development, and family literacy; and it will be compliant with the 14 eligible federal activities. K-12 programming will incorporate positive youth development, focusing on students' strengths and empowering them to be involved in decision-making processes. Through the program youth will be given the opportunity to build relationships with caring adults, enhance skills, exercise leadership and develop their personal assets and competencies. High School programming will incorporate Career Exploration, Work Readiness, college preparation and financial literacy into their enrichment activities. The Oakridge 21CCLC will operate 5 days per week for 3-5 hours per day during the academic year with the addition of at least one Saturday per month. Daily schedules will include 1-2 hours of differentiated academic support followed by 1-2 hours of high-interest educational enrichment activities. A daily nutritious snack will be provided by the Oakridge central kitchen that complies with USDA guidelines. 21CCLC will offer an average of over 85 hours per month during the school year. Summer programming will operate for 9 weeks and 10 hours per day to include 2 hours of academic support (9:00 a.m. to 11:00 p.m.) meal time (breakfast, lunch and snack) and 3-4 hours of educational enrichment activities. Family literacy events and other adult specific and parent engagement programming will be held monthly

Academic Support: Utilizing DMPS academic performance data and the district's priority performance areas the Oakridge AF-OOS program will utilize research-based interventions and academic supports (tutoring, homework help, and small group instruction) to advance the academic needs of student participants We will retain the services of licensed teachers to advance the academic components of our after-school curriculum including at least one teacher with an ELL endorsement. The program will utilize evidence-based curriculum that is aligned with District standards and the Iowa Core including Houghton Mifflin and Scholastic. Imagine Learning, an evidence-based literacy software program, will be utilized for ELL students and struggling readers. This software provides customized feedback and instruction in English or a student's first language and has been identified and recommended by DMPS staff as a highly effective instructional tool.

Enrichment: Complementary educational enrichment activities will be offered to all participants. Enrichment activities will encourage the development of skills and interests not fully nurtured during the school day. They will be used as a vehicle for providing leadership and social skills development which often yield greater self-esteem and higher aspirations. These activities will be incorporated into our 21st Century AF-OOS program and will be provided by Oakridge staff and/or community partners. The selection of activities is based on student interest surveys and stakeholder input. We will partner with a variety of arts and culture, health and wellness and STEM partners to provide opportunities for increased access and exposure to, fun, stimulating and educational enrichment activities for all 21st Century participants. Recognizing the need to be nimble and flexible, responsive and receptive to the needs of our participants additional partners will be identified and secured throughout the grant cycle. To that end, Oakridge intends to use regular internal program evaluation and client and partner feedback to

determine the effectiveness of existing partnerships and to identify new opportunities to meet the emerging needs of our student participants.

3.3 Application proposes family literacy/engagement activities that align with the needs assessment 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, practical 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. 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.

3.4 GOALS - Based on the second principle of effectiveness, goals and objectives for all activities summer programming operates for more than 30 days to support data collection.

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

Process Objective 1.1: Oakridge will provide AF-OOS academic support 5 days per week, for 1-3 hours per day students for elementary, middle and high school students.

Outcome Objective 1.2: 15% of participants will make gains in reading and or math levels as measured by formative assessments (every six weeks).

Outcome Objective 1.3: 60% of participants will make gains in math levels as measured by formative assessments (every six weeks).

Goal 1 Activities:

Tutoring	Web-based ELL	Language Support for
Homework Assistance	Curriculum	ELLs
Individual/Small Group Instruction	Academic Support Labs	

GOAL 2: Plan educational enrichment activities through active student engagement that promote the development of leadership skills and social skills development of participants.

Outcome Objective 2.2: 75% of participants will be exposed to new experiences, develop life skills and increase self-esteem through planning and engaging in enrichment programs that complement core academic areas, as reported through satisfaction surveys.

Outcome Objective 2.3: 60% of participants will demonstrate improvement in behavior as measured by classroom teacher and Infinite Campus reports.

Goal 2 Activities:

Sports and Recreation	Cultural Fairs (e.g. DM	Leadership Development
Art and Music	Arts Festival, World Food	Gender Specific Groups
Fun Science	Festival)	Workforce Readiness
College Preparation	Career Exploration	
Field Trips	Social Skill Development	

GOAL 3: To provide high-quality family engagement resources that promote improved family relations and academic success.

Process Objective 3.1: Oakridge will utilize its Adult and Family Transitions program for ELL, citizenship, and case management support for parents—including refugee and immigrant parents—to help support and educate parents on their rights, responsibilities and resources available to help their child’s school success.

Outcome Objective 3.2: 75% of participants will attend their child’s school conferences

Outcome Objective 3.3: 75% of participating families will indicate satisfaction with family literacy activities as measured by semi-annual parent surveys

Goal 3 Activities:

Resource referral	Public Library
Trips to schools	Saturday enrichment activities
Sessions with building principals	School Conferences on campus (Oakridge)

GOAL 4: To provide a 9-week high-quality program that combats Summer Learning Loss

Process Objective 4.1: Oakridge will implement 3 summer programs for grades, K-5, 6-8 and 9-12 that promotes academic success

Outcome Objective 4.2: 60% of youth report an increase in academic engagement (pre/posttests)

Outcome Objective 4.3: 60% report an increase in their engagement through service learning (pre/posttests)

Goal 4 Activities:

Morning Academic Blocks	Book Clubs
Cultural Field Trips	School Transition Prep
Sporting Events	

3.5 Alignment with school day instruction, state/national standards, or CSIP: The Project Coordinator will work with the district curriculum team to ensure 21st Century activities are academically sound and aligned with the school day instruction. AF-OOS academic component will be facilitated by licensed teachers who will be retained for the program. Regular communication between principals, day-time classroom teachers and the building administrators is critical to our success and that of the students served. This approach ensures all staff understands each student's needs; plus, tailored academic support can be managed and provided accordingly.

3.6 Experience providing activities enhancing achievement and positive youth development Oakridge Neighborhood Services has implemented a successful 21stCCLC program for the past five years. Currently serving children from eight different schools more than 175 students annually have been provided 21stCCLC experiences via after school and out of school programs. The Oakridge Neighborhood 21stCCLC program demonstrated it can meet the goals it sets forth and is a positive example of a community and school working together in a mutually beneficial relationship. The Oakridge 21stCCLC has a history of maintaining student attendance throughout the summer and school year programs. Partnerships remain positive with the 21stCCLC as evidenced by the many resources and support provided by over 40 partnerships attest to their satisfaction with the program.

4. RESEARCH BASE

Research indicates that children from high-risk, high poverty backgrounds have the most to gain from after-school programs in terms of educational opportunity and the least access to after-school and out of school (AF-OOS) programs. (Green & Schneider, 2006). Students who regularly attend well-structured afterschool and/or summer learning programs demonstrate higher rates of attendance, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009). ESSA accountability measures have spotlighted significant lags in achievement of ELLs in critical academic areas, including reading and math. Participation in afterschool, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of English Language Learners. (Tellez & Waxman, 2010; Hirsch, 2011).

Generally, afterschool and summer learning programs are most successful when they are structured to offer (1) homework support, including specific study skills and motivational strategies structured to complement the school curriculum; (2) staff members who share the same linguistic and cultural backgrounds as the students; and (3) constructive ways to include parents and other family members in the program (Huang & Cho, 2009; Wong, 2010; David, 2011; Rodriguez-Valls, 2011).

Oakridge will use evidence-based curriculum aligned with district and state standards as follows:

Lexia Core 5	GO Math!	Write Brain	Imagine Learning	Mindworks Resources
Reading Focus	Math Focus	Writing Focus	Literacy Focus	STEM Focus
Acceleration of reading skills – personalized tech based	Improvement in math skills – personalized – tech based	Increased writing skills through self-expression and storytelling	Mastery of literacy skills for ELLs and other at risk students	Specialized curriculum using STEM to increase language development

The body of research on the benefits of afterschool and summer learning programs is robust and encouraging. The research indicates a high correlation between high quality out of school time programs and partnerships with community based organizations (Wimer, 2007; Bouffard, Little & Weiss, 2006). The importance of enrichment activities to help students develop relationships with caring adults, interact with peer groups and engage in reflection, planning and decision making have also be demonstrated through research in the field (Miller, 2003).

Oakridge surveyed youth in the program and found they are looking for a greater variety of enrichment activities. We are using their feedback to inform decisions regarding opportunities and partner engagement with a keen eye towards activities that are research based and aligned with the Iowa core, and also serve as a complement to the academic offerings of the program.

5. MANAGEMENT AND SUSTAINABILITY PLAN

5.1 – Staffing Plan; recruitment and retention; professional development, volunteer recruitment

Management Team: The program will be managed by the 21CCLC Program Coordinator. The Program Coordinator and an Education Coordinator, currently retained by the organization and funded from non 21CCLC resources will interface with building administrators, teachers and other building level staff to ensure all activities are aligned with school day instruction and focused on the individual and collective needs of the students being served. Each of the three proposed sites will have a site coordinator responsible for day-to-day programming and all sites will be supported by the Director of Youth Programs. It is anticipated that current site coordinators will continue in their roles to provide program continuity and to sustain programming strength, efficacy and capacity. Site Coordinators include individuals with B.A. and A.A. degrees in education, human services or related fields. Other skills of our staff include bi-lingual individuals and individuals with specific experience working with high poverty, at risk and ELLs populations.

The Project Coordinator in consultation with building principals will facilitate the recruitment and selection of the teaching staff. Again, it is anticipated that the majority of the current teaching staff will continue in their roles and for middle school summer program and the expansion to high school program, recruitment will target Roosevelt High School teachers. Currently the teaching staff includes individuals from Edmunds, Callanan and Joshua Christian Academy. Our staffing plan includes a minimum of one teacher with an ELL endorsement on staff. Should the need arise, recruitment will target teachers from all of our participating partner schools but will not be limited thus allowing for a broad base from which to select. All teachers will be licensed and certified.

The activities of each site will be supported by the 21CCLC Project Coordinator, John Spinks. Mr. Spinks has a B.A in education from Drake University with 20+ years experience in the human services field. Before joining the Oakridge staff in 2012, Mr. Spinks was the Director of PACE Juvenile Justice Center, an alternative educational program with a skill-building component for middle school or high school youth experiencing social, behavioral or emotional problems. Mr. Spinks will be supported by Vernon Johnson, Oakridge Youth Programs Director, DMPS 21CCLC Project Coordinator, Heidi Brown, and M.A. Ed.

Mr. Spinks will provide coordination of the Oakridge 21CCLC grant activities and ensure program quality and performance. He will oversee implementation of the following program components: coordination and support of the programs; fiscal management; stakeholder meetings; collaboration with community partners, school staff, and parents; data analysis and program evaluation; continuous improvement; Professional Development for 21CCLC staff; development of mandatory reports in compliance with federal and state guidelines; and sustainability efforts. Mr. Spinks will represent Oakridge and 21CCLC in community collaborations and meetings related to the 21CCLC program. In addition, DMPS has agreed to work with the Oakridge program and provide support and technical assistance through its Curriculum Coordinators to ensure that all 21CCLC activities are pedagogically sound, aligned with District and state standards, and aligned with school day instruction.

Financial Management: All grant finances will be monitored by the Oakridge Finance Team and its Board Finance Committee. The Accounting Manager supported by two Accounting Assistants will track and monitor all grant funds to ensure the appropriate use of funds, accurate accounting, and fiscal accountability. 21CCLC program will submit purchase requests on behalf of 21CCLC to be approved by the Project Coordinator and Director of Youth Programs. All organization finances are audited on an annual bases by an external accounting firm.

Professional Development: Lead Oakridge 21CCLC staff will attend state and national out-of-school time conference and lead staff and site coordinators will attend the Impact Afterschool Conference offered by the Iowa Department of Education and the Iowa Afterschool Alliance. All 21CCLC staff will be supported by United Way’s literacy coaches. DMPS has agreed to allow Oakridge 21CCLC staff to participate in district professional development opportunities that 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, cultural competency, English Language Learners, STEM, YPQA, brain development, trauma informed care, adverse childhood experiences, literacy, math, physical literacy, and qualitative program evaluation. Sessions will be facilitated by the Education Coordinator or an external subject matter expert.

Volunteers: Oakridge regularly utilizes volunteers in the provision of its programming. The organization recognizes the inherent value, benefit and expertise volunteers bring to high quality after school programs. In support of the program several faith based partnerships have been established with several local churches. These churches will provide reading buddies to promote increased literacy skills and tutors that will provide additional one on one and small group support to students that require additional assistance in mastering the curriculum. They will also support the educational enrichment programming as well as the Saturday programming that is planned. Oakridge also intends to recruit volunteers from its senior housing project – Silver Oaks and to work with United Way of Central Iowa’s Retired Senior Volunteer Program (RSVP). Jack and Jill of America, the Des Moines Chapter will provide youth mentors and tutors for elementary and middle school students with a focus on literacy and math, and the Des Moines Chapter of The Links, Incorporated has adopted Oakridge as its site for the implementation of the National Society for Black Engineers (NSBE) Jr. STEM initiative. In its 2nds year, NSBE Jr. and The Links have and will continue provided Saturday programming for elementary and middle school youth.

These examples of volunteer engagement underscore the value and benefit volunteers bring to the Oakridge 21CCLC. We believe that volunteers enhance the academic and enrichment components of the program. To ensure the highest levels of safety for our students, the Oakridge Security Department will facilitate all background checks and fingerprinting and its volunteer policy will guide volunteer recruitment and retention.

5.2 Student transportation, student access, translation services, students with disabilities, inclusivity of program facilities: The Oakridge 21CCLC will support students through a variety of strategies provided by the program that include, but are not limited to:

1. Bus transportation to and from programs/ field trips where appropriate

2. Translation of materials through the Oakridge Adult and Family department and or DMPS
3. Interpretation and translation services for students/parents of ELL participants provided by Oakridge bi-lingual Adult and Family and Youth Department staff
4. Collaboration with local community resources and services (see section 7);
5. Collaboration with DMPS Special Education, ELL, Counseling Departments and the District's Office of Schools

The middle and high school students participating in the program will be transported either on DMPS or DART buses. Since Oakridge is the home of the majority of students, transportation home will not be required and parents will be responsible for picking up non-Oakridge students. As weather permits, Edmunds students will be chaperoned and walked to campus. In inclement weather the Oakridge bus or vans will be the transportation source. Those same sources of transportation will be used for Holy Family and Joshua Christian Academy youth. All bus and van drivers have the appropriate licenses for the type of transportation there are using and the organization carries liability insurance as required by law. From time to time the program will utilize DMPS bus or other contracted transportation for off-site activities where large scale transportation is more efficient and a better use of human and financial resources.

Oakridge Adult and Family multi-lingual staff will serve as translators when needed to bridge the language gap between program/school and family. All staff have a minimum of a high school education while most have B.A. or M.A. degrees. For languages not represented on staff Oakridge has a pool of translators that can be accessed. Oakridge staff speak, read, and write in the following languages: Arabic, Dinka, Kwan, Somali, Nuier, Spanish, Swahili, Vietnamese.

As a result of its Fair Housing and Equal Opportunity designation from the federal department of Housing and Urban Development, its United Way designation and the organization's governing policies, Oakridge does not discriminate based on race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its housing or human services programs or its 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. All 21CCLC sites will be housed in the Oakridge Variety Center, Community Center or in the Edmunds Elementary School. The Oakridge Security staff is 24/7 and is responsible for monitoring a system of 35 cameras located in all office and administrative buildings and throughout the 17 acre campus site. Video footage is available for use by security and program staff and the Des Moines Police Department as required. All Oakridge buildings meet the standards for the Americans with Disabilities Act, and staff will work with students' individual needs to ensure access to programming.

5.3 Stakeholder advisory group; leadership structure: The 21 CCLC will develop an Advisory Council that consists of the Oakridge Project Coordinator, DMPS Project Coordinator as well as principals, Site Coordinators, United Way representative, parents, and community partners. This Council will meet on a quarterly basis to discuss progress/barriers to achieving outcomes including modifications as needed, feedback from parents and students, and partnership opportunities. A Leadership Team will be developed that consists of the Project Coordinator, site coordinators, and teaching staff. This team will meet monthly to discuss program strengths and

areas of need, ensuring overall program quality and effectiveness. Parent and student feedback from interest surveys will be shared with these groups to guide programming as well. Please see 5.1 for program leadership structure.

5.4 Continuous program improvement and sustainability following end of 21CCLC funding; description of how resources will be combined/coordinated for most effective use of public funds.

As described above in 5.3, there is a plan for continuous improvement. Oakridge 21CCLC and Youth Department staff will work with its Chief Development Officer and finance staff to develop a strategic sustainability plan. They will develop a long-term vision for the 21CCLC program, including goals to be accomplished, strategies to accomplish the goals, and measures to monitor progress along the way. The strategy will involve garnering broad-based community support, utilizing stakeholders to raise visibility of the program's successes, and building new partnerships. Other strategies will include enhanced use of existing resources and the identification and cultivation of new streams of revenue including corporate and foundation grants and individual donors. Additionally, the Oakridge Youth Director and other department staff are actively engaged with the After School Alliance, the Campaign for Grade Level Reading and United Way youth literacy, graduation and academic success programming efforts for elementary and secondary students. In addition, we will continue to engage DMPS administrators, 21 CCLC staff and building principals. Those connections will continue to raise visibility regarding the Oakridge 21CCLC program and provide an avenue for further engagement, conversations about shared services and opportunities for program collaboration all necessary in supporting the notion of sustainability.

Oakridge will build the capacity of the program through one-time purchases of technology, equipment, and materials whose life span will extend well beyond the life of grant funds thus seeding the program and serving as a base for program sustainability. Literacy and math software, and small capital purchases to include board games, recreation equipment, and other durable equipment purchases will sustain after funds are depleted providing a high return on investment.

Additional in kind and non-financial resources will be considered to help sustain elements of the program, such as in-kind collaborations with community organizations that share mutual goals for youth. For example, the Financial Capability Network will provide free financial literacy classes and curriculum that the program can use long-term. Our plan is to maintain the external partner and collaborative relationships well beyond the grant funding period and to pursue additional partnerships to the benefit of the youth being served in the program. The use of a robust network of volunteers can also provide the valuable human capital necessary in program sustainability. Given the anticipated success of the program and the increased levels of academic achievement anticipated through 21CCLC efforts, existing funders including United Way, corporations and foundation may consider increasing their investment while others will consider making initial investments in the ongoing work. The Oakridge fund development plan includes the ongoing research and pursuit of new foundation, corporate and individual donors.

6. COMMUNICATION

Oakridge has a multifaceted communication strategy in place to share evaluations, program highlights, engagement opportunities, and more with stakeholders and other key audiences. This plan includes targeted direct mail, professional collateral materials, both organization and school websites, promotional social media posts, and various outreach events.

Communication plans include:

- The Des Moines chapter of The Links shares news about the joint STEM activities by posting programming information and relevant pictures on their social media platforms.
- Partner schools including Edmunds Elementary, Callanan Middle School and Roosevelt High School, Joshua Christian Academy, and Holy Family regularly display and distribute the Oakridge programming calendar with student and parent engagement activities for staff, students and families.
- Information and calendars are modified for a highly diverse audience by utilizing text translation software and applications such as School Connect and Google translate.
- Community partners share events, activities and highlights via social media posts and newsletters, where appropriate.
- Oakridge engages the community and prospective participants by attending school/parent events throughout the year, including: back-to-school orientations, parent/teacher conferences, sporting events, etc.
- Oakridge program details, schedule and evaluation document are posted on the organization's website at: www.oakridgeneighborhood.org

7. PARTNERSHIPS

The Oakridge 21st CCLC program would not flourish without the essential assistance of many valuable partners. These key partners help support academic programming, provide enrichment opportunities for students, and also offer family engagement components. These enrichment activities help to turn the curve as students must complete all of their school assignments and attend school in order to participate in enrichment activities.

- Des Moines Public Schools (Edmunds Elementary, Callanan M.S., Roosevelt) teachers for afterschool and summer school programs, facility sharing for programming, administrative, technology and data support from Heidi Brown, Allison Vukovich, Vanessa Howell and many others; software/tech assistance through Infinite Campus, School Connect and other applications, and much more
- Iowa College Aid – FAFSA training and assistance for students
- Holy Family Catholic School - feeder school, parent engagement partner and more
- Joshua Christian Academy – feeder school, parent engagement partner and more
- John R. Grubb YMCA –provides recreational opportunities for Oakridge youth including basketball and flag football leagues, swimming lessons, fitness classes, and more.
- Girl Scouts – on-campus Troop for girls and boys
- Des Moines Parks and Recreation – provides swim passes and employment opportunities for Youth Summer Employment Program students
- Eat Greater Des Moines – Aubrey Alvarez: healthy food recovery program
- Iowa Energy – Sports outings, ticket donations
- Iowa Wild – Sports outings, ticket donations
- I-Cubs – Sports outings, ticket donations
- Barnstormers – Sports outings, ticket donations
- Drake University– Sports camps and outings, ticket donations
- Des Moines Community Playhouse – field trips, arts enrichment and instruction
- Urban Bicycle Ministry – brings weekly meals to the Oakridge campus
- DMARC Mobile Food Pantry – on-site food assistance for students in need
- Sherman Hill Association – partners in joint neighborhood beautification projects
- New Life Center – Jamel Crawford programs weekly, “Sidewalk Sunday School”; provides holiday meals and fellowship
- Central College – student tutoring and summer STEM collaboration

- Des Moines Art Center – cultural programming and arts classes
- Iowa State University – Extension department provides support for 4H programming, career exploration, field trips, and summer camp curriculum.
- Iowa Department of Natural Resources – STEM education, field trips
- Mercy College of Health Sciences – career exploration, STEM education
- Pyramid Theater Company – dance and theater engagement; field trips
- Iowa Public Television – Oakridge is a partner in the Hero Elementary program which supports ELL students and provides technology assistance and educational tools to better serve diverse audiences.
- Margaret Jensen Connett – Margaret serves as the Oakridge evaluator and XXX
- Blank Park Zoo – field trips, work experiences and volunteer opportunities
- Science Center of Iowa – STEM classes and field trips; teacher training
- Des Moines Public Library – STEM outreach, job skills training, book talks, digital services
- Des Moines Area Community College – HiSet, ELL support, parent support
- Evelyn K. Davis Center for Working Adults – job skills training and job search assistance
- Iowa Historical Society – field trips, career exploration
- United Way – training, financial support, resources

8. EVALUATION

8.1 Evidence that an experienced evaluator

Oakridge 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.

Quantitative and qualitative data is tracked through DMPS' infinite campus and on our Efforts to Outcomes (ETO) database. It is an electronic database system used to measure different program outcomes. 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.

We will contract with Margaret Jensen Connet to collect, analyze, and report on all formative and summative assessment data. Margaret has worked in the human service field for over 44 years. She served as the Equity and Title IX Consultant of the Department of Education from 2010- 2016 and, prior to that, worked over 17 years for Des Moines Public Schools as the Coordinator of a district-wide school-based youth services program. As a member of the State School Improvement Team charged with developing and implementing differentiated accountability, Margaret analyzed, interpreted and used data to develop tiered supports and interventions with school districts. Margaret can be reached at mjconnet@gmail.com or at 3218 Skyline Drive, Des Moines, IA 50110. Phone: 515-249-4841.

Additionally, the Youth Development Program Quality Assessment Tool (YPQA) will be used 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.

Oakridge Neighborhood Services has demonstrated its ability 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.

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 Oakridge website on a semi-annual basis. Reports will be reader-friendly, targeted to the public.

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.				
Objectives	Activities:	Indicators	Data Collection/ Analysis	Reporting
1.2	Tutoring	# of sessions provided	Monthly	Annually
1.3	Homework Assistance	Program attendance reports	Monthly	Semi-annually
	Individual and Small Group Instruction	School attendance/ behavioral reports	Monthly	Semi-annually
	Web Based ELL Curriculum	Formative assessment data	2-3times/yr	Semi-annually
	Academic Support Labs	Leadership Team meetings	Monthly	Semi-annually
	Language Support for ELLs	YPQA results	2 times/yr	Annually
		Advisory Council Meetings	Quarterly	Quarterly
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.				
Objectives	Activities	Indicators	Data Collection/ Analysis	Reporting
2.2	Variety of arts and music; Sports and Recreation; STEM; Fun Science; Book Clubs; Gender Specific Groups; Field Trips	Contracts with Partners	Ongoing	Semi-annually
2.3	Cultural Fairs i.e. Asian Festival; Career Exploration/Readiness; College Prep; Social Skills Development; Leadership Development	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				
Objectives	Activities	Indicators	Data Collection/ Analysis	Reporting
3.1	Family events; resource referral	# of events; # attending	2 times/yr	Semi-annually
3.2		Parent surveys	2 times/yr	Semi-annually
Goal 4: To provide a 9-week high-quality Summer program that combats Summer Learning Loss				
Objectives	Activities	Indicators	Data Collection/ Analysis	Reporting
4.1	Morning Academics;	Attendance rate	End of Summer	Annually
4.2	Field Trips; Sports Book Clubs, Transitions	Student surveys	End of Summer	Annually

9. BUDGET NARRATIVE

9.1 Detailed justification for each line item from For D2, necessity and reasonableness for each expenditure and alignment with proposed activities.

Number of Students to be served: 180 students per year Total Request: \$297,000
Total amount requested per year: \$216,000 Academic Year \$ 81,000 Summer
Total Amount per student: \$ 7.50/student per day x 160 days = \$1,200/student
\$10.00/student per day x 45 days= \$ 450/student

PERSONNEL (DIRECT COSTS) Direct personnel costs are calculated as follows:

TEACHERS: A total of nine (9) teachers (3 per site) will be dedicated to the 21CCLC.
9 teachers x \$30/hour x 10 hours/week x 41 weeks = \$ 88,560.
This equates to \$29,520 per site for teachers.

PROJECT COORDINATOR: A total of one (1) project coordinator will be assigned to oversee the 3 site Oakridge 21CCLC Program. 100% of the coordinator’s time will be allocated to the project
\$27.57/hour x 2080 hours = \$57,210.00
The coordinator’s costs will be allocated across all three sites.

SITE COORDINATORS: A total of three (3) site coordinator will be assigned to manage each of the sites in the Oakridge 21CCLC Program.
3 site coordinators x \$30/hours x 16 hours x 41 weeks = \$59,040
This equates to \$19,680 per site for coordinators.

MATERIALS AND SUPPLIES: A total of \$5,470 is allocated across all sites for program materials and supplies. This includes costs for equipment, software acquisition and licenses, instructional materials, books for reading and family literacy, craft and art supplies, board games, curriculum kits, computers, and supplies required for all family literacy/engagement events.

SNACKS AND MEALS: A total of \$11,400 is allocated for snacks and meals. Daily a health snack will be provided to students after school and during summer programming breakfast, lunch and 2 snacks will be made available to participants. Funding is also included for family meals provided during family engagement activities and related family literacy functions. These costs will be allocated across all sites.

OTHER: A total of \$7,320 is allocated in other program costs. These funds will be used to cover the costs of summer swim passes, field trip costs and entry fees, costs associated with onsite activities provided by partner agencies, recreational and membership fees and other ancillary fees and costs associated with family engagement and literacy events and participation by all in enrichment activities.

PROFESSIONAL DEVELOPMENT: A total of \$16,000 will be allocated to support staff professional development associated with the 21CCLC. The components of PD are as follows:
Personnel: \$10,000 allocated to the Education Coordinator who is responsible for the provision of professional development. Approximately 17% of the Education Coordinator’s time will be allocated to the 21st CCLC. The hourly rate for this position is \$27.28 or \$56,742 annually.

Contracted Services: A total of \$3,000 are allocated for contract consultants required to enhance organization's professional development efforts.

Materials and Supplies: An allocation of \$1,500 is included across all sites to purchase materials and supplies for staff specifically aligned with the professional development modules or activities being taught.

Other: An allocation of \$1,500 is included across all sites to support participation in workshops and conferences. Those funds will be allocated to support the Project Coordinate and site coordinators.

STUDENT ACCESS: A total of \$17,620 is allocated for transportation costs. This allocation will cover the costs of bus and van drivers, and auxiliary contract transportation that may be required to support transportation needs during field trips, outings, family engagement and literacy activities and related needs.

\$12,300 of the total allocation will cover the costs of van and bus drivers as follows:

2 drivers x 10 hours/week x \$15.00/hour x 41 weeks = \$12,300. The remaining balance of \$5,320 will cover contract transportation, fuel and maintenance costs.

EVALUATION: Funds will be used to support data collection and evaluation for each site and the development and printing of required reports. The project Coordinator will work with the external evaluator team led by Margaret Connet. A total of \$9,000 will be used to cover the costs of evaluation to be spread equally across all three sites.

OTHER ADMINISTRATIVE COSTS: Oakridge is requesting administrative costs to cover administrative and indirect costs related to grant administration and overall implementation. A total of \$ 23,760 is allocated to cover the costs of accounting, human resources, space, utilities, computers, and general administration associated with grant implementation.

9.2 Supplement vs Supplant

Oakridge will use funds from 21CCLC to supplement, not supplant existing services and program offerings. Oakridge employs a full time Chief Development Officer and Accounting Manager who work to ensure compliance with all grant funds received. The 21stCCLC funds will expand afterschool programming and extended learning opportunities for children grades K-12 and their families. Funds will be used to expand existing middle school program to full year while also adding a component for high school students. Funds will also provide intensive academic support, enrichment activities and family engagement and literacy programming that likely would not happen without these funds.

MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

Oakridge Neighborhood Services

and

DMACC – Evelyn K. Davis Center for Working Families

This is an agreement between “Program”, hereinafter called Oakridge and “Partner”, hereinafter called EKD.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the Adult Literacy and Family Engagement components of the Oakridge 21CCLC program.

In particular, this MOU is intended to:

- Support the needs of families through the following
 - Workforce development support and assistance, resume writing and work readiness training, job search and placement support
 - Budgeting and financial literacy and education
 - Career nights and job placement activities
 - Providing access to English Language classes and other literacy support necessary increasing the language proficiency and overall literacy of adults

II. BACKGROUND

Oakridge has a long standing relationship with EKD. Our respective workforce staffs support the needs of refugee and immigrant clients and provide the backbone for their work readiness and job placement needs. In addition, the financial literacy and education courses and coaching provided by EKD have been a source of support for many Oakridge residents and clients who need assistance with tax preparation, budgeting and related financial management needs.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Identification and referral of clients

Coordination of quarterly meetings to assess current needs, determine additional needs, and ways that the vast resources of DMACC and EKD can support the ongoing needs of families and clients.

Develop communications plan to inform clients of offerings.

Host quarterly family engagement open houses.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Workforce development support and assistance

Budgeting and financial literacy and education

Resume writing and work readiness training

Career nights and job placement activities

Providing access to English Language classes and other literacy support necessary increasing the language proficiency and overall literacy of adults

Participate in quarterly organizational meetings

Participate in quarterly family engagement open houses

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Any modification of the roles and responsibilities will be updated in writing and signed by both parties

There will be a 60 day notice of termination of this MOU.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

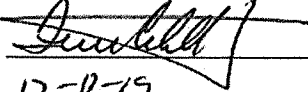
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025.

The Program and Partner indicate agreement with this MOU by their signatures.

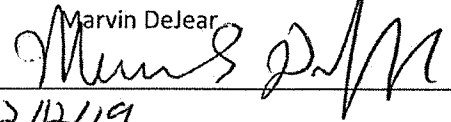
Signatures and dates

Teree L. Caldwell-Johnson



12-12-19 Date

Marvin DeJear



12/12/19 Date

MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

Oakridge Achieves Success In Schools (OASIS) & 21CCLC *[insert name of Program]*

and

Girl Scouts of Greater Iowa *[insert name of Partner]*

This is an agreement between "Program", hereinafter called OASIS & 21CCLC and "Partner", hereinafter called Girl Scouts of Greater Iowa.

I. PURPOSE & SCOPE

The purpose and Scope of this MOU is to clearly identify the roles and responsibilities of each party as they relate to.... At Girl Scouts, will prepare for a lifetime of leadership, success, and adventure in a safe environment, Through the **Girl Scout Leadership Experience**—a collection of engaging, challenging, and fun activities.

In particular, this MOU is intended to:

Get girls to lead her own adventure (it's her world!) and team up with other girls in an all-girl environment to choose the exciting, hands-on activities that interest her most. The idea is to learn by doing.

- Expand access to programming for more girls
- Enhance students' learning through enrichment
- Provide transportation to and from program/field trips

II. BACKGROUND

The Girls Scouts of Greater Iowa has provided Leadership activities and designed a Cookie selling Entrepreneurship with our girls. OASIS Girls Scouts hosted and Central Iowa Girls Scouts workshop on our Oakridge Campus.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Responsibilities of the program are to assist the GS Leader, provide a space and make sure young ladies are in attendance. Inform parents that their daughter will be enrolled into the GS program.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

GSA shall undertake the following activities: Provide activities, direction and experiences that are safe, supportive and will take actions that can and will change the world. We want to focus on STEAM, and Leadership programming.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification – we will modify the program to meet the needs of our youth
2. Termination – if there is a time we need to terminate the program due to attendance we will do so

VI. FUNDING

This MOU does (does not) include the exchange of funds between the two parties. (There are scholarships available through GS)

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) 11/6 to (date) 12/18.

12-12-19 12-12-24
The Program and Partner indicate agreement with this MOU by their signatures.


Signatures and dates LEO

[Insert name of Program]

OASIS & 21ST CCLC

12/19 Date


[Insert name of Partner] (Ngan Hoang)
12/12/19

GIRL SCOUTS OF GREATER IOWA

12/19 Date

MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

OASIS/BE REAL & 21ST CCLC *[insert name of Program]*

and

IOWA PUBLIC TELEVISION *[insert name of Partner]*

This is an agreement between "Program", hereinafter called OASIS/BE REAL and "Partner", hereinafter called IPTV.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to... We will utilize all reading and STEAM materials that IPTV has to offer. IPTV will provide training and materials for our front line staff.

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment materials

II. BACKGROUND

Over the past three years we have worked with IPTV to provide professional development of the materials that are offered through Des Moines, Public Television. IPTV has provided books center, and a television center for preschools in our reception area programs are kid friendly featuring IPTV programming.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities: OASIS/BE REAL will continue to work with IPTV to keep updated on current IPTV programs that will benefit our K-8 programming.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities: IPTV will be able to provide Professional Development to our front line staff.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification if new material are available we will be advised, if any part of the instructions are modified we will be notified.

VI. FUNDING

This MOU does (does not) include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) _____ to (date) _____.

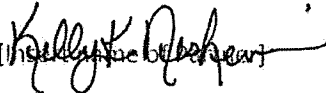
The Program and Partner indicate agreement with this MOU by their signatures.


Signatures and dates *CEO*

[Insert name of Program]

OASIS/BE REAL & 21ST CCLC

12-12-19 Date


[Insert name of Partner]

IOWA PUBLIC TELEVISION

12/11/19 Date

MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

Oakridge Achieves Success In Schools (OASIS), BE REAL & 21ST CCLC/ *[insert name of Program]*

and

Des Moines Art Center *[insert name of Partner]*

This is an agreement between "Program", hereinafter called OASIS, BE REAL & 21ST CCLC and "Partner", hereinafter called Des Moines Art Center.

I. PURPOSE & SCOPE

The purpose and Scope of this MOU is to clearly identify the roles and responsibilities of each party as they relate to.... Explore the work of using descriptive and expressive words and art-making. Create art that tells a story about a life experience. Identify times, places and reasons by which students make art outside of school.

In particular, this MOU is intended to:

- Assist students to utilize inquiry methods of observation, research and experimentation to explore unfamiliar subject through artmaking
- Enhance students' learning through art enrichment
- Allow students to be expressive

II. BACKGROUND

The Des Moines Art Center has provided programming that utilizes a variety of techniques, materials and has interwoven literacy in making art. Not only literacy is focused but also math and science.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Responsibilities of the program are to provide added supervision to Art Instructor, a space for programing and youth to enjoy the art class.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Provide activities, direction and experiences that are safe, allows for creativity, and enjoyable. We incorporate STEAM, and Leadership programming.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification – we will modify the program to meet the needs of our youth
2. Termination – if there is a time we need to terminate the program due to attendance we will do so

VI. FUNDING

This MOU does (does not) include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) 12/11/19 to (date) 12/11/24

The Program and Partner indicate agreement with this MOU by their signatures.


Signatures and dates

[Insert name of Program]

OASIS, BE REAL & 21ST CCLC

12/19 Date



TRACY DURAN
[Insert name of Partner]

DES MOINES ART CENTER

12/11/19 Date



MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

OASIS/BE REAL & 21ST CCLC *[insert name of Program]*

and

SCIENCE CENTER OF IOWA *[insert name of Partner]*

This is an agreement between "Program", hereinafter called OASIS/BE REAL & 21ST CCLC and "Partner", hereinafter called SCIENCE CENTER.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...Supplying programming to OASIS/BE REAL & 21ST CCLC, is to provide hands on experiences to students in the areas of STEAM.

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment in science and math

II. BACKGROUND

The Science Center of Iowa has been committed to assisting OASIS/BE REAL by providing afterschool STEAM experiences.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities: we will bring students to the Science Center of Iowa; we will add staff to assist the Science Center in management of students and activities. We will seek added activities and materials to continue student engagement.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities: the partners will provide programming and activities for OASIS/BE REAL youth. The partner will also provide a follow up when needed.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification of program will stated prior to programming
2. Termination only if agreement of the contract is violated

VI. FUNDING

This MOU does ~~(does not)~~ include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) _____ to (date) _____.

12-11-19 *12-30-24*
The Program and Partner indicate agreement with this MOU by their signatures.


Signatures and dates

[Insert name of Program]

OASIS/BE REAL & 21ST CCLC

12-12-19 Date

[Insert name of Partner]

Science Center of Iowa

12-11-19 Date



MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

Oakridge Achieves Success In Schools (OASIS) & 21st CCLC [insert name of Program]

and

EDMUNDS ELEMENTARY SCHOOL [insert name of Partner]

This is an agreement between "Program", hereinafter called OASSIS & 21ST CCLC and "Partner", hereinafter called Edmunds Elementary School DMPS.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to.... The OASIS afterschool program provides students with activities that keep the students engaged in activities that are related to Literacy, STEAM and Social and Emotional Learning activities. Edmunds provides a space for 60 to 75 students, teachers, DMPS Curriculum in Science, Technology, Engineering, Art and Math, STEAM) and Literacy.

In particular, this MOU is intended to: serve as collaboration between staff at OASIS, and the teachers at Edmunds Elementary School, we continue to focus on the following:

- Expand access to programming for more youth
- Enhance students' learning through enrichment
- Teachers can recommend a field trip that adds enrichment to their class

II. BACKGROUND

Over the past five years we have worked with the Des Moines Public Schools to provide teachers and curriculum for students who need assistance to become proficient and satisfactory in reading and math. OASIS will provide the support staff and added materials that are needed to assist students to become proficient in school. Become more engaging in community activities.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities:

The program will provide rich programming in the area of field trips, homework assistance, community speakers, agencies that will reflect higher learning, and positive behavior and designing SMART Goals for our youth. We will also pay staff for working with the afterschool program. Will provide parent release forms to gather data from students.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities: provide three teachers and space for 60 to 75 students in the afterschool program. We will also need DMPS to provide standard curriculum which is used during the school day. We also will need data information with completion of release forms from OASIS's parents.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification of the program will be communicated by the Director of the OASIS Program
2. Termination of the program will be discussed in the event it is needed.

VI. FUNDING

This MOU does ~~(does not)~~ include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) _____ to (date) _____.

The Program and Partner indicate agreement with this MOU by their signatures.


Signatures and dates

[Insert name of Program]

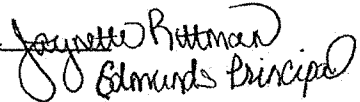
OOASIS & 21ST CCLC

12/2/19 Date

[Insert name of Partner]

EDMUNDS ELEMENTARY SCHOOL

12/10/19 Date


Joynette Pittman
Edmunds Principal

MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

BE REAL & 21ST CCLC _____ *[insert name of Program]*

and

CALLANAN MIDDLE SCHOOL _____ *[insert name of Partner]*

This is an agreement between "Program", hereinafter called BE REAL & 21ST CCLC and "Partner", hereinafter called CALLANAN MIDDLE SCHOOL.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to.... BE REAL will provide staff to work with teachers and administrators, BE REAL will also work with parents and students to help those complete assignments and maintain positive behavior in classes/school. Callanan will provide data up on request for BE REAL to help with student homework needs, staff will provide curriculum and discuss academic failure, and low academic performances.

In particular, this MOU is intended to:

- Work with students who have failures and low performances in school
- Provide activities that are hands-on and mind-on activities to keep students engaged
- Provide transportation to and from program/field trips

II. BACKGROUND

Over the past five years we have worked with Callanan to assist our failing youth to stay in school, and help these youth and their parents to value education. Our prime purpose is to help our non-proficient ELL students become more proficient.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities: BE REAL will provide an afterschool staff to work directly with the administration or designee to discuss what students may need more assistance. BE REAL will communicate with parents and staff as needed. Our major concern is to help our students become more successful in school and outside of school.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities: Provide data when needed, allow our staff to work with your team so families and students can see we are a united force. Provide curriculum BE REAL can assist with homework needs.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification will be made by both parties so we are working together
2. Termination or retooling of the program will be a collaborative venture.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) _____ to (date) _____.

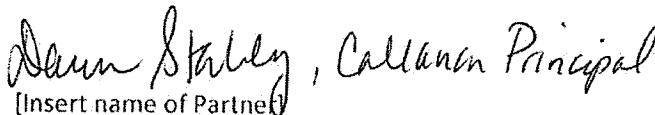
12-12-19 12-12-24
The Program and Partner indicate agreement with this MOU by their signatures.

*  CEO
Signatures and dates

[Insert name of Program]

BE REAL & 21ST CCLC

12-12-19 Date


[Insert name of Partner]

CALLANAN MIDDLE SCHOOL

12/12/19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

OASIS & 21ST CCLC *[insert name of Program]*

and

JOHN R. GRUBB YMCA *[insert name of Partner]*

This is an agreement between "Program", hereinafter called OASIS & 21ST CCLC and "Partner", hereinafter called JOHN R. GRUBB YMCA.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to.... Supplying programming to OASIS & 21ST CCLC is to provide hands on experiences to students in the areas of Social and Emotional Learning.

In particular, this MOU is intended to: expose students to a variety of activities and workshops that stress science, and technology.

- Expand access to programming for more youth
- Enhance students' learning through enrichment of athletics

II. BACKGROUND

The JOHN R. GRUBB YMCA has been committed to assisting OASIS afterschool program by providing a variety of sports events flag football, basketball and swimming.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities: we will bring students to the JOHN R. GRUBB YMCA; we will add staff to assist staff at the YMCA. We will continue activities and materials to engagement students at our facility.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities: The partners will provide programming and activities for our youth. The partner will also provide a follow up when needed.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification of any program will be stated prior to event
2. Termination if the agreement of the contract is violated.

VI. FUNDING

This MOU does (does not) include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

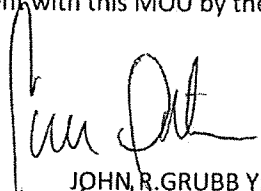
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) _____ to (date) _____.

The Program and Partner indicate agreement with this MOU by their signatures.

 CEO
Signatures and dates

OASIS & 21ST CCLC

12-16-19 Date

 CAMERON NICKOLSON
JOHN R. GRUBB YMCA
12/9/2019 Date



Re: 21st Century Community Learning Center Grant

Pyramid Theatre Company would be honored to submit this letter of support to Oakridge Neighborhood Services in its application for a 21st Century Community Learning Center grant.

Pyramid Theatre is proud to partner with Oakridge as they seek to provide opportunities that address the needs of youth in the after school and out of school setting. The work that Oakridge is doing focuses on the educational growth and development of nearly 250 youth that participate in its youth development programs. Many of the students that participate in the Oakridge programs are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

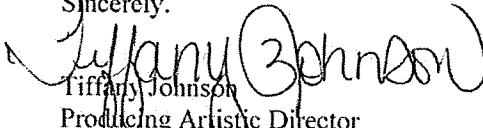
The level and caliber of the Oakridge youth programs is exceptional, and we are invested as a partner in helping them achieve results for the youth they serve. Pyramid Theatre Company already recognizes the strong focus Oakridge allows for the arts in their programming and feels that by partnering with them we can offer enhancements to those offerings in very beneficial ways. We would be able to work directly with the youth currently being served in order to expand the potential of opportunity and access to theatre arts by bridging the gap of accessibility and offering assistance to either existing components or making collaborative efforts to create new additions to theatre/drama and arts programming.

There are numerous studies that suggest youth that are involved in the arts achieve higher academic results. By combining the artistic expertise of Pyramid Theatre Company with the outstanding academic experience in Oakridge programming, we will be able to use innovative ways to encourage and impact educational experience and academic achievement.

Oakridge was innovative in allowing us to pilot such an enhancement for a project period in order to discover its value and it was quickly identified as a possible safety net service provided to underserved community youth that can provide a gateway to the arts which is a key initiative in Pyramid Theatres own mission statement. We were able to not only work with the youth directly on site to develop a project for them to share with their peers but also immediately provide opportunity to leaders in the youth group to perform at and even larger venue. This allows us to not only verbally help youth realize their potential as together we can also provide a chance for them to put that potential to action. By creating a partnership between Oakridge and Pyramid Theatre we would be taking another step in the direction of connecting community organizations in ways that the organizations can serve each other but more importantly serve the communities that we live and raise our families in.

On behalf of Pyramid Theatre Company, I give the proposed program our fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at admin@pyramidtheatre.com if I can be of any further assistance.

Sincerely,


Tiffany Johnson
Producing Artistic Director
Pyramid Theatre Company

OAKRIDGE NEIGHBORHOOD

December 12, 2019

Teree Caldwell-Johnson
Chief Executive Officer
Oakridge Neighborhood
1401 Center Street
Des Moines, Ia 50314

Teree:

I am writing this letter to support Oakridge Neighborhood Services in its application for a 21st Century Community Learning Center grant.

We are a proud to partner with Oakridge as they seek to provide opportunities that support the needs of children and youth in the after school and out of school setting. The work that Oakridge is doing focuses on the educational growth and development of the nearly 250 youth that participate in its youth development programs. Many of the students that participate in the Oakridge programs are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

The level and caliber of the Oakridge youth programs is exceptional and we are invested as a partner in helping them achieve results for the youth they serve. Our partnership with Oakridge includes the following: Working with parents to

- increase employment skills,
- Successful job placement of those individuals in local companies
- On the job training programs
- Drivers education classes
- Citizenship classes
- ELL classes
- Financial literacy and programs to support financial stability

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at 515-24-7702 if I can be of any further assistance.

Sincerely,



Vicki Williams,
Director of Adult and Family Programs
email: vwilliams@oakridgeneighborhood.org

Oakridge Neighborhood 1401 Center Street Des Moines, IA 50314 515-244-7702



As for me and my house, we will serve the Lord.

Joshua 24:15

The Simon Estes Center for Educational Excellence

Monday, September 30, 2019

Teree Caldwell-Johnson, CEO
Oakridge Neighborhood Services
1401 Center Street
Des Moines, Iowa 50314

Dear Mrs. Caldwell-Johnson:

We fully support Oakridge Neighborhood Services' endeavor to apply for a 21st Century Community Learning Center grant.

As your partner in urban education, we are elated by the opportunity our students have to engage in fun and unique programming that enhances the curriculum use here at JCA. We have had students who were at risk of academic failure, but raised their grade point average largely in part to the services that Oakridge provides.

We make a commitment to help you in any way that is consistent with our shared value that all children can learn. Therefore, we will actively promote your youth services to JCA students of all ages. We will also communicate with you and your team about the achievements and success of JCA students who attend Oakridge programming. Together we know that we can affect great success for our shared students and the city of Des Moines.

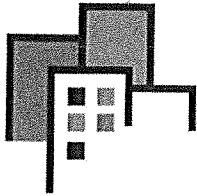
We give your program our support without reservation knowing that the good work being done by Oakridge Neighborhood Services will make a big ripple in a vast ocean underserved and at-risk youth.

If you have any questions, please contact at the information provided below.

A handwritten signature in black ink that reads 'Rev. Keith A. Ratliff'. The signature is written in a cursive style with a large, stylized 'R' at the end.

Rev. Keith A. Ratliff, Executive Director

Joshua Christian Academy, 1740 Garfield Ave., Des Moines, IA 50316
Telephone: (515) 265-0618 or (515) 468-5674 (GOT-JOSH)



New Life Center
DES MOINES

1057 23rd Street, Des Moines, IA 50311

P: 515-288-3353

F: 515-288-2800

www.nlcdesmoines.org

To Whom It May Concern:

I am writing this letter to support Oakridge Neighborhood Services in its application for a 21st Century Community Learning Center grant.

We are a proud to partner with Oakridge as they seek to provide opportunities that support the needs of children and youth in the after school and out of school setting. The work that Oakridge is doing focuses on the educational growth and development of the nearly 250 youth that participate in its youth development programs. Many of the students that participate in the Oakridge programs are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

The level and caliber of the Oakridge youth programs is exceptional and we are invested as a partner in helping them achieve results for the youth they serve. Our partnership with Oakridge includes the following: Dream Kids (Character Kid's Program), Special Events (Thanksgiving Meal, Christmas Party, Block Parties), Referral Program (Kid's Clothing Closet) and Wednesday Night Activities (Meal, Boy's Group, Girl's Group and Middle & High School).

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at 515-988-8735 or vis e-mail at jamel.crawford@nlcdesmoines.org, if I can be of any further assistance.

Sincerely,

Jamel Crawford, Lead Pastor

New Life Center | DSM Dream Center



December 10, 2019

To Whom It May Concern:

I am writing this letter to support Oakridge Neighborhood Services in its application for a 21st Century Community Learning Center grant.

We are proud to partner with Oakridge as they seek to provide opportunities that support the needs of children and youth in the after school and out-of-school setting. The work that Oakridge is doing focuses on the educational growth and development of the nearly 250 youth that participate in its youth development programs. Many of the students that participate in the Oakridge programs are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

The level and caliber of the Oakridge youth programs is exceptional, and we are invested as a partner in helping them achieve results for the youth they serve. Our partnership with Oakridge includes the following:

- Promoting the opportunities provided by both Oakridge and the City to youth in the community;
- Provide potential seasonal job opportunities for youth working with the Oakridge program;
- Exploring further collaboration with Oakridge on how to expand opportunities and services.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at brpage@dmgov.org or at (515)237-1453 if I can be of any further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Page".

Benjamin R. Page
Parks and Recreation Director
Des Moines Parks and Recreation

501 SW 7th Street
Suite G2
Des Moines, IA 50309

eatgreaterdesmoines.org



CONNECTING COMMUNITIES THROUGH FOOD

12/9/2019

Dear Selection Committee,

I am writing this letter to support Oakridge Neighborhood Services in its application for a 21st Century Community Learning Center grant.

Eat Greater Des Moines (EGDM) is a central Iowa-based non-profit organization that facilitates and builds connections to strengthen the area's food system. Our mission is to unite the community by providing quality food access for all. We are proud to partner with Oakridge as they seek to provide opportunities that support the needs of children and youth in the after school and out of school setting. The work that Oakridge is doing focuses on the educational growth and development of the nearly 250 youth that participate in its youth development programs. Many of the students that participate in the Oakridge programs are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

The level and caliber of the Oakridge youth programs is exceptional, and we are invested as a partner in helping them achieve results for the youth they serve. Our partnership with Oakridge includes the following:

- Connecting staff with food recovery opportunities to supplement food available to support programming
- Delivering individually prepared and packaged food weekly for distribution to families and residents

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at 515-207-8908 if I can be of any further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Aubrey Alvarez".

Aubrey Alvarez
Executive Director, Eat Greater Des Moines
aalvarez@eatgreaterdesmoines.org
515-207-8908
501 SW 7th Street, Suite G2
Des Moines, IA 50309



MERCY COLLEGE
OF HEALTH SCIENCES

December 6, 2019

I am writing this letter to support Oakridge Neighborhood Services in its application for a 21st Century Community Learning Center grant.

We are proud to be a partner with Oakridge as they seek to provide opportunities that support the needs of children and youth in the after school and out of school setting. The work that Oakridge is doing focuses on the educational growth and development of the nearly 250 youth that participate in its youth development programs. Many of the students that participate in the Oakridge programs are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

The level and caliber of the Oakridge youth programs is exceptional and we are invested as a partner in helping them achieve results for the youth they serve. Our partnership with Oakridge includes the following: health literacy classes with children 2nd grade through high school. These classes weekly during the school year, and for 9 weeks during the summer.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at jmonroe@mercydesmoines.org or 515-643-6632 if I can be of any further assistance.

Sincerely,

Judith Lackore Monroe, DNP, ARNP, C-PNP
CARE Project Director
Associate Professor of Nursing
Mercy College of Health Sciences
515-643-6632



United Way of Central Iowa
1111 Ninth Street
Suite 100
Des Moines, IA 50314

(515) 246-6500



United Way
of Central Iowa

December 6, 2019

Terec Caldwell-Johnson
Chief Executive Officer
1401 Center Street
Des Moines, IA 50314

I am writing this letter to support Oakridge Neighborhood Services in its application for a 21st Century Community Learning Center grant.

We are proud to partner with Oakridge as it seeks to provide opportunities that support the needs of children and youth in the after school and out-of-school setting. The work that Oakridge is doing focuses on the educational growth and development of the nearly 250 youth that participate in its youth development programs. Many of the students that participate in the Oakridge programs are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

The level and caliber of the Oakridge youth programs is exceptional and we are invested as a partner in helping them achieve results for the youth they serve. Our partnership with Oakridge includes ongoing financial support. We also provide programmatic support for several of Oakridge's elementary and middle school projects, including a family liaison. The liaison serves as a link between families and staff to promote positive parent engagement and communication as vulnerable children transition from elementary to middle school.

United Way of Central Iowa strives to advance the common good by creating long-lasting change in the areas of education, income, and health. We are committed to achieving results and creating community-level change to improve school readiness for young children, ensure youth succeed in school, help families become financially stable and independent, and improve people's health. We provide partnership and funding to several initiatives focused on prevention and resilience and emphasize transparency, accountability, and evidence-based approaches in all our work.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at 515-246-6500 if I can be of any further assistance.

Sincerely,

A handwritten signature in cursive script that reads "Elisabeth Buck".

President
elis.buck@unitedwaydm.org

FORM A: SITE INFORMATION

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

21CCLC Site Name: Variety Center at Oakridge		
Site Address: 1401 Center Street		
City, State, Zip: Des Moines, Iowa, 50314		
Phone: 515-244-7702		
Site Contact Person: John Spinks		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Edmunds elementary K-2		76
21CCLC Site Name: Community Center at Oakridge		
Site Address: 926 Oakridge Drive Bldg 501		
City, State, Zip: Des Moines, Iowa 50314		
Phone: 515-288-0192		
Site Contact Person: John Spinks		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Callanan 6-8		60
Roosevelt 9-12		15
21CCLC Site Name: Edmunds Academy		
Site Address: 950 15th St		
City, State, Zip: Des Moines, IA 50314		
Phone: 515-242-8406		
Site Contact Person: Jaynette Rittman		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Edmunds Elementary 3-5		72

(Limit three sites per application.)

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. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

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 from the date of submission of the final expenditure report.

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.

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, quarterly meetings with the principal, 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) or if federal funding is no longer available.

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.

O & K. L. G. J.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<i>Oakridge Neighborhood</i>	<i>[Signature]</i>
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>[Signature]</i>	<i>Des Moines Independent Community Schools</i>
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>[Signature]</i>	<i>Edmunds Elementary</i>
<i>[Signature]</i>	<i>Roosevelt HS</i>
<i>* Dawn Stahly</i>	<i>Callanan MS</i>
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

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. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

Name/Signature	Agency Affiliation
Name/Title: <i>Ngan Hoang / Director of Outreach</i>	Agency: <i>Girl Scouts of Greater Iowa</i>
Signature: <i>Ngan Hoang</i>	Address: <i>10715 Hickman Rd</i>
	City/Zip: <i>Urbandale 50310</i> Phone: <i>515-988-9786</i>
Name/Title: <i>Judith Monroe PUP CARE Project Director</i>	Agency: <i>Mercy College of Health Sciences</i>
Signature: <i>Judith Monroe</i>	Address: <i>888 6th Ave</i>
	City/Zip: <i>Des Moines 50309</i> Phone: <i>515-643-3180</i>
Name/Title: <i>Margaret Jensen Connet / Consultant</i>	Agency: <i>Connet Consulting</i>
Signature: <i>Margaret Jensen Connet</i>	Address: <i>3218 Skyline Drive</i>
	City/Zip: <i>Des Moines, 50210</i> Phone: <i>515-249-4848</i>
Name/Title: <i>Secondary Principal</i>	Agency: <i>Joshua Christian Academy</i>
Signature: <i>Brandon M. Sprague</i>	Address: <i>1740 Garfield Avenue</i>
	City/Zip: <i>Des Moines 50316</i> Phone: <i>(515) 265-0603</i>
Name/Title: <i>Tracy Duran / Director of Inclusion and Studio Education</i>	Agency: <i>Des Moines Art Center</i>
Signature: <i>Tracy Duran</i>	Address: <i>4700 Grand Ave</i>
	City/Zip: <i>DSM, IA 50312</i> Phone: <i>515-271-0347</i>
Name/Title: <i>Jaynette Rittman / Principal</i>	Agency: <i>Des Moines Public Schools</i>
Signature: <i>Jaynette Rittman</i>	Address: <i>950 15th St.</i>
	City/Zip: <i>Des Moines IA 50314</i> Phone: <i>(515) 242-8406</i>
Name/Title: <i>Dawn Stahly / Principal</i>	Agency: <i>Des Moines Public Schools</i>
Signature: <i>Dawn Stahly</i>	Address: <i>3010 Center Street</i>
	City/Zip: <i>DSM IA 50312</i> Phone: <i>515-242-8101</i>
Name/Title: <i>Nyra Bothey</i>	Agency: <i>Des Moines Chapter - The Links, Inc.</i>
Signature: <i>Nyra Bothey</i>	Address: <i>Do Bok 299</i>
	City/Zip: <i>Des Moines 50306</i> Phone: <i>371-4125 (515)</i>
Name/Title: <i>JoAnn Hughes Resident Manager</i>	Agency: <i>Silver Oaks Senior Apartments</i>
Signature: <i>JoAnn Hughes</i>	Address: <i>979 Oakridge Drive</i>
	City/Zip: <i>Des Moines 50314</i> Phone: <i>515-280-5131</i>

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. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Tiffany Johnson	Agency	Pyramid Theatre Company
Signature	<i>Tiffany Johnson</i>	Address	1223 13th St.
		City/Zip	Dsm, 50314 Phone 515-771-2564
Name/Title	Vicki Williams Director Adult & Family Services	Agency	Oakridge Neighborhood Services
Signature	<i>Vicki S. Williams</i>	Address	1401 Center St.
		City/Zip	Des Moines 50314 Phone 515-244-7702
Name/Title	Nya Bottey	Agency	Jack & Jill of America, Inc.
Signature	<i>Nya Bottey</i>	Address	860 S. 68th St. #2309
		City/Zip	WDM IA 50266 Phone 214-773-5282
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
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: <u>Three (3)</u>	Total number of students being served (all sites for one year): <u>180 Students</u>	Total first-year funding request (all sites): <u>\$297,000</u>	Total three-year funding request (all sites): <u>\$891,000</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site(s) (School Year)	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
Oakridge Variety Center	\$ 66,000	\$ 66,000	\$ 66,000	\$ 198,000	55
Edmunds Elementary	\$ 84,000	\$ 84,000	\$ 84,000	\$ 252,000	70
Oakridge Community Center	\$ 66,000	\$ 66,000	\$ 66,000	\$ 198,000	55
Name of Program Site(s) (Summer School)					
Oakridge Variety Center	\$ 24,750	\$ 24,750	\$ 24,750	\$ 74,250	55
Edmunds Elementary	\$ 31,500	\$ 31,500	\$ 31,500	\$ 94,500	70
Oakridge Community Center	\$ 24,750	\$ 24,750	\$ 24,750	\$ 74,250	55

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
IOWA DEPARTMENT OF EDUCATION
BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)

AGENCY AND SITE NAME:		Oakridge Neighborhood - Edmunds Elementary									
SITE ADDRESS:		1401 Center Street Des Moines, IA 50314									
Total YR1 21CCLC Award:		\$ 115,500.00									
# Students Served (unduplicated headcount):		78									
		Total YR1 2020-21 Budget		Quarter 1 July 1 - September 30		Quarter 2 October 1 - December 31		Quarter 3 January 1 - March 31		Quarter 4 April 1 - June 30	
Authorized Activity Category		Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
1 Program:											
Personnel	\$ 77,050.00										
Contracted Services	2,300.00										
Materials & Supplies	4,250.00		250.00								
After School Snacks & Meals	2,550.00										
Other											
Reserved for IDOE finance											
2 Professional Development (must be equal or greater than 5% of budget):											
Personnel	\$ 4,500.00										
Contracted Services	1,000.00										
Materials & Supplies											
Other	500.00										
Reserved for IDOE finance											
3 Student Access (up to 8% of budget):											
Transportation	\$ 9,240.00										
Facility safety and accessibility											
Other											
4 Evaluation (up to 4%):											
Contracted Services	\$ 4,620.00										
Materials & Supplies											
Other											
5 Other Admin Costs (Up to 8%):											
Other Admin Costs	\$ 9,240.00										
Reserved for IDOE finance											
Indirect Costs, Restricted*											
6 Total Expenditures	\$ 115,500.00										

*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

THIS COLUMN
RESERVED FOR IDOE FINANCE

Qtr 1 due by November 30th
Qtr 2 due by January 31st
Qtr 3 due by April 30th
Qtr 4 due by July 15th

Students Served (unduplicated headcount): **55**

A	B	C		F		G		H		I	
		Total Yr1 2020-21 Budget	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
Authorized Activity Category											
1	Program:										
	Personnel	\$ 64,500.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Contracted Services										
	Materials & Supplies	1,300.00									
	After School Snacks & Meals	3,000.00	250.00								
	Other	2,250.00									
	Reserved for IDOE finance										
2	Professional Development (must be equal or greater than 5% of budget):										
	Personnel	\$ 3,500.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Contracted Services	1,000.00									
	Materials & Supplies										
	Other	500.00									
	Reserved for IDOE finance										
3	Student Access (up to 8% of budget):										
	Transportation	\$ 4,190.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Facility safety and accessibility										
	Other										
4	Evaluation (up to 4%):										
	Contracted Services	\$ 3,000.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Materials & Supplies										
	Other										
5	Other Admin Costs (up to 8%):										
	Other Admin Costs	\$ 7,260.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Reserved for IDOE Finance										
	Indirect Costs, Restricted*										
6	Total Expenditures	\$ 90,750.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

Qtr 1 due by November 30th
Qtr 2 due by January 31st
Qtr 3 due by April 30th
Qtr 4 due by July 15th

THIS COLUMN
RESERVED FOR IDOE FINANCE

AGENCY: **Chalbridge Neighborhood**
 AGENCY ADDRESS: **1401 Center Street**

FORM D3: CUMULATIVE PROGRAM BUDGET
 IOWA DEPARTMENT OF EDUCATION
 TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND
 PARTNER CONTRIBUTIONS*

NUMBER OF SITES: **3**
 Total 21CCLC Request YR 1: **\$ 297,000.00**

ONLY SUBMIT YR 1 WITH GRANT APPLICATION
 This form should be completed once with all sites included.

Budget Category	Year 1				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy					
Program:									
Personnel	\$ 204,810.00				#####	\$ -	#####	\$ -	\$ 204,810.00
Contracted Services					\$ -	\$ -	#####	\$ -	\$ -
Materials & Supplies	5,350.00		120.00		#####	\$ -	#####	\$ 120.00	\$ 5,470.00
After School Snacks & Meals	10,550.00		850.00		#####	\$ -	#####	\$ 850.00	\$ 11,400.00
Other	7,200.00		120.00		#####	\$ -	#####	\$ 120.00	\$ 7,320.00
Subtotal - Program						\$ -		\$ -	
Professional Development (min. 5% per year):									
Personnel	\$ 10,000.00				#####	\$ -	#####	\$ -	\$ 10,000.00
Contracted Services	3,000.00				#####	\$ -	#####	\$ -	\$ 3,000.00
Materials & Supplies	1,500.00				#####	\$ -	#####	\$ -	\$ 1,500.00
Other	1,500.00				#####	\$ -	#####	\$ -	\$ 1,500.00
Subtotal - Professional Development						\$ -		\$ -	
Student Access (max. 8% per year):									
Transportation	\$ 17,620.00				#####	\$ -	#####	\$ -	\$ 17,620.00
Facility safety and accessibility					\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal - Student Access						\$ -		\$ -	
Evaluation (max. 4% per year):									
Contracted Services	\$ 10,620.00				#####	\$ -	#####	\$ -	\$ 10,620.00
Materials & Supplies					\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal - Evaluation						\$ -		\$ -	
Other Admin Costs (max 8% per year):									
Other Admin Costs	\$ 23,760.00				#####	\$ -	#####	\$ -	\$ 23,760.00
Indirect Costs, Restricted**					\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal - Other Admin Costs						\$ -		\$ -	
Totals	\$ 295,910.00	\$ -	\$ 1,090.00	\$ -	#####	\$ -	#####	\$ -	\$ 297,000.00

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts
 **Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

FORM D4: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

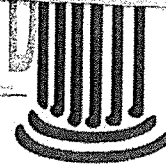
Please find attached our most recent Greater Des Moines Community Foundation financial statement. These statements come out on a quarterly basis with the next statement anticipated December 31, 2019.

* 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.

Community Foundation of Greater Des Moines
 1915 Grand Avenue
 Des Moines, IA 50309



COMMUNITY
FOUNDATION
 GREATER DES MOINES

Oakridge Neighborhood Services Fund

000037-205



Oakridge Neighborhood Services
 1401 Center Street
 Des Moines, IA 50314

Fund Statement
 Fund Number: 41112
 Current Period: July 1, 2019 - September 30, 2019
 Fiscal Year to Date: January 1, 2019 - September 30, 2019

Fund Summary	Current Period	Year to Date
Beginning Balance (July 1, 2019)	\$502,597.27	\$479,925.03
Contributions	\$0.00	\$0.00
Grant Distributions	\$0.00	(\$23,996.25)
Change in Investment Value	\$1,862.48	\$51,044.37
Administrative Fees	597.41 [(\$1,265.07)	(\$3,778.47)
Other Activity 3790-00	\$0.00	\$0.00
Ending Balance (September 30, 2019)	\$503,194.68	\$503,194.68

Fund Holdings					
Current Period					
Description	Beginning Balance	Additions	Withdrawals	Investment Performance	Ending Balance
Defensive Growth Portfolio	\$240,866.26	\$0.00	(\$632.53)	\$1,374.03	\$241,607.76
Long-Term Growth Portfolio	\$261,731.01	\$0.00	(\$632.54)	\$488.45	\$261,586.92
Cash	\$0.00	\$1,265.07	(\$1,265.07)	\$0.00	\$0.00
Total	\$502,597.27			\$1,862.48	\$503,194.68

Investment Performance Summary	
Current Period	
Description	Amounts
Interest & Dividends	\$5,124.26
Realized Gains/Losses	(\$170.24)
Unrealized Gains/Losses	(\$3,091.54)
Total Investment Performance	\$1,862.48

Oakridge Neighborhood Services Fund
Fund ID: 41112

Investment Performance Summary
Year to Date

Description	Amounts
Interest & Dividends 3798-00	\$11,785.76
Realized Gains/Losses	\$188.94
Unrealized Gains/Losses 3791-00	\$39,069.67
Total Investment Performance	\$51,044.37

39,258.61

Contributions

Date	Donor	Description	Quantity	Net Proceeds
No contributions to account				
Total				\$0.00

Grant Distributions

Date	Grantee	Amount
05/30/2019	Oakridge Neighborhood Services	(\$23,996.25)
Total		(\$23,996.25)

Pending Grant Payments

Description	Payment Date	Amount
No pending grant payments from account		
Total Pending Grants:		\$0.00

Form E: Minority Impact Statement

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project:

Oakridge Neighborhood serves a highly diverse population of students, including a great number of refugee and immigrant students. In fact, Oakridge serves students from over 17 countries speaking 25 unique languages. This vulnerable population thrives with high-touch, culturally relevant programming to help them navigate school, work and life.

- 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:

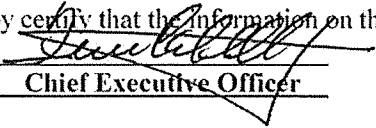
- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders

- American Indians
- 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: Chief Executive Officer

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
	Date September 20, 2019 Time 10:00 am Location Joshua Christian Academy

Meeting called by: John Spinks **Type of meeting:** Program Needs and Informaiton
Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome [Insert Name] 10:00 am -11:00 am September 20,2019 Rev. Keith Ratcliff, Rev Brandon Spriggs, Chris Hurley, John Spinks, Billy Stone		
Discussion: Oakridge discussed: How the 21 st CCLC grant contributed to the afterschool programing in reference to hiring teachers to work with youth in the area of Literacy, STEAM, Athletics and Positive Behaviors. We wanted to obtain a letter of support from Joshua Christian Academy stating we have contributed to the success of promoting programming to youth who attend our afterschool program.		
Conclusions: it was agreed that Joshua Christian Academy students and families could benefit greatly by collaborating on this program. John Spinks will contact Rev. Keith Ratcliff in the event that a 21stCCLC grant is funded and additional planning will take place at that time. Rev. Ratcliff will contact John Spinks with any additional questions.		
Action Items: Contact when grant awarded _____	Person responsible: John Spinks _____	Deadline: December 13, 2019
Resources for Non-Public Schools John Spinks and Rev. Keith Ratcliff 20 minutes		
Discussion: It was noted in discussion that resources could be made available for school within the designated area of 21 ST CCLC program sites. John Spinks and Rev. Spriggs stated that there could be a variety of different ways in which students Oakridge and JCA could collaborate. Transportation for YCA students to and from programming could be arranged.		
Conclusions: Several different ideas for sharing resources were discussed, transportation, tutoring, and collaboration of events held at both sites.		
Action Items: Contact when gran awarded _____	Person responsible: John Spinks _____	Deadline: December 13, 2019

Continues on next page.

Consultation Procedures John Spinks 10 minutes		
<u>Discussion:</u> in the event the 21 ST CCLC is awarded we will contact Rev. Ratcliff. Program Coordinator and building principal will monitor the over all progress and overall program effectiveness. John Spinks or designee will provide support and assistance to JCA teachers coordinate and facilitate enrichment activities.		
<u>Conclusions:</u> Rev, Ratcliff agreed that this would not be a problem and that he wold do whatever is necessary to make this collaboration a success.		
<u>Action Items:</u> Program Coordinator will follow up with Rev. Ratcliff.	Person responsible: John Spinks	Deadline: December 15, 2019
Questions All Staff [15 MINUTES]		
<u>Discussion:</u> No questions at this time. Will follow up as needed. _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
	X	

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.

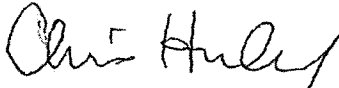
Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

September 20, 2019

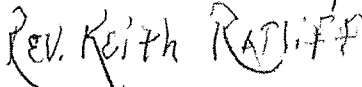
**Joshua Christian Academy School and Oakridge Neighborhood Services
21st Century Community Learning Centers Grant Program Meeting
Friday, September 20, 2019**

Attendees

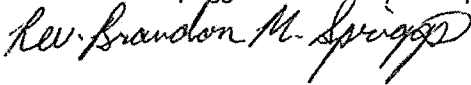
Chris Hurley Board President of Joshua Christian Academy



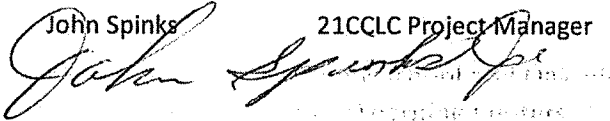
Rev. Keith Ratcliff Executive Director & Elementary Principal



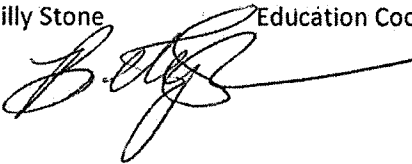
Rev. Brandon Spriggs Secondary Principal




John Spinks 21CCLC Project Manager



Billy Stone Education Coordinator



	Private School Consultation Meeting Log	
	Date 12/11/2019	
	Time 1:00 P.M.	
	Location Holy Family Catholic School	

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

----- Agenda Topics -----		
Welcome [Insert Name] [Insert time allocation]		
<u>Discussion:</u> OASIS/BE REAL are applying for the next 21 st CCLC grant and we want very much to continue the partnership with Holy Family Catholic School and the youth we serve.		
<u>Conclusions:</u> we want to make sure that we continue to work together to serve the students at Holy Family Catholic School		
<u>Action Items:</u> Contact when grant awarded _____ _____	Person responsible: John Spinks _____	Deadline: December 15, 2019 _____
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
<u>Discussion:</u> We want to continue the collaboration with Holy Family Catholic School, we will continue to provide transportation and we will check in monthly with Holy Family Staff to monitor student/teacher/parent needs.		
<u>Conclusions:</u> we will continue to share resources and discuss program needs and program design.		
<u>Action Items:</u> Contact when grant awarded _____	Person responsible: John Spinks _____	Deadline: December 15, 2019 _____

Continues on next page.

Consultation Procedures [John Spinks] [10 minutes]		
<u>Discussion:</u> in the event that a 21 st CCLC grant is funded monthly meetings will be held at the building level and quarterly meetings will be held with the Program Coordinator and Building Principals to monitor progress and overall program effectiveness.		
<u>Conclusions:</u> we want to continue the collaboration and make sure it is a success.		
<u>Action Items:</u> No action at this time follow up as needed	<u>Person responsible:</u> John Spinks	<u>Deadline:</u> December 15, 2019
Questions All Staff [Insert time allocation]		
<u>Discussion:</u> <i>Nothing at this time. Will follow up as required.</i>		
<u>Conclusions:</u> <i>Flatly agreed that there is a benefit to participation for students and collaboration is a plus.</i>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
	X	

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.

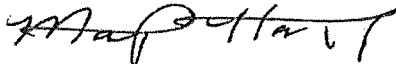
Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

Holy Family Catholic School and Oakridge Neighborhood Services 21st Century Community Learning Center Grant Program Meeting

Wednesday December, 11, 2019

Attendees:

Martin Flaherty



Holy Family Catholic School Principal

12-11-19

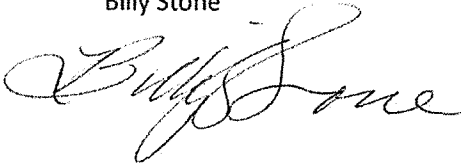
John Spinks



21st CCLC Project Manager

12-11-19

Billy Stone



Education Coordinator OASIS/BE Real

— 12-11-19

Form G: Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. A lack of evidence of sustainability will be considered supplanting and will not be funded.

Please describe your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

ONLY PREVIOUSLY FUNDED 21st Century Grantees MUST fill out this form. If you had 21st CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to **DOCUMENT** your community partners from the previous grant).

How many years of funding did you receive? ___ 10 years 5 years

Did you have a gap in funding before this application? ___ Yes No

If there was a gap in funding did you maintain your program for the children-
___ At the same level ___ At a reduced level ___ The program ended

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work:

21CCLC programming includes the use of evidenced-based academic support, educational enrichment, parent engagement and family literacy activities which focuses on improving academic outcomes and performance in the core areas of reading and math. All programing aligns with classroom instruction using evidenced based academic supports and interventions with licensed teachers retained to provide the academic components of the program. With 21CCLC funds Oakridge is able to hire additional certified teachers to work in the after school program and increase the rigor of after school/out of school academic supports. Overall program goals focus on growth in reading and math, as well as improved school attendance. The adult literacy and family engagement needs of parents are met through several on-site programs.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
United Way of Central Iowa	49 years	Financial	Financial support	\$330,000	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: 49% of total Youth budget.			
		In-Kind	None		
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies	None		
		Please describe contribution in detail:			
		Facilities	None		
		Please provide description of facilities contributed:			
		Staff	Advisory Personnel varies	\$1,500	
		Please describe what staff will be doing: Support & Advice Training, and resources			
		Volunteers	None		
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
		Total Value of Partnership			\$331,500
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
DMPS	15 years	Financial	None		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	Provide Data		
		Please describe the contribution being made in detail: DMPS provides access to student data for reporting and curriculum recommendations			
		Equipment and/or Supplies	None		
		Please describe contribution in detail:			
		Facilities	Classroom space	\$10,800	
		Please provide description of facilities contributed: Afterschool programs held at Edmunds and Callanan.			
		Staff	varies		
		Please describe what staff will be doing: Parent Teacher conferences at Oakridge campus, collaboration & support with teachers and administration, no student contact.			

		Volunteers	None	
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		\$10,800
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
City of Des Moines	15 years	Financial	None	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	Admissions	\$20,000 estimate
		Please describe the contribution being made in detail: reduced or free fees for student field trips to city facilities; science, art, botanical centers, zoo, waterworks, etc.		
		Equipment and/or Supplies	None	
		Please describe contribution in detail:		
		Facilities	None	
		Please provide description of facilities contributed:		
		Staff	None	
		Please describe what staff will be doing:		
		Volunteers	None	
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		\$20,000
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Mercy Hospital	2 years	Financial	None	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	None	
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies	None	

	Please describe contribution in detail:		
	Facilities	None	
	Please provide description of facilities contributed:		
	Staff	None	
	Please describe what staff will be doing:		
	Volunteers	3 individuals	\$11,424
	Please describe what volunteers will be doing: Career exploration, STEM education programming		
	Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Mercy Hospital has cleared their staff.		
	Total Value of Partnership		\$11,424

What percentage of your previous grant funding were you able to sustain with community partners? N/A our funding ends this year

How many community partners did you secure in the past five years? 42

Explain any challenges you had with securing community partners.

Our two largest challenges were volunteer recruitment and changes in personnel in the middle of programming.

We work hard to commit to open communication between organizations to help avert partnership issues.