

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

**Iowa Department of Education
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Des Moines, Iowa 50319**

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency): Des Moines Independent Community School District

County: Polk		Amount Requested: \$ 899,520 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc): Dr. Thomas Ahart		Grant Contact/Project Director: Heidi Brown	
Agency Name: Des Moines Independent Community School District		Agency Name: Des Moines Independent Community School District	
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Is this an application for a continuation grant? (Check yes or no): Yes No

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: 42-6001433 <i>OR</i> Enter School District Code _____
--

(If applicable) Enter Child Care License #: _____
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REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Des Moines Public Schools has selected two elementary schools (Howe and Stowe) for the 21st Century Community Learning Centers program that are designated in need of assistance under Title 1 (Section 1116) as evidenced by the SINA list provided by the Iowa Department of Education, at www.educateiowa.gov.

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

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

Documentation: The proposed program is a collaboration between Des Moines Public Schools and community-based organizations, (ASAP, Inc., YMCA, etc.) as evidenced by their original signatures on Form C: Collaborative Signatures.

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

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NARRATIVE

1. PROPOSAL ABSTRACT

Number of students to be served: 100 (regular attendees) per site per year; 200 across both sites per year; a total of 600 students served over 3 years.

Amount requested per year: \$299,840 (\$149,920 per site)

Amount requested per student: \$9.37 per student per day x 200 students x 160 days

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

Project: DMPS will offer out-of-school time programming that includes evidence-based academic support, educational enrichment, and family literacy activities to improve academic performance in core areas (reading and math). All programming will be aligned with daytime classroom instruction (district and state standards) and differentiated to best meet students' needs. Three hours of academic support (tutoring in core areas; English language acquisition, small group instruction, homework help) and educational enrichment activities (high-interest and challenging activities that complement academics) will be offered to help students develop a variety of academic skills, life skills, build relationships with caring adults, and interact with positive peer groups. Overall goals focus on improving reading and math levels and increasing the percent of participants who achieve proficiency. The goals of family literacy events are to encourage positive parent-child interactions and improve parent and student engagement in support of students' academic success. Parents in need of adult literacy classes will be referred to Des Moines Area Community College. DMPS implements successful 21CCLC programs at 19 schools, evidenced by participants' significant increases in performance and proficiency levels.

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

Management Plan: Each school will have a part-time, on-site coordinator responsible for oversight of day-to-day programming. The site coordinator will also collaborate with parents, school staff, and community partners toward program goals. Each site will also be supported by the district 21CCLC Project Coordinator, the Interim Chief of Schools, and the Community Partnership Coordinator to ensure all activities are pedagogically sound and aligned with school day instruction. 21CCLC staff will attend at least 12 hours of professional development each year on topics such as: ELL, YPQA, reading, math, and physical literacy. Volunteers, including senior citizens and Silver Cord students, will assist with program activities. DMPS will provide bussing to and from the program. Monthly Leadership Team meetings and semi-annually Advisory Council meetings will evaluate program effectiveness. The Council will raise visibility of successes to garner community support and identify partners for program sustainability.

Communication Plan: Outreach activities will communicate program successes through publication of program results available to the public (DMPS 21CCLC website via monthly program updates), reports to stakeholders, press releases, DMPS-TV, DMPS social media pages, and community presentations.

Partnerships: DMPS will partner with ASAP, Inc. for arts-related programming, the YMCA for fitness and asset development programs, Community! Youth Concepts for YPQA evaluation, Heartland AEA for external evaluation, and several other partners (AIB, Urban Leadership 101, Neal Smith Wildlife Refuge, etc.). With input from stakeholders to identify prospective community partners, the Project Coordinator will develop new partners throughout the life of the grant (programming, volunteer opportunities, field trips, funding, etc.). To retain partners, DMPS will foster open, ongoing communication and a continuous feedback loop.

Evaluation: A comprehensive evaluation system of qualitative and quantitative measures will assess the impact of the 21CCLC program. An external evaluator will collect and analyze quantitative (formative and summative data, behavioral data) and qualitative data (parent and student survey data, DESSA screening tool data) to ensure outcomes are met. Data will be housed in the Infinite Campus database system. The Youth Development Program Quality Assessment Tool (YPQA), implemented by Community! Youth Concepts will gauge program effectiveness yearly. AYP reports using the PPICS database will be completed yearly. A semi-annual report will be reviewed by all stakeholders before any major changes are made to the program. 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 Program Coordinator and Leadership Team will modify the program as needed.

Budget Narrative: The funding formula is based on the number of students multiplied by the number of days of programming multiplied by the cost of programming per student, per day (\$9.37). This equates to $100 \text{ students/site} \times 160 \text{ days} \times \$9.37/\text{day} = \$149,920$ per site, per year.

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

2. STUDENT NEEDS ASSESSMENT

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

	SINA Designation	2012-2013 AMO Math	2012-2013 AMO Reading	# Students Enrolled 2014-2015	% FRPL 2014-2015	% ELL 2014-2015	% Minority 2014-2015	% ADA 2014-2015	# Of Level II or Greater Discipline Referrals/Events	# Students To Be Served (Regular Attendees)
Howe	✓ SINA-5	SINA-4		298	84.90	30.54	64.43	95.50	18	100
Stowe	✓ SINA-3	DELAY-4		365	85.21	20.27	48.77	95.45	198	100

The 2014-15 FRPL rates, a leading indicator of poverty, range from 84.90% to 85.21% for the targeted schools; more than twice the 2013-14 state of Iowa rate of 41.1%. Decades of research shows that poverty has a devastating impact on children's readiness to learn, social readiness for school, and cognitive abilities (Calkins, et al., 2007). Students in poverty have poorer outcomes in achievement, graduation rates, and enrollment in higher education than their peers not living in poverty (Perie et al., 2005; Swanson, 2004; and Carey, 2005). Research has shown that about 16% of students who are not proficient readers by the end of 3rd grade do not graduate from high school on time. They have a dropout rate four times greater than that of their proficient peers. For students who struggle to master even basic reading skills, the dropout rate increases to 6 times greater than their proficient peers. For children in poverty, 22% who are not proficient readers by the end of 3rd grade will dropout, compared to 6% of their proficient peers (Annie E. Casey Foundation, 2012).

LITERACY DATA: As the data shows in the charts below, 43(37.72%) students at Howe and 81(51.92%) students at Stowe in grades 3-5 are not proficient in literacy. For grade 2, 5 (10%) and 15(61%) of students are not proficient at Howe and Stowe respectively. For grades K-1, 73 (70.19%) of Howe students and 72 (66.06%) of Stowe students are not proficient in reading. Disaggregating the data by socioeconomic, race, and language shows the achievement gap.

Iowa Assessments (2013-14)	# of students tested (grades 3-5)	# who are not proficient	Socioeconomic-not proficient		Race-not proficient		Language-not proficient	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Howe	114	43	11	32	7	36	27	16
Stowe	156	81	12	69	44	37	63	18

Basic Reading Inventory (Fall 2014)	# of students tested (grade 2)	# who are not proficient	Socioeconomic-not proficient		Race-not proficient		Language-not proficient	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Howe	50	5	1	4	2	3	3	2
Stowe	49	15	1	14	2	13	9	6

FAST (Fall 2014)	# of students tested (grades K-1)	# who are not proficient	Socioeconomic-not proficient		Race-not proficient		Language-not proficient	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Howe	104	73	6	67	24	49	44	29
Stowe	109	72	8	64	36	36	59	13

MATH DATA: The charts below show that for students in grades 3-5, 51 (44.74%) of Howe students and 76 (48.72%) of Stowe students are not proficient in math. For grades K-2, 35 (21.08%) Howe students and 40 (22.86%) Stowe students are not proficient in math. Further aggregation of the data for students who are not proficient shows a pronounced achievement gap based on socioeconomic, race, and language.

Iowa Assessments (2013-14)	# of students tested (grades 3-5)	# who are not proficient	Socioeconomic-not proficient		Race-not proficient		Language-not proficient	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Howe	114	51	14	37	10	41	34	17
Stowe	156	76	11	65	44	32	62	14

Quarterly Comprehensive Standards Assessments (Fall 2014)	# of students tested (grades K-2)	# who are not proficient	Socioeconomic-not proficient		Race-not proficient		Language-not proficient	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Howe	166	35	3	32	5	30	18	17
Stowe	175	40	0	40	20	20	31	9

ENGAGEMENT DATA: The district's annual Gallup Student Poll results for 2014 (grade 5) show that 51% of Howe students feel hopeful, 81% of students are engaged, and 66% of students are thriving. For Stowe, 39% feel hopeful, 74% are engaged, and 62% are thriving.

COMMUNITY RESOURCES: Community resources for afterschool activities are offered by organizations such as the Boys and Girls Club, the Des Moines Social Club, and Des Moines Parks and Recreation. These programs are not offered daily, are often too expensive for families, or are not offered on the school sites, posing transportation barriers. Given these barriers and the high number of at-risk factors demonstrated in the charts above, DMPS is prioritizing focus on reading and math support through a 21st Century Community Learning Centers (21CCLC) program. Before/afterschool programming will occur five days per week at the targeted schools

during the academic year and at least 30 days during the summer. Students will receive differentiated academic support to address achievement gaps (tutoring, small group instruction, and homework assistance). Students will be offered high-interest educational enrichment activities (via qualified staff and community partners) to gain social, emotional, cognitive, and physical literacy skills through programs complementing their academics. Quarterly family literacy events will be held to increase parent-child engagement and promote academic success.

2.2 Evidence stakeholders were engaged in needs assessment and program development. Principals and the district 21CCLC Project Coordinator assessed the needs of stakeholders to guide program development. Principals collected parent and student interest surveys that informed program design, indicating great interest in the 21CCLC program. DMPS English Language Learner staff shared results of needs assessments from ELL families indicating a high interest in family literacy events and strategies for outreach to families. Stakeholders will provide ongoing input throughout the grant to ensure program satisfaction.

DMPS also held collaborative sessions with several community organizations to explore joint goals and partnerships for the 21CCLC program. Needs ranged from physical literacy identified by the Iowa Department of Education and the YMCA, to water safety (swimming lessons) identified by the YMCA, fine arts opportunities identified by ASAP, Inc., and many others. (More details can be found in Section 7 and in the attached letters of support). The 21CCLC program will collaborate internally with the SUCCESS program to reach at-risk students, Counseling program for students' social-emotional needs, Special Education and ELL programs for guidance and services as needed, and Food and Nutrition Services for snacks that meet USDA guidelines for daily, nutritious snacks.

Students in the targeted schools were given a survey to gauge their interest in afterschool programs. Of the 355 respondents, 50.99% indicated they are "very excited" to attend; 30.14% indicated they are "excited" to attend; 21.13% indicated they will attend "if there is something I like"; and 5.63% indicated they will not attend.

When asked what activities they would like to engage in during an afterschool program, 351 respondents indicated: sports and outdoor activities (60.40%); math/ science/ robotics (43.02%); reading and writing (30.77%); field trips (68.09%); music/art/dance (47.58%); homework help (30.48%); cooking (58.69%); and gardening (34.76%).

When asked what kind of opportunities they would like from an afterschool program, 352 students indicated: make new friends (74.72%); learn new things (64.49%); have lots of fun (79.55%); get better at math (42.61); get better at reading (40.91%); and play sports (60.23%)

Of 62 parents surveyed, 95.16% indicated they would be interested in a free afterschool program; 98.39% believe summer and afterschool clubs/academics/sports are important for youth; and 29.03% indicated they would require transportation for their youth to attend. The types of activities that these parents would like to see offered by this program are: Sports/athletics (72.58%); Reading (83.87%); Math (80.65%); Science and Technology (67.74%); Social and Emotional Skill-Building (61.29%); and Arts and Music (74.19%).

3. PROJECT

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

The 21CCLC program design is based on the results of the Student Needs Assessment (achievement gaps, engagement data, student demographics, and input from stakeholders) shown in Section 2. This information guided the academic support goals (focusing on math and reading), educational enrichment goals (types of activities), and family literacy goals (quarterly events) detailed in Section 3.3. 21CCLC and community partners will provide complementary enrichment activities. For example, students indicate high interest in sports/fitness activities. 21CCLC will partner with the YMCA to provide fun, physical literacy activities. (See Section 7 for Partnership details). Needs assessment data shows low proficiency scores in math and reading. In response, research-based interventions will provide academic supports (tutoring, homework help, small-group instruction). Feedback from parents indicates interest in before/afterschool and summer programs and family engagement activities, resulting in family night events. Research shows that when parents are engaged in their child's learning, students improve their engagement, behaviors, and academic performance.

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

DMPS 21CCLC programs will be based on best practices for instruction, youth development, and family literacy; and it will be comply with federal guidelines. The program incorporates positive youth development, focusing on students' strengths and empowering them to be involved in decision-making processes. The Devereux Student Strengths Assessment (DESSA), a standardized social-emotional screener, will be administered to parents to identify students who may need additional supports (including before/afterschool programming). School Counselors will refer students to available supports depending on the results of the screening. 21CCLC will operate five days per week for three hours per day during the academic year. A daily schedule will consist of differentiated academic support and high-interest educational enrichment activities. A daily nutritious snack will be provided by DMPS Food and Nutrition Services that complies with USDA guidelines. 21CCLC will offer an average of 60 hours of programming per month during the school year. Family literacy events will occur quarterly at each site, planned around families' work schedules when possible. Summer programs will consist of at least four hours per day of academic support and enrichment activities for at least 30 days.

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

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

Family Literacy: Quarterly family literacy events will be held to encourage positive parent-child interactions and improve parent and student engagement in support of students' academic success. These events will provide fun, experiential literacy activities for families, as well as "take-aways" they can continue to use at home to support academic skills and relationship building. The activities align with reading and math classroom lessons that students learn during the day and with the Iowa Core. ELL staff provides guidance for family literacy night programming and translators for those who have language barriers. Parents of 21CCLC students will be referred to Des Moines Area Community College for adult literacy classes as needed.

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

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

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

READING	% of Students Making Gains	Assessment	Frequency
K-2nd grade	(baseline to be gathered in year 1 to determine target gain for years 2-3)	Formative Assessment System for Teachers	3x/year
3 rd - 5 th grade	30%	Scholastic Reading Inventory	3x/year
	15%	Iowa Assessments	1x/year

Note: New K-2 district math assessments are being administered during 2014-15. The DMPS Assessment Department recommended that we allow at least one year before developing goals/outcomes around the new assessments. Similarly, the FAST will be administered to Kindergarten and 1st grade in 2014-15 and to 2nd grade in 2015-16. The 2nd grade BRI will not be administered after 2014-15. The Assessment Department recommended that we allow at least one year before developing goals/outcomes around the new assessments.

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

MATH	% of Students Making Gains	Assessment	Frequency
K-2nd grade	(baseline to be gathered in year 1 to determine target gain for years 2-3)	District Comprehensive Standards Assessment	4x/year
3 rd - 5 th grade	40%	Scholastic Math Inventory	3x/year
	18%	Iowa Assessments	1x/year

GOAL 1 ACTIVITIES:

• Tutoring	• Targeted small group instruction	• Mindworks Resources
• Homework help	• English acquisition activities	• Imagine Learning (ELL)
• GO Math!	• Computer software programs	

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

Outcome Objective 2.1: 100% of participating students will gain new experiences and important life skills by planning and engaging in enrichment programs as measured by student satisfaction surveys.

Outcome Objective 2.2 (building-wide objective): By adopting a social-emotional screening assessment as part of 21CCLC, the number of Level II and above behavioral referrals will be reduced by 50% of the baseline count.

GOAL 2 ACTIVITIES:

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

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

Process Objective 3.1: DMPS will provide family literacy events a minimum of four times a year to engage students and their families in interactive activities that strengthen parent-child relationships and promote academic growth.

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

GOAL 3 ACTIVITIES:

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

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

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

3.5 Experience providing activities enhancing performance, achievement, and development.

DMPS has a strong foundation of implementing successful 21CCLC programs through three cohorts that currently serve nineteen schools; including cohort XI, eight middle schools that are in year one of programming. Performance from 11 schools was reported in PPICS for 2013-2014. Combined successes during the 2013-2014 school year included: 24% obtained reading proficiency on state assessment; 88% of students made improvement on the SMI (district math assessment); as well as 88% increased academic performance. Additionally, 87% of 1st grade students and 96% of 2nd grade students made growth on the BRI. Over 5,700 students were served with 21CCLC programs in 2013-2014, with 1,582 regular attendees, which represents over 113% of our attendance goal.

4. RESEARCH BASE

Out-of-school time programs that offer academic support and engaging enrichment activities to build skills and knowledge have proven to raise achievement (Miller & Snow, 2004). These programs positively impact students' school engagement (attitude toward school, educational aspirations, and attendance) (Little & Harris, 2003). Quality out-of-school programs have shown to improve social-emotional development, such as improved self-confidence and self-esteem, decreased suspensions and expulsions, and increased positive student-adult relationships (Durlak, & Weissberg 2007; Warren, Feist, & Nevarez, 2002; Fellerath, et al., 2002).

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

The 21CCLC program will utilize evidence-based curriculum Houghton Mifflin GO Math! (math), Mindworks Resources (math, social studies, art, science, Reading, and language), and Imagine Learning (literacy). Curricula are aligned with district and state standards and the CSIP. All program activities will be aligned with the Iowa Core for literacy, mathematics, science, and 21st Century Skills. Details on the standards can be found at <http://www.educateiowa.gov/>.

Research also shows that high-quality out-of-school time programs partner with community based organizations (Wimer, 2007; Bouffard, Little, & Weiss, 2006). Scientific-based research studies have demonstrated the importance of enrichment activities to help students develop relationships with caring adults; interact with positive peer groups; and engage in reflection, planning, and decision-making (Miller, 2003). DMPS will work with community partners to implement enrichment activities that are aligned with the Iowa Core and complement students' academics. Individual partners have developed their program offerings using research studies. For example, the YMCA utilizes the 40 Developmental Assets developed by the Search Institute, a research-based health literacy program. The curriculum at the Neal Smith Wildlife Refuge has been developed around research showing that environmental education increases students' academic achievement, school engagement, leadership skills, critical thinking skills, and health. Additionally, it can decrease negative behaviors (Glenn, 2000; GCEE, 2004; Falco, 2004; Michael Duffin & PEER Associates, 2005; NAAEE, 2001; Bell, Wilson, and Liu, 2008; Taylor & Kuo, 2008; Bell & Dymen, 2008).

5. MANAGEMENT PLAN

5.1 Plan to ensure effective staffing, Professional Development, effective leadership that maintains alignment with school day instruction, and use of volunteers (seniors).

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

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

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

relationships, parents as teachers for their children, life skills, and other applicable topics. Specific to ELL, DMPS will provide training on orienting new ELL families and cultural competency.

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

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

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

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

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

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

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

The 21CCLC will develop an Advisory Council that consists of Project Coordinator, principals, Site Coordinators, external evaluator, parents, and community partners. This Council will meet on a semi-annual basis to discuss progress/barriers to achieving outcomes (and needed

modifications), 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 Section 5.1 for program leadership structure.

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

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

DMPS will invest in capacity building through one-time purchases of technology, equipment, and materials that will span beyond the life of grant funds and serve as a component of sustainability. For example, computer software programs for ELL, literacy, and math, and durable equipment purchases for physical fitness/physical literacy activities will sustain after funds are gone, providing a high return on investment.

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

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

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

6. COMMUNICATION PLAN

Strategy: Promote Visibility of successful program outcomes			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
School Board; Community partners; DMPS Administrators; Teachers; Parents and students; Community of Des Moines; 21CCLC state and national Community.	Evaluative reports disseminated via: *Press releases; *21CCLC website; *DMPS-TV; *DMPS Social Media pages; *Presentation of successful outcomes at 21CCLC National Conference. *Impact Afterschool Conference	Monthly or more frequently if necessary, to share important programming information as it occurs. 2x annually.	Greater understanding of need for high-quality afterschool programs; In-kind support from the district; Increased funding opportunities from state, local, and private sector; Increased collaborative partnerships with organizations that share youth centered goals; Recognition of DMPS 21CCLC as a state and national leader; Increased state and national funding and partnerships.
Strategy: Develop advocates among stakeholders			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
School Board; DMPS Administrators; 21CCLC Advisory Council; Community Partners; Teachers; Parents and students.	Dissemination of evaluative reports; Presentation to Advisory Council; Invite youth to share success stories; Meetings with potential partners; 21CCLC website; One-on-one meetings.	Semi-annually Semi-annually Ongoing Ongoing Monthly As needed	Ongoing program sustainability; Greater investment in 21CCLC program for continued success; In-kind support from the district; Increased partner collaborations; Increased funding from partners with mutual goal of increasing academic achievement; Increased funding opportunities (state, local, and private sector).
Strategy: Engage parents and youth			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
Youth grades K-5; Parents; Teachers; School staff.	Student surveys; Parent surveys; Academic achievements shared with parents, teachers, and school staff.	Semi-annually, or at the end of each program session for each of these methods.	Increased or maintained student engagement in program; Increased academic achievement; Increased family participation in family literacy program; Improved partnerships between families and schools.

7. PARTNERSHIPS

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

Please find letters of support from the partners listed below beginning on page 22.

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

YMCA of Greater Des Moines: The YMCA utilizes the Search Institute's 40 Developmental Assets as an evidence-based framework for youth to increase the number of assets they possess through youth development programs. The YMCA (Grubb and South Suburban) will offer an academic achievement incentive program that includes free memberships for all 21CCLC students who improve their grades and attendance on a quarterly basis. This membership program will last beyond the life of the grant award. The YMCA will also offer a water safety and swim lesson course for students in grades 3-5. The YMCA will offer bussing for students, providing access to their programs (a measure of sustainability) beyond the duration of the grant.

CultureALL is a community-based organization whose mission is *to create discovery-filled experiences that strengthen cultural understanding and appreciation in our daily lives.* CultureALL will provide academic enrichment activities at a reduced cost to DMPS for students in the program to support the goal of increasing their academic skills in core areas. CultureALL's programs will provide students with opportunities to learn and practice skills in reading, math, social studies, civics, arts through programs such as story-telling ethnography, global cooking, folk dance, and martial arts.

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

Urban Leadership 101 - Half-Pints Poetry: As part of the Central Campus Urban Leadership 101 Course, DMPS high school students complete a 12-week internship that provides elementary students with opportunities to create poetry and build leadership skills through before school programming, under the guidance of teachers Kristopher Rollins and Emily Lang. Most of these high school students are also in the Central Campus Teaching Academy and many of them

participate in Movement 515 afterschool creative writing club. At the end of the internship, the high school students are welcomed to apply and interview for a paid position with 21CCLC.

Neal Smith Wildlife Refuge: The refuge provides environmental education programs to students in K-5 to teach students awareness, inquiry, evidence-based learning, in order to formulate their own thoughts about the environment and conservation. This outdoor classroom setting teaches students about wildlife and habitats through wildlife viewing tours in tallgrass prairies (mammals, birds, and insects), including bison and elk, unique bird species (northern harrier, short-eared owls, upland sandpipers, etc.) and many different insects and flowers in the butterfly garden.

AIB College of Business: Through AIB's Community Engagement program, AIB's baseball team volunteers their time 1-2 times per week to read to and mentor students in grades K-5 at Howe Elementary. AIB students gain personal development skills and learn the value of civic responsibility by giving back to a community need. 21CCLC students benefit from the academic support and personal relationships they build with their AIB mentors.

Parent University: Parent University is a program of the district's Community Schools program, in partnership with community organizations, to increase parent involvement and empower parents to raise children who are successful in school and in life through free courses, family events, and activities.

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

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

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

8. EVALUATION

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

DMPS will implement a comprehensive evaluation system of qualitative and quantitative measures to evaluate the impact of the 21CCLC program on student achievement and engagement. The assessment data will guide program design, informing program improvements. DMPS contracts with a highly qualified external evaluator, Mike Szymczuk, to collect, analyze, and report on all formative and summative assessment data, behavioral data, and DESSA data. He will collect, analyze, and report on qualitative data as well (parent and student survey data). Quantitative data will be housed on the DMPS Infinite Campus Database, while qualitative data will be tracked electronically. The frequency of collection/analysis and reporting is further detailed in the chart in Section 8.2. Based on changing student needs and interests, the program plan will be adjusted to fulfill program objectives. The summative evaluation report will include annual measures that provide external criteria of success. Using the external measures in concert with internal ongoing measures, the Project Coordinator and Leadership Team will modify the program to meet student and parent needs. A semi-annual report will be reviewed by stakeholders before any major changes are made to the program. Mr. Szymczuk holds a M.S. in Statistics and a Ph.D. in Education, and has served as an Assessment Consultant for over 30 years with Heartland Area Education Agency (AEA). Mr. Szymczuk can be reached by email at mszymczuk@heartlandaea.org or at Heartland Area Education Agency, 6500 Corporate Drive, Johnson, IA 50131. Phone: 515-270-9030. Mr. Szymczuk's daily rate is \$417. He will work approximately 10 days per year for an in-kind contribution of \$4,170 per year.

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

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

The following chart shows the timeline for completion of evaluation activities. Results from the evaluation findings are analyzed by the external evaluator, Leadership Team (monthly) and the Advisory Council (semi-annually) to make necessary program modifications. Program reports will be available to the public via the district's 21CCLC website on a semi-annual basis. Reports will be targeted to the public, and as such will be reader-friendly.

Goal 1: Academic support opportunities to improve academic achievement				
Objectives	Activities	Indicators and Timeframe	Data Collection/ Analysis	Reporting
1.1 1.2	<ul style="list-style-type: none"> • Tutoring • Homework help • Small group instruction • Mindworks Curriculum • <i>Imagine Learning</i> • English acquisition activities • Computer assisted instruction 	• # of sessions provided	• Monthly	• Annually
		• Program attendance reports	• Monthly	• Semi-annually
		• Behavioral reports	• Monthly	• Semi-annually
		• Formative assessment data	• 3-4 times/yr	• Semi-annually
		• Leadership Team meetings	• Monthly	• Semi-annually
		• Teacher survey	• 2 times/yr	• Semi-annually
		• YPQA results	• 2 times/ yr	• Annually
		• Iowa Assessments data	• 1 time/yr	• Annually
	• Advisory Meetings	• 2 times/ yr	• Semi-annually	
Goal 2: Educational enrichment opportunities that complement academics, promote positive youth development, and encourage student engagement				
Objectives	Activities	Indicators and Timeframe	Data Collection/ Analysis	Reporting
2.1 2.2	<ul style="list-style-type: none"> • Arts and Music • STEM • Computer classes • Cooking classes • Cultural classes • Fitness/sports/ dance • Gardening • Personal development • Transition activities 	• Contracts with Partners	• Ongoing	• Semi-annually
		• Leadership Team meetings	• Monthly	• Semi-annually
		• Advisory Council meetings	• 2 times/ yr	• Semi-annually
		• # 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
		• Teacher survey	• 2 times/yr	• Semi-annually
		• Behavioral reports	• 2 times/yr	• Semi-annually
Goal 3: Family literacy programming				
Objectives	Activities	Indicators and Timeframe	Data Collection/ Analysis	Reporting
3.1 3.2	• Family night events	• # of events; # attending	• Quarterly	• Semi-annually
		• Participant surveys	• Post-sessions	• Semi-annually

9. BUDGET NARRATIVE

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

Funding Formula to Determine Request:

Funding requested is based on # students x # of days x \$9.37 per student/day. 100 students x 160 days x \$9.37/day = \$149,920 per site, per year; \$299,840 across two sites per year.

Personnel:

Teachers: Teacher salary is based on current hourly rates for outside-of-contract hours, established through collective bargaining. Current rate (with benefits) is \$31.26/hour. *Up to 8 teachers/site x \$31.26/hour x 8 hours/week (average) x 32 weeks = \$64,020.48 per site (\$62,020.48 for Student Program; \$2,000 for Family Literacy program) x 2 sites = \$128,040.96.*

Site Coordinators: Site Coordinators are paid at the same rate as teachers. *1 Site Coordinator/site x \$31.26/hour x 15 hours/week (average) x 32 weeks = \$15,004.80 per site x 2 sites = \$30,009.60.* **Interim Chief of Schools:** This will be an in-kind contribution from DMPS. *Salary (plus benefits) = \$203,947 x 5% of his time = \$10,197 (in-kind) per year.* **Community Partnership Coordinator:** This will be an in-kind contribution from DMPS. *Salary (plus benefits) = \$113,183 x 10% of her time = \$11,318 (in-kind) per year.* **Community Partnership Liaison:** This will be an in-kind contribution from DMPS. *Salary (plus benefits) = \$41,330 x 5% of her time = \$2,067 (in-kind) per year.* **Project Coordinator:** Each 21CCLC district site will contribute an equal percentage of funds to support the Project Coordinator position. *Salary (plus benefits) = \$100,000/13 sites = \$7692.31 per site. Total of \$15,384.62 per year for 2 sites.*

Staff Travel:

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

Professional Development:

21CCLC funds will be coordinated with Title I, SINA, and building PD funds. Funds will purchase materials like books to support best instructional practices, parent engagement, quality extended-learning out-of-school time program practices. Funds will bring in consultants to deliver PD to 21CCLC staff, teachers, and community partners. Coordinators and grant staff will participate in national PD opportunities. PD requirements for 21CCLC staff include at least 1 hour per month on topics such as YPQA Training, Cultural Diversity, ELL, DESSA, and others. *1 hour/person/month x \$31.26/hour x 9 staff x 8 months = \$2,250.72 per site, \$4,501.44 for 2 sites. Additionally, 2 staff per site will attend a national out of school time conference each year. Conference expenses include \$1800/person/conference x 2 people = \$3,600 per site x 2 sites = \$7,200. Total Professional Development costs = \$7,496 per site x 2 sites = \$14,992.*

Student Access and Transportation:

Funds will be available for yellow school buses to take children home after programming ends each day, as needed. Funds will be available for transporting students/families to community-based programs, field trips, and family literacy programming, as needed. Grant funds will also be

used to access community recreational and cultural activities, as needed. *4 nights/week x 32 weeks = \$5,120/year per site x 2 sites = \$10,240; Field trips = \$2,880 per site x 2 sites = \$5,760. (Student Program \$6,000/site, Family Literacy \$2,000/site). Total transportation per site = \$8,000/year; \$16,000 for 2 sites.*

Evaluation:

Funds will be used to support the collection and evaluation of data for each site and the creation and printing of reports for use in continuous improvement. The Project Coordinator will work with the DMPS contracted external evaluator (from Heartland AEA) to develop ongoing and annual reports to be presented to the school staff and parents, Advisory Council, DMPS administration, the community, and the Iowa Department of Education. External Evaluator expenses are in-kind from Heartland AEA (*\$417 per day x 10 days = \$4,170*). The Project Coordinator will provide other quantitative data reports and evaluations (behavior reports, formative assessment reports, etc.). *Community Youth Concepts will provide qualitative evaluations of the YPQA results at \$1,000 per year per site. DESSA cost of site license per year: \$499/site per year. Total Evaluation costs per site:\$1,499; across both sites:\$2,998.*

Administrative/ Indirect Costs:

DMPS is requesting administrative expenses to cover administrative and indirect costs related to grant activities. *Community Partners (M.O.U. partners: ASAP, Inc., YMCA) = \$8000 per site x 2 sites = \$16,000. Indirect rate of 2.34% = \$3,427.91 per site x 2 sites = \$6,855.83. Total of \$11,427.91 per site per year. Total of \$22,855.82 for 2 sites.*

Materials and Supplies:

At each 21CCLC site, the Project Coordinator, Site Coordinator, principals, teachers, and Curriculum Coordinators will determine what materials to purchase for each program. Funds have been allocated to each school for such things as: Physical Literacy equipment; *Imagine Learning* software; instructional materials; books for reading and family literacy; craft/art supplies; science lab supplies; board games; afterschool curriculum kits; curriculum software; additional computers to support increased access for students and parents; supplies for cooking and nutrition activities; and other materials as determined by building teams. Funds have also been allocated for family literacy activities such as curriculum materials, parent involvement materials, and family activities. *Materials for each site = \$34,654.50, per site per year (\$33,654.50 for the student program and \$1,000 for the family literacy events). Total of \$69,309 for both sites.*

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

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



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

December 5, 2014

To Whom It May Concern:

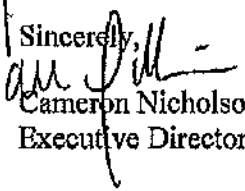
On behalf of the YMCA of Greater Des Moines, I write this letter of support for the Des Moines Public Schools and the 21st Century Learning Centers. Locally, our public schools have been great partners with community-based organizations to enrich the lives of students and families. Through strategic partnerships, 21st Century Learning Centers have been able to leverage resources and talents of many youth serving groups including the YMCA.

At the John R. Grubb YMCA we support Out-of-School Time by providing a five –seven week, water safety and healthy living program for 21st CLC schools. We bus students to and from the YMCA for lessons and track their attitudes, knowledge and perceptions around exercise, eating habits and positive relationship building. We could reach the number of students without the collaboration we have with Des Moines Public Schools.

During the summer of 2014, we piloted a national YMCA program at our local elementary school that sought to reduce the effects of summer learning loss for low-income students. Working together students reading levels improved on average by 3.2 months! We are in talks to expand the program to other schools the upcoming year to build upon our successful partnership.

There are many by products of our partnership including youth sports participation and healthy kid's day festival.

The Des Moines Public Schools and YMCA of Greater Des Moines are well positioned to make a positive impact in the lives of children and families in our communities.

Sincerely,

Cameron Nicholson
Executive Director

JOHN R. GRUBB COMMUNITY YMCA
1611 11th Street, Des Moines IA 50314
P 515 246 0791
WWW.DMYMCA.ORG



AFTER
SCHOOL
ARTS
PROGRAM

December 1, 2014

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

Dear Ms. Brown,

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

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

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

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

Sincerely yours,

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



December 8, 2014

Board Members

Karim Amiry

Marsha Bro

Charles Brubaker

Jane A. Conway

Carol Grant

Tina Ivers

Rebecca Leung

Chuck Montgomery

Richard Murphy

Jackie Pullen

John D. Schmidt

Ann O. Schodde

Qingyuan Zhang

Heidi Brown

21st Century CLC District Grant Coordinator

Des Moines Public Schools

901 Walnut Street

Des Moines IA 50309

Dear Heidi:

On behalf of CultureALL, I am pleased to offer our organization's support for Des Moines Public Schools' 21st Century Community Learning Centers, and your upcoming grant application.

We had a wonderful experience working with the 21st Century middle school summer school program last summer. As you know, most of the cultural education workshops our organization offers during the school year are not more than an hour long. While this works well for providing an overview of a culture (and hopefully sparking an interest, or improving someone's understanding), it just isn't enough time for deep learning to happen.

Our Cultural Ambassadors – who now represent more than 50 unique global cultures – loved the opportunity of having extended time to work with the students in the summer school program, and are really looking forward to the program next summer. I know they would be thrilled to be a part of the proposed program at Stowe and Howe, should your proposal be funded.

CultureALL greatly values its relationship with Des Moines Public Schools and the 21st Century program. Given the diversity of the student population in the district, it is so important to be able to provide these kinds of experiences to students – not just to teach them the differences between cultures, but also to show them how much we all have in common, despite these differences.

We are grateful for the opportunity to further expand our partnership through this new program, and we are prepared to work with you in any way to make it a success!

Sincerely,

Lisa Norris-Lynnner

Grants & Development Consultant &
Summer School Program Coordinator

Mission

CultureALL™ creates discovery-filled cultural experience that strengthen understanding and appreciation in our daily lives.

Vision

Every student in every community in Iowa has access to CultureALL™ experiences, enabling them to be culturally prepared for a world-wise life.



Board of Directors

December 3, 2014

Jeremy Weiss
Sogeti

Greg Philby
Meredith Corporation

Mark Nelson
Baker Group

Matt Siwiec
Kemlin Industries

Cara Kennedy-Ode
Des Moines Public Schools

Rebecca Braun
Student, Drake University

Jonathan Rosenbloom
Drake University Law

Kevin Tiernan
Bankers Trust

Katie Foley
Student, Dowling Catholic

Dear selection committee:

On behalf of the staff, board, and volunteers of Community Youth Concepts (CYC) I am excited to provide this letter of support for Des Moines Public Schools (DMPS) 21st Century grant. CYC currently partners with DMPS 21st Century programs to provide Youth Program Quality Assessments to all sites implementing under the 21st Century grant. CYC is pleased with the progress of the implementation of this programming that has demonstrated success in providing academic support, recreational enrichment, and family literacy to students and families. CYC values the ongoing collaboration with DMPS 21st Century programs as they expose students to 21st Century workforce skills and connect classroom learning to real life. CYC is confident that continued support of DMPS 21st Century programs is necessary to support and meet the future workforce demands in central Iowa.

Please let me know if you have any questions.

Staff

Amy Croll
Executive Director

Julie Cackler
Keisey Tyrrell
Jill Padgett
Amber Gathers
Tess Hunting
Kara Donovan
Andraya Stender

Best regards,

Amy Croll
Executive Director
Community Youth Concepts
1446 MLK Jr. Pkwy.
Des Moines, IA 50314
515-243-4292 | amy@cyconcepts.org



United States Department of the Interior
U.S. FISH & WILDLIFE SERVICE
Neal Smith National Wildlife Refuge
P.O. Box 399
Prairie City, Iowa 50228
Phone: (515) 994-3400
Fax: (515) 994-3459



December 3, 2014

To Whom It May Concern,

On behalf of the staff and management of Neal Smith National Wildlife Refuge, I am excited to announce our support of the Des Moines Public Schools 21st Century Community Learning Center Grant. We look forward to expanding our current partnership to include both Stowe and Howe Elementary School. Because of the desire and willingness to reach common goals, Neal Smith NWR is pleased to partner with DMPS to provide high quality, place-based environmental education to enrich outdoor skills for elementary youth.

Neal Smith National Wildlife Refuge and the US Fish and Wildlife Service have an extensive history of providing invaluable opportunities to expose youth to the great outdoors. More recently, Neal NWR has partnered with Stowe Elementary to provide students with outdoor experiences and learning that include curriculum-based fieldtrips, outdoor exploration/recreation opportunities, and meaningful stewardship projects. The school partnership program also provides teachers with opportunities to explore biological subjects while aligning curriculum standards in math, social studies, fine arts, language arts, and science.

Neal Smith National Wildlife Refuge will provide staffing and support for both after-school and summer programming for Stowe and Howe Elementary. Programming will focus on place-based education, nature journaling and phenology, and outdoor recreation. Activities will include, but are not limited to: hiking, bird watching, archery, snowshoeing, wildlife tracking, and outdoor discovery. In addition, students will gain both problem-solving and critical thinking skills. Environmental education is vital to the success of the 21st Century Community Learning Center Grant as it instills a lifelong conservation ethic in the leaders of tomorrow.

Best regards,

Lance J. Koch
Neal Smith National Wildlife Refuge Manager

December 2, 2014

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

Dear Ms. Brown,

The AIB baseball program has been pleased to partner with Howe Elementary over the past year.

AIB College of Business is a private, non-profit college located on Des Moines' southside. The baseball program is currently in its second year of existence. It was our goal to immerse ourselves into the community and find a way to become a productive, active member. We reached out to several organizations and schools in the area and Principal Jill Burke was one of the few to respond. From that day, Howe Elementary and AIB baseball have become proud partners.

I feel this partnership has been successful on several different fronts. First, we wanted to make a difference in our local area. I have witnessed the staff at Howe implement a reward system for their students by using our players as motivation to encourage a certain outcome. Over time, I have watched my college players form relationships with these young students at Howe. I have also seen my players expand their comfort zone and grow within themselves and find a true love for working with youth.

This partnership also grew into the AIB baseball team adopting several families from Howe in order to provide them with Christmas dinners. The AIB baseball team splits into shifts and sits at Hyvee for all Fridays in November collecting donations from the public for our "Adopt-a-Family" campaign. Last year we adopted three families from Howe and this year we are adopting four. In the donation process, we also had people drop off food and clothes. We proudly donated these items to Howe, as well.

I think this partnership has the potential to continue to grow and move forward. We have an opportunity to provide positive, male role models and much more to the students at Howe.

Sincerely,

Chad Harris
Head Baseball Coach
AIB College of Business



December 9, 2014

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

Dear Heidi:

On behalf of the Evelyn K. Davis Center for Working Families and DMACC, I offer our organization's support for Des Moines Public Schools 21st Century Community Learning Centers, and your upcoming grant application.

Evelyn Davis Center for Working Families offers a variety of program options for adults. Employment services include job search assistance, workforce training, interview prep, resume preparation assistance and job placement. Additionally we provide education services including basic literacy, HiSet (High School Equivalency Exams), FAFSA assistance and support for post-secondary education enrollment. Furthermore we afford adults with income and work supports, as well as financial literacy and asset building classes.

Des Moines Public Schools has a history of partnership with DMACC and Evelyn K. Davis Center for Working Families. We look forward to continued collaboration.

Sincerely,

A handwritten signature in black ink that reads "Marvin G. DeJear". The signature is written in a cursive style.

Marvin DeJear
Director
Evelyn K. Davis Center for Working Families

FORM A: SITE INFORMATION

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

21CCLC Site Name: Howe Elementary School		
Site Address: 2900 Indianola Road		
City, State, Zip: Des Moines, IA 50315		
Phone: 515-242-8413		
Site Contact Person: Jill Burke, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name: Stowe Elementary School		
Site Address: 1411 East 33rd Street		
City, State, Zip: Des Moines, IA 50317		
Phone: 515-242-8435		
Site Contact Person: Jennifer Williams, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

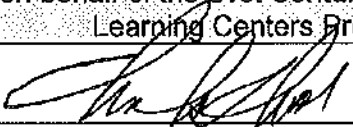
Part M: Private and Public School Consultation

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

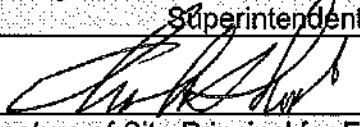

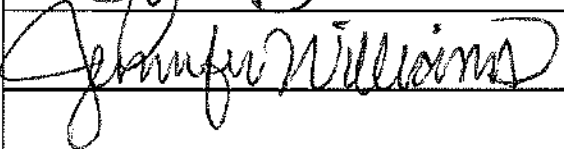
Part N: Grant Termination (Additional conditions In appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Des Moines Independent Community School District

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Des Moines Independent Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Howe Elementary
	Stowe Elementary

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

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

Name/Signature	Agency Affiliation	
Name/Title <i>CHAITRAN PRASHAD</i>	Agency <i>Lutheran Church of the Good Shepard</i>	
Signature <i>Chaitran Prasad</i>	Address <i>3820 S.W. 9th St.</i>	
	City/Zip <i>DSM, 50315</i>	Phone <i>282-9948</i>
Name/Title <i>Chad Harris</i>	Agency <i>A/B College of Business</i>	
Signature <i>Chad Harris</i>	Address <i>2500 Fleur Dr.</i>	
	City/Zip <i>DSM, 50321</i>	Phone <i>244-4221</i>
Name/Title <i>Brianna Patrick</i>	Agency <i>Neal Smith National Wildlife Refuge</i>	
Signature <i>Brianna Patrick</i>	Address <i>9981 Pacific Street</i>	
	City/Zip <i>Prairie City, 50228</i>	Phone <i>994-3431</i>
Name/Title <i>Megan Wandag</i>	Agency <i>Neal Smith National Wildlife Refuge</i>	
Signature <i>Megan Wandag</i>	Address <i>9981 Pacific St.</i>	
	City/Zip <i>Prairie City, 50228</i>	Phone <i>994-3431</i>
Name/Title <i>Michelle Bolton King</i>	Agency <i>ASAP</i>	
Signature <i>Michelle Bolton King</i>	Address <i>600 6th Ave.</i>	
	City/Zip <i>DSM, 50309</i>	Phone <i>770-3380</i>
Name/Title <i>Cameron Nicholson</i>	Agency <i>Grubb YMCA</i>	
Signature <i>Cameron Nicholson</i>	Address <i>1611 11th St.</i>	
	City/Zip <i>DSM, 50314</i>	Phone <i>868-0522</i>
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
2	200	\$299,840	\$899,520

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Howe Elementary	\$149,920	\$149,920	\$149,920	\$449,760	100
Stowe Elementary	\$149,920	\$149,920	\$149,920	\$449,760	100
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 200

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

Applicant Agency: Des Moines Public Schools **Site:** Howe Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 300

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	84,717.59	2,000.00	84,717.59	2,000.00	84,717.59	2,000.00	260,152.77
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	33,654.50	1,000.00	33,654.50	1,000.00	33,654.50	1,000.00	103,963.50
Professional Development (minimum 4% per year)	6,996.00	500.00	6,996.00	500.00	6,996.00	500.00	22,488.00
Student Access, Transportation etc. (maximum 8% per year)	6,000.00	2,000.00	6,000.00	2,000.00	6,000.00	2,000.00	24,000.00
Evaluation (about 4% per year)	1,199.00	300.00	1,199.00	300.00	1,199.00	300.00	4,497.00
Administrative/ Indirect Costs (maximum 8% per year)	9,427.91	2,000.00	9,427.91	2,000.00	9,427.91	2,000.00	34,283.73
Totals	142,095.00	7,825.00	142,095.00	7,825.00	142,095.00	7,825.00	

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

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

Applicant Agency: Des Moines Public Schools

Site: Stowe Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 300

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	84,717.59	2,000.00	84,717.59	2,000.00	84,717.59	2,000.00	260,152.77
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	33,654.50	1,000.00	33,654.50	1,000.00	33,654.50	1,000.00	103,963.50
Professional Development (minimum 4% per year)	6,996.00	500.00	6,996.00	500.00	6,996.00	500.00	22,488.00
Student Access, Transportation etc. (maximum 8% per year)	6,000.00	2,000.00	6,000.00	2,000.00	6,000.00	2,000.00	24,000.00
Evaluation (about 4% per year)	1,199.00	300.00	1,199.00	300.00	1,199.00	300.00	4,497.00
Administrative/ Indirect Costs (maximum 8% per year)	9,427.91	2,000.00	9,427.91	2,000.00	9,427.91	2,000.00	34,283.73
Totals	142,095.00	7,825.00	142,095.00	7,825.00	142,095.00	7,825.00	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: 

Title: Superintendent

Definitions

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.


(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log
	12-3-14
	Date 12-8-14
	Time 10:45am, 2:13pm
	Location Phone Meeting

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

----- Agenda Topics -----		
Welcome [Insert Name] [Insert time allocation]		
Discussion: Initially - met w/ Julie Melcher from Diocese of Des Moines who suggested reaching out to St. Anthony's, as well as St. Joseph's. Received response from Dr. Cordaro at St. Anthony's.		
Conclusions: St. Anthony's runs a before and after school program, as well as summer childcare. However there may be opp. for collaboration w/ parent involvement & family literacy.		
Action Items:	Person responsible:	Deadline:
Determine FRP %	Dr. Cordaro	12/9/14
-	-	-
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
Discussion: Des Moines ICLLC will collaborate by offering resources in the form of parent literacy - St. Anthony families will be invited to attend Parent University offerings. Additionally we will open 10 registrations for summer program to St. Anthony students who are struggling in Math and/or reading.		
Conclusions: Because St. Anthony's already provides programming, we will supplement rather than expand by offering participation in family lit events and summer programming on-site at Howe Elementary.		
Action Items:	Person responsible:	Deadline:
Info for family events	Jill Burke	ongoing
- Summer Program Offerings	- Howe Principal	- June 1, 2015

[continues on next page]

12/10/2014

Received voicemail from Dr. Cordaro at St. Anthony's school stating that they are indeed just over the 40% FRP lunch marker.

12/10/2014

Phone conference with Dr. Cordaro at St. Anthony's allowed us to determine that we will be able to collaborate in the following ways with 21CCLC funds:

1. St. Anthony parents of students involved in the program will be invited to attend Parent University classes offered by 21CCLC at Howe and Stowe Elementary School
2. Ten St. Anthony students will be invited to attend Howe summer program.
3. In lieu of attendance at the summer program, 21CCLC will provide funds to enhance the current summer program at St. Anthony's, allowing them to provide either a teacher stipend or an additional field trip (in conjunction with DMPS 21CCLC) for their students.

12/10/14 After several failed attempts at making contact, received a voicemail message from Phyllis Concher at St. Joseph's school requesting a consult. Returned call and left a voice mail stating that the grant is due Friday, and would need to connect with her by this afternoon to move forward.

12/11/14 Conference called with Phyllis Concher from St. Joseph's. She is unclear on the FRP % for her building, and initially gave me the figure of 32% however, that was free lunch only. She will be contacting her business office for the exact figure. We decided to move ahead with planning because she feels that they will be over 40% when the reduced lunch students are figured in.

We agreed on a plan similar to the one set with St. Anthony's. Ten St. Joseph students will be invited to register for summer programming at Stowe Elementary. Because St. J's already has a before and after school program in place, we will not partner in that arena due to supplanting. Additionally we will make available the Parent University program to parents at St. Joseph's.