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

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

Mail Applications to:

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Des Moines Independent Community School District (dba Des Moines Public Schools)

| | | | |
|---|-------------------|---|-------------------|
| County: Polk | | Amount Requested: \$282,000 (Total for Year 1 from Form D1) | |
| Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Thomas Ahart, Superintendent | | Grant Contact/Project Director: Bobbie Jo Sheridan | |
| Agency Name: Des Moines Independent Community School District | | Agency Name: Des Moines Independent Community School District | |
| Address: 2100 Fleur Drive | | Address: 1000 Porter Avenue | |
| City: Des Moines | Zip: 50321 | City: Des Moines | Zip: 50315 |
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| DUNS Number: 78072899 | | | |
| Data Collection and Evaluation Contact: Jamie Punke, Heartland AEA | | Fiscal Contact: Kevin Oleson | |
| Address: 6500 Corporate Drive | | Address: 2100 Fleur Drive | |
| City: Johnston, IA | Zip: 50131 | City: Des Moines | Zip: 50321 |
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BEFORE YOU APPLY

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

- If you are currently in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building (limit of 3) that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://educateiowa.gov/documents/school-frl/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 23, 2019, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (PAST GRANTEES ONLY):

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

- Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years? Yes _____ No X
- Did you meet your attendance goals for the past two years? Yes X No _____
- Provide your last enrollment number(s): 70
- Provide your last average daily attendance: 60
- Did you meet your academic goals for the past two years? Yes X No _____
- How many of your local evaluation goals did you meet over the past two years? 100% X 90- 55% _____ Over 50% _____ Less than 50% _____ None _____
- How much have office referrals been reduced over the past five years of your grant? Over 75% X Over 50% _____ Less than 50% _____ None _____
- Have you provided children with the required snack? Yes X No _____
- Have you exceeded the snack requirement? Yes X No _____
- How many parent engagement meetings did you have in the past year? 1
- How many field trips did you provide in the past year? 5
- After 5 years, how many community partners for sustainability have been recruited? More than 50 _____ More than 25 _____ Less than 25 _____ Less than 10 X
- Have you participated in required committee work in the last year? Attended: X All Meetings _____ Some Meetings (3-5) _____ Rarely Participated (1-2) _____ None _____
- Have you attended required Professional Development in the last year? Attended: X All Meetings _____ Some Meetings(5-9) _____ Rarely Participated(1-4) _____ None _____

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

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):

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

- € Free and Reduced Lunch Rate Percentage: **83.61%**
 - Site/Building Name: **Stowe Elementary**
 - € Free and Reduced Lunch Rate Percentage: **88.95%**
 - Site/Building Name: _____
 - € Free and Reduced Lunch Rate Percentage: _____
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs). Yes **X** No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only (minimum 30 days)
 - Afterschool Only (maximum 180 days)
 - Before and After School
 - Before and After School and Summer
 - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY20 Request for Applications):
 - **235** number of children x **160** days x **\$7.50** either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = **\$282,000** (total funding request for before and afterschool programs)
- **Summer School Formula**
 - _____ children x _____ of days = (minimum 30 days) x \$10.00 = (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: **\$282,000**
 Number of Children Served in Year One: **235**

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number:

OR

Enter School District Code

771737

(If applicable) Enter Child Care License #:

COMMUNITY TYPE

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

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

REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Comprehensive" or "Targeted" on Iowa School Performance Profiles*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): Brubaker Elementary and Stowe Elementary are designated "Targeted" on the Iowa School Performance Profile Designation found at: <https://www.iaschoolperformance.gov/ECP/Home/Index>. The application is jointly submitted as a collaboration between Des Moines Public Schools and community partners: Polk County-Iowa State Extension, Victory Kids Sports, After School Arts Program (ASAP), Evelyn K. Davis Center for Working Families, and Community! Youth Concepts. Evidence of collaboration can be found in the original signatures of joint applicants and the attached MOU's, letters of support, and original signatures on Form C: Collaborative Signatures.

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

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

Documentation: _____

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

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

Documentation: _____

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

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

TABLE OF CONTENTS

| | |
|---|-----------|
| 1. Proposal Abstract..... | 1 |
| 2. Student Needs Assessment..... | 3 |
| 3. Project..... | 6 |
| 4. Research Base..... | 10 |
| 5. Management and Sustainability Plan | 11 |
| 6. Communication Plan..... | 15 |
| 7. Partnerships | 16 |
| 8. Evaluation | 18 |
| 9. Budget Narrative..... | 20 |
| ATTACHMENTS (MOU's, letters of support, appendices)..... | 22 |

APPLICATION NARRATIVE

1. Proposal Abstract

Number of students to be served: 235; **Total amount requested per year:** \$282,000;

Total amount per student: \$7.50/student per day x 160 days = \$1,200/student per year

Students Needs Assessment: Des Moines Public Schools (DMPS) conducted an extensive needs assessment of student risk factors for academic failure (low achievement, low income, high absenteeism, behavior referrals, English Language Learner status, and minority race) at Brubaker Elementary and Stowe Elementary. Results indicated pronounced achievement gaps in reading and math, a high percent of students who are chronically absent, and a high percent of students who have two or more behavior referrals. Both schools are Title I eligible and designated "targeted" on the Iowa School Performance Profile. To address these risk factors, DMPS proposes to implement the 21st Century Community Learning Centers afterschool program at each site. The Project Coordinator met with community partners, principals, and other stakeholders for their input on program design. Parents and students were surveyed to determine activities of interest, best hours for programming, transportation needs, and other feedback. Results indicate high interest in afterschool programming that offers academic support and a variety of educational enrichment activities, as well as family literacy events.

Project: DMPS will use the Needs Assessment results to inform proposed afterschool program plan. Aligned with ESSA's Measures of Effectiveness, the program will include evidence-based academic support, educational enrichment, and family literacy activities to improve academic performance in core areas (reading and math) and to improve behavior and attendance. The program will align with daytime classroom instruction (district and state standards; CSIP) and be differentiated to meet students' needs. Three hours of academic support (tutoring, English language acquisition, small group instruction, homework help) and educational enrichment activities (high-interest, challenging activities that complement academics) will be offered to help students develop academic skills and social-emotional skills. Overall goals will focus on increasing reading and math achievement, decreasing absenteeism, and decreasing the rate of Level 2 or higher behavior referrals by the end of the school year. The goals of family literacy events are to encourage positive parent-child interactions and improve engagement in support of students' academic success, with activities focused on students' reading and math literacy. Parents in need of adult literacy classes will be referred to Des Moines Area Community College adult literacy classes (through Evelyn K. Davis Center). DMPS currently implements successful 21st Century Community Learning Centers programs at 15 schools, evidenced by students' increases in academic performance and proficiency levels.

Research Base: Past evaluation of other DMPS grant cohorts have shown positive results. Combined successes include: 93% of regular attendees made growth on district reading assessments, 92% of regular attendees improved homework completion and class participation, and 75% improved in behavior. Evidence-based curriculum aligned to district and state standards will be implemented (GO Math!, ALEKS, FastBridge, WRiTE BRAiN, Mindworks Resources, and Restorative Practices).

Management and Sustainability Plan: Each school will have a full-time site coordinator (Before and Afterschool Supervisor) who will oversee day-to-day programming and collaborate with parents, staff, and community partners toward program goals. Each site will be supported by the district 21CCLC Project Coordinator, the Director of Community in Schools, Bilingual Family

Liaison Specialist, Community Partnership Coordinator, and the Executive Director of Student and Family Services to ensure all activities are pedagogically sound and aligned with school day instruction. 21CCLC staff will attend at least eight hours of professional development each year on topics such as: ELL, YPQA, reading, math, and equity, and Parent Café's. Volunteers, including senior citizens and Silver Cord students, will assist with program activities. DMPS will provide bussing to and from the program. A 21CCLC Leadership Team will serve as an advisory council that meets quarterly to evaluate ongoing program results and needed modifications. The Leadership Team will also raise visibility of successes to garner community support and identify partners for program sustainability.

Communication Plan: Outreach activities will convey program successes publicly, in a reader-friendly format, published on the DMPS 21CCLC website (monthly updates), stakeholder reports, DMPS-TV and social media, community presentations as well as state and national conferences.

Partnerships: As evidenced by the attached MOU's and letters of support, DMPS will partner with two full partners and three partial partners. Full partners include Iowa State University Extension- Polk County (4-H programming) and Evelyn K. Davis Center for Working Families (financial literacy family engagement; referrals for families to DMACC adult literacy). Partial partners include After School Arts Program, Inc. (arts programming), Victory Kid Sports (sports programming) and Community!Youth Concepts (YPQA evaluation). With Advisory Committee and stakeholder input to identify other prospective partners, the Project Coordinator will develop new partners throughout the grant cycle (programming, volunteer opportunities, funding, etc.). To retain partners, DMPS will foster open, ongoing communication and a continuous feedback loop that guides program modifications and ensures joint goals are met.

Evaluation: A comprehensive, rigorous external evaluation of qualitative and quantitative measures will assess the effectiveness of the 21CCLC program. An external evaluator will collect and analyze quantitative (formative and summative data, behavior and attendance data) and qualitative data (parent and student survey data) to ensure outcomes are met. Data will be housed in the Infinite Campus database system. The Youth Development Program Quality Assessment Tool (YPQA), implemented by Community! Youth Concepts, will gauge program effectiveness yearly. APR reporting using the federal database will be completed yearly. Using external measures in concert with internal measures, evaluation results will be reviewed by the Project Coordinator and Leadership Team for areas of needed modification to strengthen the program. Required annual reports to the funder will be completed. The summative local evaluation report will include annual measures that provide external criteria of success. DMPS will provide all required state and federal data collection, reporting, and monitoring.

Budget Narrative: The funding formula is based on the number of students served multiplied by the number of days of programming multiplied by the cost of programming per student, per day: $235 \text{ students} \times 160 \text{ days} \times \$7.50/\text{student}/\text{day} = \$282,000$ per year (Brubaker=\$150,000; Stowe=\$132,000) . Breakdown and justification of expenses are detailed in section 9.

Documentation of Competitive Priority Status: The selected schools are both Title I eligible and designated "targeted" on the Iowa School Performance Profile. DMPS is submitting this application in collaboration with Iowa State University Extension- Polk County, Evelyn K. Davis Center for Working Families, After School Arts Program, Inc., Victory Kid Sports, and Community!Youth Concepts, as evidenced by the attached MOU's and their original signatures on Form C: Collaborative Signatures.

2. Student Needs Assessment (20 possible points)

2.1 Demographic data demonstrating student need

The Des Moines Public Schools (DMPS) 21st Century Community Learning Centers (21CCLC) program aligns with ESSA's Measures of Effectiveness, based on assessment of need for before and after school programs utilizing objective data. DMPS conducted a thorough assessment of students, schools, and community resources focused on risk factors for academic failure: achievement, low-income (FRPL), attendance (ADA), behavior, race/ethnicity, and English Language Learner (ELL) status. Objective data results are shown below, indicating a high need for afterschool programs to address these risk factors at Brubaker and Stowe elementary schools. Both schools are Title I eligible and designated "targeted" on the Iowa School Performance Profile.

| Title I Schools | IA School Performance Profile Designation | 2019-20 | | | 2018-19 | | # Regular Attendees to Be Served |
|-----------------|---|------------|-------|------------|---------|-------|----------------------------------|
| | | Enrollment | % ELL | % Minority | % FRPL | % ADA | |
| Brubaker | Targeted | 665 | 15.04 | 48.42 | 83.61* | 93.62 | 125 |
| Stowe | Targeted | 371 | 23.45 | 53.64 | 88.95* | 93.36 | 110 |

**Indicates the building participated in the Community Eligibility Provision*

LITERACY AND MATH DATA: A high percent of students are not proficient or meeting benchmarks in literacy and math, shown below. The achievement gap is pronounced when broken down by income, race/ethnicity, and language, indicating a need for afterschool programs.

| Literacy | Total # Students Assessed | Total Proficient | Socio-Economic | | Race/Ethnicity | | Language | |
|---|---------------------------|------------------|----------------|--------|----------------|----------|----------|--------|
| | | | Non-FRPL | FRPL | Non-Minority | Minority | Non-ELL | ELL |
| Grades 3-5 ISASP 2018-19 (% Proficient and Advanced) | | | | | | | | |
| Brubaker | 329 | 47.4% | 74.1% | 42.23% | 52.1% | 42.7% | 50.2% | 28.6% |
| Stowe | 178 | 39.89% | 63.16% | 37.1% | 45% | 35.7% | 45.5% | 17.1% |
| Grades 2-5 MAP Fall Assessment 2019 (% Meeting Benchmark – CCR and Progressing) | | | | | | | | |
| Brubaker | 434 | 56.45% | 73.33% | 52.93% | 65.0% | 48.2% | 59.74% | 33.3% |
| Stowe | 228 | 49.12% | 60.00% | 47.78% | 45.75% | 51.5% | 52.17% | 36.37% |
| Grades K-1 FAST Fall Early Reading Assessment 2019 (% Meeting Composite Benchmark) | | | | | | | | |
| Brubaker | 225 | 59.6% | 65.63% | 58.55% | 62.6% | 56.8% | 60.6% | 56.0% |
| Stowe | 125 | 48.8% | 58.33% | 47.79% | 51.0% | 47.4% | 53.6% | 39.0% |

| Math | Total # Students Assessed | Total Proficient | Socio-Economic | | Race/Ethnicity | | Language | |
|--|---------------------------|------------------|----------------|--------|----------------|----------|----------|-------|
| | | | Non-FRPL | FRPL | Non-Minority | Minority | Non-ELL | ELL |
| Grades 3-5 ISASP 2018-19 (% Proficient and Advanced) | | | | | | | | |
| Brubaker | 328 | 46.3% | 68.5% | 42.0% | 53.1% | 39.6% | 50.4% | 19.1% |
| Stowe | 178 | 39.9% | 68.4% | 36.5% | 40.0% | 39.8% | 44.8% | 20.0% |
| Grades 2-5 MAP Fall Assessment 2019 (% Meeting Benchmark – CCR and Progressing) | | | | | | | | |
| Brubaker | 437 | 54.5% | 72.00% | 50.83% | 63.7% | 45.7% | 57.4% | 35.1% |
| Stowe | 226 | 44.2% | 56.00% | 42.79% | 45.7% | 43.3% | 47.8% | 29.5% |
| Grades K-1 FAST Fall Early Math Assessment 2019 (% Meeting Composite Benchmark) | | | | | | | | |
| Brubaker | 223 | 58.7% | 71.88% | 56.54% | 63.2% | 54.7% | 59.8% | 55.1% |
| Stowe | 125 | 48.8% | 83.33% | 45.13% | 61.2% | 40.8% | 56.0% | 34.2% |

BEHAVIOR AND ATTENDANCE DATA: The tables below show behavior and attendance data. The behavior data shows a high percent of students receive two or more Level 2 referrals for behavior and a high percent of Level 2 or higher incidences at each of the schools. The attendance table shows a high percent of students chronically absent at both locations.

| BEHAVIOR | SY2018-19 | | Percent of Students with 2 or more Level 2 Referrals | | | | | |
|----------|--|--|---|-------|----------------|----------|----------|-------|
| | % of students with 2 or more Level 2 Referrals | Total # of two or more Level 2 Referrals | Socio-Economic Status | | Race/Ethnicity | | Language | |
| | | | Non-FRPL | FRPL | Non-Minority | Minority | Non-ELL | ELL |
| Brubaker | 13.7% | 729 | 26.0% | 13.8% | 16.1% | 16.5% | 15.2% | 5.5% |
| Stowe | 22.4% | 1,765 | 51.4% | 21.8% | 29.7% | 18.8% | 27.2% | 10.5% |

| BEHAVIOR | SY2018-19 | | Percent of Incidences of 2 or more Level 2 Referrals | | | | | |
|----------|--|--|---|-------|----------------|----------|----------|------|
| | % of students with 2 or more Level 2 Referrals | Total # of two or more Level 2 Referrals | Socio-Economic Status | | Race/Ethnicity | | Language | |
| | | | Non-FRPL | FRPL | Non-Minority | Minority | Non-ELL | ELL |
| Brubaker | 13.7% | 729 | 34.4% | 65.6% | 66.3% | 33.7% | 96.8% | 3.2% |
| Stowe | 22.4% | 1,765 | 23.7% | 76.3% | 61.2% | 38.8% | 91.5% | 8.5% |

| ATTENDANCE | SY2018-19 | | Percent of Students Chronically Absent | | | | | |
|------------|----------------------------------|--|--|-------|----------------|----------|----------|-------|
| | % of students chronically absent | | Socio-Economic Status | | Race/Ethnicity | | Language | |
| | | | Non-FRPL | FRPL | Non-Minority | Minority | Non-ELL | ELL |
| Brubaker | 19.9% | | 5.7% | 21.1% | 17.2% | 22.4% | 19.9% | 19.8% |
| Stowe | 22.6% | | 10.5% | 23.1% | 26.1% | 19.7% | 26.9% | 8.6% |

SCHOOL/COMMUNITY RESOURCES: While several other community organizations provide afterschool activities for youth, they are not necessarily available to Brubaker and Stowe students due to transportation and/or cost barriers. Boys and Girls Club of Central Iowa, Oakridge Services, Children and Family Urban Movement, and Des Moines Parks and Recreation offer afterschool programs, but they are not located near the proposed schools, creating transportation barriers. Other barriers include cost (Science Center of Central Iowa) sporadic offerings (Des Moines Public Library), and/or lack of alignment with school instruction. There are no options for students who have challenging behaviors. In response, DMPS proposes the 21st Century Community Learning Centers (21CCLC) afterschool program to offer academic support (reading and math) and enrichment activities to improve students' academic growth and engagement. The program will be offered a minimum of 15 hours per week during the school year, open to all students in each school. Students will receive differentiated academic support (tutoring, small group instruction, homework help,) from certified teachers utilizing evidence-based curriculum aligned with classroom instruction. Students will be provided engaging educational enrichment activities (guided by student and stakeholder surveys; provided by qualified staff and community

partners) to gain social, emotional, and physical literacy skills via programs aligned to academic instruction. Monthly family literacy events will be held to increase parent-child engagement and promote academic success, accommodating working families' schedules to the extent possible. The schools serve a high percent of ELL students who have transportation and language barriers and students who have disabilities or need special accommodations. In response to barriers, DMPS Bilingual Family Liaisons provide translation services as needed students and families. DMPS will also provide safe transportation to and from the program as needed and ensure accessibility to and safety of program facilities (specialized supports and modifications for students with disabilities or emotional-behavioral needs, ADA compliance, secure entries and classrooms, etc.) so that all participants have equitable access to participate (detailed in section 5.2).

2.2 Evidence of stakeholder engagement in needs assessment and program development

The 21CCLC Project Coordinator assessed the needs of stakeholders, while principals and site coordinators collected parent and student interest surveys to gather data that informed program design, indicating great interest in the 21CCLC program. DMPS ELL staff collected feedback from ELL families, indicating high interest in afterschool programs and family literacy events. The Project Coordinator collaborated with community partners to explore joint goals for the program, such as physical literacy, water safety, and healthy lifestyle choices programs identified by the YMCA, a variety of engaging fine arts opportunities identified by ASAP (based on student feedback), and many others (detailed in Section 7, letters of support, and MOU's). Staff will collaborate internally with SUCCESS, Counselors, Community Schools, Special Education staff and ELL staff for guidance on program design to meet identified student and family needs and for other services (translation, special needs, referrals to community providers, etc.), and Food and Nutrition Services staff for snacks and meals that meet USDA guidelines. Input from students and parents is vital to successful program design and implementation. Student feedback: 100% indicated they enjoy afterschool enrichment activities; 98% indicated they would like additional enrichment activities (specifically sports, STEM, cooking); and 60% indicated they would like their family to be involved in afterschool activities. Parent survey results: 75% said their child is "very interested" in attending afterschool programs; 100% said that afterschool programs benefit their family; 100% said they want more STEM activities afterschool. Throughout the year, 21CCLC staff will seek student and parent input to guide program design, including at the end of each program activity to gauge ongoing interests.

3. Project (24 possible points)

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

The extensive data collected in the needs assessment in section 2 aligns to ESSA's Measures of Effectiveness A, "assessment of objective data regarding the need for before and after school programs and activities." This data directly ties to the proposed program, aligned to Measures of Effectiveness B, "be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities." The needs assessment shows the pronounced achievement gap in literacy and math proficiency scores, guiding decisions to offer daily academic support focused on literacy and math (tutoring, small group instruction, homework help, family literacy events) that utilizes evidence-based curriculum (FastBridge, ALEKS, Mindworks, GO Math!, WRiTE BRAiN, etc.), aligning to the Measures of Effectiveness C, "be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards."

Data from students, parents, staff, and community partners discussed in Section 2 will inform ongoing program activities focused on academic support and enrichment. Reading and math will be incorporated into high interest enrichment activities via community partners (STEM, cooking, robotics, arts, gardening, sports, and others detailed below) to engage students in the program. These high interest activities, the supportive relationships students build, the focus on Restorative Practices, and DMPS' equity framework (built into professional development) will positively impact student attendance and engagement, addressing behavior and attendance needs identified in section 2. Site Coordinators will coordinate with classroom teachers to ensure activities meet the needs of students and align to the school day academic program, as evidenced by performance indicators and measures and associated data collection and analysis by staff (Measures of Effectiveness D and E). Family engagement activities will support students' literacy needs and encourage school engagement. Given the high percent of ELL families served by DMPS, program staff and Bilingual Family Liaisons will refer ELL families and all other families in need to adult literacy programs by Des Moines Area Community College (DMACC) in partnership with Evelyn K. Davis Center for Working Families. Staff will communicate information about this adult literacy program to all 21CCLC program families.

3.2 Variety of 1) academic, 2) enrichment, and 3) family literacy/engagement services fitting eligible federal activities and supporting literacy and math outcomes; daily meals and snacks

The 21CCLC program will be based on best practices for instruction, youth development, and family literacy. It will comply with federal guidelines, and it will incorporate positive youth development, focusing on students' strengths and involving them in decision-making processes. School Counselors, teachers, SUCCESS staff, and Bilingual Family Liaisons identify students who are struggling to achieve and/or maintain proficiency, expected growth, or bench-marks in literacy and/or math for the program. 21CCLC will operate for a minimum of 15 hours per week during the school year, providing a daily schedule of differentiated academic support and engaging educational enrichment activities. A daily nutritious snack (and, at times, meals) will be provided by DMPS in compliance with USDA guidelines. In partnership with DMPS these sites will receive Super Snack, which is a larger snack that equivalates to a meal. 21CCLC will offer a minimum of

60 hours of programming per month during the school year. Monthly family literacy events will occur at each site, planned around families' work schedules to the extent possible.

Academic Support: Daily academic support sessions will be facilitated by teachers, volunteers, or other qualified district afterschool program staff. DMPS will also contract with Sylvan to provide individual and small group reading and math tutoring in the program, when needed. Academic sessions will include tutoring, small group instruction, homework assistance, and/or other academic curriculum focused on improving academic performance in reading and math. The program will utilize a variety of evidence-based curriculum aligned with district, state, and national standards, including FastBridge (math and literacy), McGraw Hill ALEKS (math), Houghton Mifflin Harcourt's GO Math!, WRiTE BRAiN (literacy), and Mindworks Resources (literacy, math, STEM) to improve students' academic growth and support school-day learning. (Research links can be found in section 4).

Educational Enrichment: Daily high-interest educational enrichment activities will complement and encourage academic and social-emotional learning. These activities, provided by DMPS staff or community partners, are based on student and stakeholder input. They will provide safe, interesting, and challenging experiences that help students develop a variety of academic and social-emotional skills. Examples include: arts, fitness, book clubs, STEM projects, movie making, cooking, and building positive relationships. Additionally, the schools will partner with Iowa Agriculture Literacy Foundation to offer lessons and experiential activities to students. Staff will implement Restorative Practices (e.g. Restorative Circles) to build community, develop relationships, and teach students social-emotional skills to respond to problems/conflicts (e.g. healthy expression of feelings, empathy, taking responsibility for their role in conflict and problem-solving).

Family Engagement/ Literacy: Monthly family engagement/literacy events will be held to encourage positive parent-child interactions and improve school engagement and academic success. Events will provide fun, hands-on literacy activities for families and "take-a-ways" they can practice at home to build students' literacy skills. Activities align with reading lessons from classroom instruction and with the Iowa Core. Additionally, each site will host Parent Café's from Be Strong Families, which will be a foundation for parent support focusing on protective factors for children (Resilience, Relationships, Support, Knowledge, and Communication) to positively impact student behaviors and attendance, tied to the needs assessment. The Parent Café model is a research informed practice that has been used with thousands of families across the country. Parent Café's will be guided based on family need and interest. DMPS is also partnering with the Evelyn K. Davis (EKD) Center for Working Families to provide financial literacy boot camps for the entire family, where students will practice math skills. The goal of these boot camps is to provide financial literacy and family self-sufficiency. At the conclusion of the boot camp, families will be provided with a free financial coach to support their financial goals. EKD will also support Parent Café sessions with employment support and resources for families. By providing monthly literacy/family engagement events in collaboration with Parent Café's (social-emotional goals) and EKD (math literacy), activities will be geared toward the needs and interest of the population served. ELL staff will provide guidance for activities and translation of materials, as needed. Parents will be referred to Des Moines Area Community College adult literacy classes offered at

EKD. Resources from DMPS' Full-Service Community Service School will be promoted to help families gain access to medical, dental, mental health, and food pantry services.

3.3 Project goals and objectives, aligned to ESSA Measures of Effectiveness B.

In addition to the required GPRA measures, DMPS will measure the following:

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:

(K-1st): The percent of students meeting benchmark on the Formative Assessment System for Teachers (FAST) Early Reading Assessment will increase by 2% from fall to spring (this assessment is administered three times per year in fall, winter, and spring). FAST tests are used to identify students who need additional support. This assessment is used for diagnostic, screening, and monitoring, and informs instruction both in and out of the classroom. In the baseline year, 2018-19, the percent of students meeting benchmark decreased by 8.9% from fall to spring.

(2nd-5th): The percent of students who meet or exceed progressing or on track for college and career readiness cut points on the spring NWEA Measure of Academic Progress (MAP) will increase by 4.5% (assessed 3 times per year). In the baseline data collected in 2018-19, the observed increase was 3.5%. MAP assessment results allow schools to differentiate and adjust instruction for individual students, groups of students, or entire classes. The MAP results also provide a measure of growth.

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

(K-5th): The percent of K-5 students who meet or exceed the progressing or on track for college and career readiness cut points on the spring NWEA MAP will increase by 4% (assessed 3 times per year). Baseline data from 2018-19 informed outcome targets for MAP (K-5). The percent meeting the set benchmark in 2018-19 increased by 2.12% from fall to spring. The proposed outcomes aim for the percent meeting the benchmark of on track for college and career readiness to increase by 3.5%.

Activities: tutoring, small-group instruction, homework help, FastBridge, GO Math!, ALEKS, WRiTE BRAiN, Mindworks Resources, English acquisition activities.

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

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

Activities: arts and music (arts, music); Robotics (STEM, literacy); Cultural events (diversity); Sports-soccer, swimming (physical literacy); book clubs (literacy); drama and dance (arts); cooking (math, science, nutrition); gardening (math, science, literacy); restorative circles (social-emotional).

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

Process Objective 3.1: DMPS will provide quarterly family literacy events to engage students and families in interactive activities, strengthen relationships, and promote academic growth.

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

Activities: Monthly Parent Café, financial boot-camp, monthly family literacy events (experiential activities and games that build students' literacy and math skills; referral to community resources and to programs from ELL Department).

GOAL 4: To increase student engagement and attendance in school and promote positive behavior outcomes for students in the program.

Outcome Objective 4.1: Students in the program will decrease the number of school days missed by 15.0%.

Outcome Objective 4.2: Students in the program will slow the rate of accumulation of Level 2 behavior referrals, resulting in an overall decrease of 15.0% in the total number of Level 2 referrals.

Activities: arts and music (arts, music); Robotics (STEM, literacy); Cultural events (diversity); Sports-soccer, swimming (physical literacy); book clubs (literacy); drama and dance (arts); cooking (math, science, nutrition); gardening (math, science, literacy); restorative circles (social-emotional).

3.4 Evidence of alignment with school day instruction, state and national standards, or CSIP

The Project Coordinator will ensure all activities are pedagogically sound through collaborations with curriculum coordinators and aligned with DMPS' Comprehensive School Improvement Plan (CSIP), the Iowa Core, and school day instruction. Daily contact will occur between daytime teachers and 21CCLC site coordinators to support alignment and communicate students' needs to tailor academic support. The program aligns with CSIP long-term and annual goals for literacy (increasing the percent of students at or above benchmark on FAST in grade 3), serving students at-risk of not progressing in literacy.

3.5 Experience providing educational activities and academic support to enhance growth, achievement, and positive youth development of students

DMPS has successfully implemented 21CCLC programs, serving five cohorts that consisted of 21 schools during the 2018-19 school year. At that time, over 2,000 students were provided 21CCLC in academic classes, clubs, and community partner programs in literacy, art, music, culture, STEM, and physical fitness. Performance from 21CCLC schools (reported locally and federally, 2018-19) showed combined successes: 93% of regular attendees made improvement on district reading assessments, 95% of regular attendees made improvement on district math assessments. The number of student referrals for behavior decreased by 25% percent in 2017-18 and decreased 39% among regular 21CCLC attendees in the 2018-19 school year.

4. Research Base (5 possible points)

Local evaluation results show the success of DMPS' 21CCLC programs. In 2018-19, DMPS served 1,982 students (1,727 regular attendees) through five 21CCLC cohorts (21 schools). Combined successes for K-5 regular attendees include: 95% improved in math (MAP Assessment); 93% improved in literacy (MAP Assessments); 18% improved from not proficient to proficient in literacy (MAP Assessment) 92% improved homework completion and class participation; and 75% improved their behavior.

The proposed evidence-based activities align with ESSA's Measure of Effectiveness C., "be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards." The proposed program will offer a variety of evidence-based academic supports and enrichment activities to improve students' academics (math, literacy) as well as behavior and attendance. The program will utilize evidence-based curriculum aligned with district and state standards (literacy, math, science, and 21st Century Skills) and the district's CSIP. Details can be found at <http://www.iowacore.gov/>.

FastBridge Interventions are evidence-based literacy and math interventions that align to district assessments (FAST and MAP) and progress monitoring. Assessment scores and a Multi-Tiered System of Support (MTSS) framework allow teachers to match students' needs in literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and math (whole number operations and number sense) to tailored, scripted interventions within FastBridge. The research base can be found at: www.fastbridge.org/our-approach-to-research/; www.fastbridge.org/research-papers/#1496874374336-509ed992-daf31545244364933.

McGraw Hill Assessment and Learning in Knowledge Spaces (ALEKS) is an interactive online, research-based math and science program that provides ongoing assessment of knowledge to tailor learning to students' needs and abilities. Re-assessment ensures knowledge retention, too. (https://www.aleks.com/about_aleks/research_behind/).

Mindworks Resources is a STEM focused, research-based curriculum, aligned with national and state standards and developed by educational experts who specialize in language development, literacy, and learning styles (<http://www.mindworksresources.com/how-kids-learn/>).

Houghton Mifflin Harcourt's GO Math! is a personalized, technology-based program to improve students' math skills. This interactive, evidence-based curriculum provides differentiation of instruction across platforms to build students' math skills <https://www.hmhco.com/programs/go-math/research-results>.

WRITe BRAIN curriculum is research-based, literacy curriculum that focuses on self-expression, writing, storytelling, and 21st Century skills. (<https://writebrainbooks.com/education#researchbased>).

Restorative Practices (e.g. Restorative Circles) are strategies to improve climate and culture, student relationships with peers and teachers, and address staff overuse of exclusionary discipline and address disproportionality. Students learn important social-emotional skills, such as: healthy expression of feelings, empathy, taking responsibility for their role in conflict and creating solutions toward resolution. Research has found this to be a promising approach to improve school climate and culture. Several rigorous research trials are in process (Fronius, Persson, Guckenburger, Hurley & Petrosino, 2016).

5. Management and Sustainability Plan (20 possible points)

5.1 Staffing plan to ensure effective recruitment and retention of highly qualified staff, professional development, effective leadership (maintaining alignment with school day instruction), and use of volunteers, especially seniors, to support high-quality programming

Management Team: Each school will have a full-time site coordinator (Before and Afterschool Supervisor) to oversee day-to-day program implementation. This position will collaborate with parents, teachers, staff, and community partners to ensure program effectiveness. S/he will serve as the liaison between the daytime teachers, principals, and 21CCLC staff. These site coordinators will also be responsible for, with support from the Project Coordinator and the principal, recruiting qualified staff and supporting alignment of afterschool education with school day instruction. Recruitment will target community programs, other district teachers, and past 21CCLC grant teachers. Recruitment efforts will also target substitute teachers and graduate level education majors with teaching experience, as well as paraprofessionals. Position requirements include a minimum of an AA degree in Human Services or a ParaEducator Certificate or five years of experience in a related field. DMPS will ensure that professionals who provide translation and parent involvement services have a minimum of a high school diploma. All volunteers undergo background checks as part of district policy. The district offers competitive pay and benefits, as well as opportunities for professional growth, creating high retention rates. Each site will be supported by Project Coordinator, Bobbie Jo Sheridan, M.S. Ms. Sheridan will provide coordination of the district-wide program and ensure program quality and performance. She will oversee implementation of the following program components: coordination and support of the programs; fiscal management; stakeholder meetings; collaboration with community partners, school staff, and parents; data analysis and program evaluation; continuous improvement; professional development for staff; development of mandatory reports in compliance with federal and state guidelines; and sustainability efforts. Ms. Sheridan, under the supervision of Allyson Vukovich, Director of Community in Schools, will represent the district and 21CCLC in community collaborations and meetings related to the 21CCLC program. Ms. Vukovich will provide general program leadership and oversight of expenditures, with guidance from Shelly Bosovich, Executive Director of Student and Family Services.

Financial Management: All grant finances will be monitored by the DMPS Financial Services Office. DMPS staffs a full-time Internal Auditor and a full-time Grants Accountant to track and monitor grant funds to ensure appropriate use of funds, accurate accounting, financial accountability, and fiscal compliance. Site coordinators will submit purchase requests to be approved by the building principal, Project Coordinator, and Director of Community in Schools.

Professional Development: 21CCLC staff will attend a national out-of-school time conference and the Impact Afterschool 2020 conference offered by the Iowa Department of Education and the Iowa Afterschool Alliance. The 21CCLC Project Coordinator serves on the Family Engagement Committee for the Alliance. DMPS 21CCLC will offer site tours for attendees. Site coordinators will serve on a 21CCLC committee hosted by the Iowa Afterschool Alliance. IPTV will provide in-kind curriculum and professional development on topics related to literacy and STEM. Additional professional development opportunities will be offered throughout the year. All 21CCLC staff will be required to attend at least one hour per month of professional development on a variety of topics, such as: poverty, STEM, Restorative Practices, English Language Learners, inclusivity of students with special needs and disabilities, behavioral health, YPQA training, brain development, literacy, math, equity, physical literacy, and qualitative program evaluation. Staff

will attend the Iowa Afterschool Alliance monthly best practice webinars. Other courses, open to community partners and parents, will include strengthening parent-child relationships, parents as teachers for their children, life skills, and other applicable topics. DMPS will provide training on orienting new ELL families, equity, and cultural competency.

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

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

The project will support students through a variety of strategies provided by the 21CCLC program that include, but are not limited to: safe bus transportation to and from programs as needed and field trips (ensuring safe bus stop locations; digital cameras installed on all buses; child-check system safety alarms); safe building sites (locked building doors, intruder locks for classroom doors, fire alarm systems, video cameras to monitor building exteriors and common spaces); translation of materials into other languages through the DMPS ELL Department; collaboration with local community resources and services (see Section 7); and collaboration with Special Education staff, Counseling staff, and SUCCESS staff to tailor programming to meet students' special needs. Translation services will be provided at family literacy events by DMPS ELL staff (Bilingual Family Liaisons), who are multi-lingual, and all staff have at least a high school diploma. ELL staff speaks, reads, and writes in many languages, including but not limited to: Arabic, Bosnian, Burmese, Karen, Nepali, Lao, Somali, Spanish, Swahili, and Vietnamese. They provide translation to bridge language gaps between staff and ELL families. The district's equity vision is: *Des Moines Public Schools serves a community rich in diversity – in every measure of the term – and strives each and every day to support our students and staff so that they thrive, learn, and belong.* The district implements an equity analysis framework with a whole child approach to ensure all students' needs are supported. Equity, inclusiveness, data-driven continuous improvement, and evidence-based decision-making are foundational strategies discussed in depth at <https://www.dmschools.org/departments/administration/educational-equity-statement/vision-equity-dmps/>. 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 socio-economic status in educational programs and employment practices. Additionally, Section 504 of the Vocational Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Most of 21CCLC programming will be held on-site at school buildings, all of which meet the standards for the Americans with

Disabilities Act. 21CCLC staff will collaborate with Special Education staff and Behavioral Health staff to ensure accommodations are made for individual student needs related to inclusivity and accessibility of programming.

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

To provide a system of continuous improvement, the 21CCLC Project Coordinator will lead development of the 21CCLC Leadership Team that consists of the Project Coordinator, principals, site coordinators, the external evaluator, parents, and community partners. This Leadership Team will serve as an advisory council and meet quarterly for 1 hour immediately following DMPS Community Conversations meetings. The team will discuss feedback from parents and students (from surveys and discussions), partnership opportunities, and program outcomes (progress, barriers, needed modifications) to guide program design and implementation. This provides a continuous feedback loop for ongoing program improvement. DMPS Community Conversations meetings invite community partners and DMPS staff to discuss district initiatives, joint goals and programming, and continuous improvement strategies to ensure quality and effectiveness. Organizational program leadership structure includes administrative oversight by the Executive Director of Student and Family Services and the Director of Community in Schools, as well as program management and coordination by the Project Coordinator, who oversees the Before and Afterschool Site Supervisors (who serve as full-time 21CCLC site coordinators). These site coordinators oversee day to day programming (staffing, community partners, program implementation) to ensure program success. Please see Section 5.1 Management Team for more details on staffing.

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

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

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

Internal: Several internal programs that work with 21CCLC will continue beyond grant funds, such as the Silver Cord program (high school volunteers provide homework help, other enrichment assistance) and Half-Pints Poetry (enrichment). A partnership with the district’s Metro Kids afterschool childcare program will provide an avenue to sustain programming after funding ends. Discussions with the Iowa Department of Human Services (DHS), Iowa Department of Education (DE), and district administrators have taken place regarding how the childcare program and an academic support/enrichment program can work together to meet the needs of the students. Before and Afterschool Coordinators promote state child care assistance to families to increase accessibility to Metro Kids, reducing financial barriers, and allowing students in Metro Kids to leave that program to attend 21CCLC programming (approved by DHS and the DE 21CCLC Program Consultant). DMPS will invest in capacity building through one-time purchases of technology, equipment, and materials that will span beyond the life of grant funds. For example, computer software programs for ELL, literacy, and math, and durable equipment purchases for physical literacy activities will sustain after funds are gone, providing a high return on investment.

Current sustainability at other sites: In current district 21CCLC cohorts that operate at decreased funding levels, community partners have committed funding toward the initiative. The chart below shows their contributions. For example, the John R. Grubb YMCA has committed to providing ongoing programming, as funding permits. ASAP provides transportation for students and continues to seek grants and other funding to support the partnership beyond the grant cycle. Local grants have provided funding (e.g., John Deere First Lego League STEM grants have been secured for sites that no longer have 21CCLC funding), and Reach for the Stars Grant from Child Care Resource & Referral has provided program materials. The district will seek grants and contributions focused on afterschool programs. Contributions from other partners toward sustainability of the program include:

| Community Partner | Contribution (detail) | Staff | In-kind value | Number of Sites Served |
|--|---|--------------|------------------------|-------------------------------|
| After School Arts Program, Inc. | Program, staff, materials, oversight, transportation | yes | \$135,000 of \$184,050 | 15 |
| Grubb YMCA | Starfish Academy | yes | \$160,000 of \$160,000 | Monroe, King (sustainability) |
| Boys and Girls Club | Summer programming opportunities | yes | \$6,000 | 8 |
| Half Pints Poetry | Programming and administration, curriculum, family events | yes | \$26,000 | 15 |
| EFR | Social Emotional Learning | yes | \$2,000 | 2 |
| Girl Scouts | Materials, fees, & staff | yes | \$5,000 | 15 |
| Girls on the Run | Curriculum, race participation | no | \$1,200 | 6 |

For details of Stowe Elementary's 5-year history of sustainability, please see Appendix A, Form G, attached to this proposal.

6. Communication Plan (5 possible points)

| Strategy: Promote Visibility of Successful Program Outcomes | | | |
|--|--|---|--|
| Audience | Outreach Methods | Frequency | Expected Impact/Outcome |
| School Board; Community partners; DMPS Administrators; Teachers; Parents and students; Local community; 21CCLC state and national community. | Evaluative reports disseminated via: *Leadership Team meetings *DMPS blog *21CCLC website *DMPS-TV *DMPS Social Media *Present at 21CCLC National Conference *Impact Afterschool Conference | Monthly, or more frequently if needed, to share important program information as it occurs. Annual conferences | Awareness about impact of high-quality afterschool programs; In-kind support from the district; Increased funding from state, local, and private sector; Increased 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 Leadership Team; Community Partners; Teachers; Parents and students. | Dissemination of evaluative reports; Present outcomes to Leadership Team; Invite youth to share success stories; Meetings with potential partners; Partner Surveys; 21CCLC website; | Semi-annually Quarterly Ongoing Ongoing Semi-annually Ongoing | Ongoing program sustainability; Greater investment in 21CCLC program for continued success; In-kind support from the district; Increased partner collaborations; sustainability of program. Increased contributions/ funding from partners; Increased funding (state, local, private); Outcome Reports |
| 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 growth shared with parents, teachers, and staff. | Semi-annually; after program sessions/ family events. | Increased or maintained student engagement in program; Increased academic achievement; Increased family participation in family literacy program; Improved partnerships between families and schools. |

7. Partnerships (10 possible points)

7.1 Describe existing partnerships and the partners' roles in programming and/or sustainability. Distinguish between a partnership and a contractor. Provide MOUs.

Please find MOU's (Community Partnership Agreements) and letters of support from community partners attached to this grant.

After School Arts Program, Inc.: (External MOU Partner; reduced cost for programming). After School Arts Program, Inc. (ASAP), offers challenging and focused arts programs that develop students' artistic skills, social skills, and self-esteem. Aligned with state and national standards for arts education, ASAP programs complement and enrich what students learn during the school day. Facilitated by experienced teaching artists, studios will be offered to students on a variety of topics. Each studio will run for 1-1.5 hours, one day per week for 8 weeks. Senior citizen volunteers will assist teachers with the lessons. A variety of topics will be offered: Drawing, Painting, Ceramics, Mixed Media, Photography, Spoken-Word Poetry, Culinary Arts, Knitting, Dance, etc. Each session culminates with a family event that showcases student work and provides a meal. Field trips will also be offered to learn more about topics. ASAP provides in-kind transportation to their sites and in-kind human capital through senior volunteers.

Evelyn K. Davis: (External MOU Partner, in-kind contributions). EKD supports working families to become self-sufficient. EKD in partnership with DMPS provides adult literacy and parent programming. DMPS staff provide parents with information and referrals for GED, Hi-Set, English and a variety of other adult learning programs, including Careers in the City (partnership with DMACC's Workforce Training Academy, which focuses on career assessment and short-term workforce training programs for jobs that are competitive in today's marketplace). Additionally, EKD will support families with free Financial Literacy Boot Camps and financial coaching.

Polk County Extension: (External MOU Partner, in-kind contributions). Polk County Extension provides high-quality food, nutrition and health programs to school-age students. Polk County Extension offers free 4-H Clubs, including staff and materials to afterschool programs. The programs provided by Polk County Extension help students to utilize their; head, hands, heart, health to better serve the community. The in-kind donation of club fees and support staff is valued at \$1,364.00.

Community! Youth Concepts (CYC): (External MOU Partner; reduced cost for evaluation services). CYC's goal is to ensure all Iowa youth have access to high quality opportunities that prepare them for success in school, work, and life. They reach their goal through two primary strategies, providing training and technical assistance to youth-serving organizations and setting high expectations for youth through youth development initiatives. CYC will provide STEM programming so students can learn and practice core skills in science, technology, engineering, and math. CYC will provide training for staff on Youth Program Quality Assessment tool, as well as ongoing external evaluation and program quality analysis at a reduced cost (in-kind value of \$1,200 for 2 sites). They provide in-kind human capital to the program.

Victory Kids Sports: (External Partner; reduced cost for programming) Victory Kids mission is to impact kids through sports and accomplishes this by teaching and demonstrating teamwork, discipline and fun. Victory Kids offers sports programs and tournaments to elementary students. Victory Kids partners to offer these programs at a reduced rate to 21CCLC programs.

Half Pints Poetry/Urban Leadership 101- Internship: (Internal Partner; in-kind by DMPS). As part of Central Campus Urban Leadership 101, high school students complete a 12-week internship that provides elementary students with opportunities to create poetry and build leadership skills. At the end of the internship, the high school students are welcomed to apply for a paid position with 21CCLC. Staffing is an in-kind contribution from the district.

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

Full-Service Community School: (Internal/External Partners; in-kind by DMPS). DMPS aims to meet the needs of the whole child through on-site dental services (Dental Connections), medical services (Primary Health Care), mental health (Orchard Place; MOSAIC) and food pantry services (Food Bank of Iowa) located centrally at Central Campus. Families will be referred to these services as needed.

Others: Families and students will identify other potential enrichment programs that might include: Iowa Public Television (free curriculum: Electric Company and Extended Learning Program; professional development on literacy, Math Mentorship); Iowa State University Extension (NASA program, STEM). DMPS has partnerships with over sixty community agencies qualified to work with DMPS 21CCLC programs.

7.2 Describe plan for meaningfully engaging partners over lifetime of grant, recruiting new partners, and maintaining relationships. Develop and maintain a Sustainability Plan.

With input from stakeholders and the Leadership Team to identify prospective community partners on an ongoing basis, the Project Coordinator and site coordinators will recruit new partnerships throughout the life of the grant (for programming, volunteer opportunities, field trips, career fairs, grant funding, etc.). External partners to be considered for partnerships include: STEM-focused programs (Governor's Council and Drake University) arts-focused programs (The Iowa Arts Council); Child Care Resource and Referral (program support and grant opportunities); John Deere (a past grant partner and currently providing sustainable programs to three former 21CCLC schools) through various grant opportunities related to STEM, etc.; and financial literacy programs (Evelyn K. Davis, DMAACC). A school site's current business partners will be considered for 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 to ensure partners' needs are met. Partners will attend monthly Community Conversations and Leadership Team meetings to share feedback about the program to modify it for the benefit of all. The sustainability plan includes the following strategies: garnering broad-based community support via increased visibility and promotion, utilization of existing resources, building new partnerships, and creating new revenue streams. Please refer to section 5.4 where this plan is discussed in detail.

8. Evaluation (10 possible points)

8.1 Evidence that an experienced evaluator is in place and has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state, attend local trainings and use evaluation forms provided by the Department. Provide contact information for local evaluator.

DMPS will hire an external evaluator to conduct a rigorous, comprehensive evaluation of qualitative and quantitative measures to evaluate the effectiveness of the 21CCLC program on student achievement and engagement. The evaluation will meet state requirements and include the two components of a high-quality evaluation from the US DOE (21CCLC GPRA Indicators and Measures and aligned with ESSA's Measures of Effectiveness). The assessment data will guide program design, informing program improvements. DMPS will contract with a highly qualified external evaluator through Heartland AEA (Jamie Punke) to collect, analyze, and report on all formative and summative assessment data (FAST, MAP, state assessment) and engagement data (attendance, behavior). She will also collect, analyze, and report on qualitative data (parent and student survey data). Quantitative data will be housed in DMPS' Infinite Campus database, while qualitative data will be tracked electronically. The frequency of collection, analysis, and reporting is detailed 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 external measures in concert with internal measures, evaluation results will be reviewed by the Project Coordinator and Leadership Team for areas of needed modification to strengthen the program. A semi-annual report will be reviewed by stakeholders before major changes are implemented. Mrs. Punke holds an Ed.S. in School Psychology and serves as an Assessment Consultant for Heartland Area Education Agency (AEA). She is skilled in all aspects of assessment development, data collection and analysis, and program evaluation. She can be reached at jpunke@heartlandaea.org or at Heartland Area Education Agency, 6500 Corporate Drive, Johnston, IA 50131. Phone: 800-670-4729. Mrs. Punke's daily rate is \$500. She will work about 10 days per year for an in-kind contribution of \$5,000 per year. 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 (APR reporting) for requested data, reporting, and monitoring of the program.

8.2 Evidence of how evaluation results will refine, improve, and strengthen the program and build community support. Evaluation procedures must align with goals, objectives, and activities. Provide a plan to make results public in a form and language easily understood.

The timeline below shows completion of evaluation activities. Results are analyzed by the external evaluator and Leadership Team to make necessary modifications. Reports will be available to the public via DMPS' 21CCLC website on an annual basis. Reports will be made reader-friendly, targeted to the public, and disseminated according to the Communication Plan in Section 6.

| Obj. | Activities | Indicators | Data Collection | Analysis |
|--|---|---|-----------------|------------|
| Goal 1: Academic support opportunities to improve academic achievement | | | | |
| 1.1 | <i>Tutoring, small group instruction, homework help, GO Math!, FastBridge Mindworks, WRiTE BRAiN, ALEKS</i> | # of sessions provided | Monthly | Monthly |
| 1.2 | | Program and school attendance reports | Monthly | Monthly |
| | | Behavioral reports | Yearly | Yearly |
| | | Formative assessment data | 2-3 times/yr | Yearly |
| | | Leadership Team mtgs | Quarterly | Quarterly |
| | | YPQA results | 2 times/yr | 2 times/yr |
| Goal 2: Educational enrichment opportunities that complement academics, promote positive youth development, and encourage student engagement | | | | |
| 2.1 | <i>Variety of arts, music, STEM, restorative circles, gardening, book clubs, cooking, cultural classes, fitness/sports, drama, etc.</i> | Contracts with Partners | Ongoing | Yearly |
| | | Leadership Team mtgs | Quarterly | Quarterly |
| | | # of sessions provided | Monthly | Monthly |
| | | YPQA results | 2 times/yr | 2 times/yr |
| | | Student surveys | Annually | Annually |
| | | Parent surveys | Quarterly | Quarterly |
| | | Program & school attendance reports | Monthly | Monthly |
| | Behavioral reports | Yearly | Yearly | |
| Goal 3: To provide a high-quality family literacy program that promotes positive parent-child interactions, improves family engagement and supports student academic success. | | | | |
| 3.1 | <i>Family events; resource referral</i> | # of events | Quarterly | Quarterly |
| 3.2 | | # attending | Quarterly | Quarterly |
| | | Parent surveys | Quarterly | Quarterly |
| Goal 4: To increase student engagement and attendance in school and promote positive behavior outcomes for students in the program. | | | | |
| 4.1 | <i>Variety of arts, music, STEM, restorative circles, gardening, book clubs, cooking, cultural classes, fitness/sports, drama, etc.</i> | Program attendance/ school attendance reports | Monthly | Monthly |
| 4.2 | | Behavior Reports | Yearly | Yearly |
| | | Leadership Team mtgs | Quarterly | Quarterly |
| | | YPQA Results | 2 times/yr | 2 times/yr |
| Reporting: All indicators will be reported annually, as required. Indicators will also be reported quarterly to the Leadership Team to gauge results and needed improvements. | | | | |

8.3 Prior grantees provide examples from previous local evaluations showing success.

The DMPS 21CCLC program is a leader among state grantees state due to its strong design, outstanding partnerships, effective implementation, and positive impact on student achievement. DMPS has implemented 21CCLC since 2007, serving over 2,000 students each year. In the last school year, regular attendees of 21CCLC made growth that exceeded district growth in both reading and math, 94% and 87% respectively. Comparatively district growth was 55% math and 53% reading growth overall.

9. Budget Narrative (10 possible points)

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

Funding Formula: 235 students x 160 days x \$7.50/day = \$282,000 across two sites per year. Brubaker: 125 kids = \$150,000 (53%); Stowe: 110 kids = \$132,000 (47%). Grant funded and in-kind expenditures are described in detail below, broken down by program: Student Program (SP) and Family Literacy Program (FL); and by site: Brubaker (Bru) and Stowe.

GRANT FUNDED EXPENDITURES (\$282,000/yr):

PROGRAM: TOTAL: \$240,401.69/yr (Bru \$128,210.18; Stowe \$112,191.51).

PERSONNEL: **SP:** Teachers provide academic support/enrichment: \$34.81/hr x 8 hrs/wk x 32 wks = \$8,911.36 x 7 teachers = **\$62,379.52/yr** (3 at Stowe \$26,734.08; 4 at Bru \$35,645.44).

Before and Afterschool Supervisors provide site supervision 12% of time (\$60,065.46) =

\$7,207.86/site x 2 sites = **\$14,415.72/yr.** **FL:** Teachers: \$34.81/hr x 2 hrs/mo. x 8 mos. =

\$556.96/teacher x 7 teachers = **\$3,898.72/yr** (3 at Stowe \$1,670.88; 4 at Bru \$2,227.84). **TOTAL:**

\$80,693.94/yr (Bru \$45,081.13; Stowe \$35,612.81). **CONTRACTED SERVICES:** **SP:** \$11,050

per site toward partner costs for student programming. **TOTAL:** **\$22,100/yr** (Bru \$11,050; Stowe

\$11,050). **MATERIALS & SUPPLIES:** **SP:** \$133,107.75 for enrichment (Bru \$69,579.05;

Stowe \$63,528.70). **FL:** \$4,500 for family literacy (Bru \$2,500; Stowe \$2,000). **TOTAL:**

\$137,607.75/yr (Bru \$72,079.05; Stowe \$65,528.70).

PROFESSIONAL DEVELOPMENT: TOTAL: \$14,100.86/yr (Bru \$7,500; Stowe

\$6,600.86). Funds will provide professional development to staff, teachers, and community

partners provided by staff and/or consultants. Project Coordinator and staff will participate in

national conferences. PD for 21CCLC staff includes at least 1 hr/month on a variety of topics

(YPQA Training, social-emotional health, Cultural Diversity, etc.). **PERSONNEL:** **SP:** PD will

occur 1 hr/month (\$34.81/hr x 7 staff/site x 8 months = \$1,949.36/site x 2 sites. **TOTAL:**

\$3,898.72/yr. **CONTRACTED SERVICES:** **SP:** Community! Youth Concepts provides YPQA

training at reduced rate of \$300/site; **\$600/yr.** **FL:** Provide Parent Café program through Be

Strong Families (Bru \$705.61; Stowe \$351.50) at **\$1,057.11/yr.** **TOTAL:** (Bru \$1,005.61; Stowe

\$651.50) **\$1,657.11/yr.** **MATERIALS & SUPPLIES:** **FL:** Purchase books, materials, supplies

for Parent Café's on best practices, parent engagement, quality extended-learning, out-of-school

time practices. (Bru \$745.03; Stowe \$200) **Total:** **\$945.03/yr.** **OTHER:** **SP/FL:** One staff/site

attend national out-of-school-time conference: \$3,700/person x 2 sites = **\$7,400/yr.** One staff/site

attend Impact Afterschool Conference: \$100/staff x 2 staff = **\$200/yr.** **TOTAL:** **\$7,600/yr.**

STUDENT ACCESS: TOTAL: \$8,200/yr (Bru \$4,346; Stowe \$3,854).

TRANSPORTATION: Funds for transportation (buses, Kids-Zoom, etc.) to and from program as

needed (community recreational and cultural programs, field trips, family events) **SP:** **TOTAL:**

\$8,000/yr (Bru \$3,346/ yr; Stowe \$2,854/yr). **FL:** \$1,000/site x 2 sites. **TOTAL:** **\$2,000/yr.**

EVALUATION: Evaluation costs are provided in-kind by Heartland AEA.

OTHER ADMINISTRATIVE: TOTAL: \$19,297.45/yr (Bru \$9,943.82 ; Stowe

\$9,353.63). **OTHER:** Project Coordinator 10% of time = \$5,025.55/site x 2 sites = **\$10,051.10/yr.**

INDIRECT: 3.39% (restricted rate) of \$272,753.65 = **\$9,246.35** (Bru 53% = \$4,918.27; Stowe 47% = \$4,328.08).

IN-KIND CONTRIBUTIONS (TOTAL: 144,182.80/yr):

PROGRAM: (TOTAL \$142,732.80/yr).

PERSONNEL: **SP:** Executive Director of Student and Family Services: 1% of time = \$2,241/yr (\$1,120.50/site). **Director of Community in Schools:** 2% of time = \$3,058.68/yr (\$1529.34/site). **Community Partnership Coordinator:** 1% of time = \$1,058.19/yr (\$529.10/site). **Bilingual Family Liaison Specialist:** 1% of time = \$995.57/yr (\$497.78/site). **Before and Afterschool Supervisors:** 88% of time = \$52,857.60/site x 2 sites = \$105,715.00/yr. **FL:** Family Literacy events personnel: \$500/event x 8 events = \$4,000/site x 2 sites = \$8,000/yr. **Total: \$113,715.00/yr** (Bru = \$56,857.60; Stowe = \$56,857.60) (DMPS state and local funds). **CONTRACTED SERVICES:** Victory Kid Sports (\$3,000/yr, partial partner); Evelyn K. Davis for family literacy (\$360/yr, partial partner); ASAP (\$6,540/yr, partial partner). **Total: \$9,900/yr** (Stowe = \$4500; Bru = \$4500). **MATERIALS & SUPPLIES:** Iowa State University Extension–Polk County (\$1,364/yr, full partner); Evelyn K. Davis family literacy (\$200/yr, partial partner). **Total: \$1,564/yr** (Stowe = \$782; Bru = \$782). **AFTERSCHOOL SNACKS:** \$1.10/snack x 15,958 snacks (Stowe #7,500; Bru #8,458) **Total: \$17,553.80/yr** (Bru = \$9,303.80; Stowe = \$8,250) (DMPS Enterprise Fund).

PROFESSIONAL DEVELOPMENT: (TOTAL \$4,110/yr).

PERSONNEL: Social-emotional learning trainings (e.g., Restorative Practices) trainer time: 2% of Project Coordinator's time (non-grant funded time) = \$2,010. DHS-approved trainings 6 hrs x \$37.5/hr x 4 staff = \$900. **TOTAL:** (\$1,455/site); **\$2,910/yr** (DMPS state and local funds) **CONTRACTED SERVICES:** Community! Youth Concepts will serve as a partial partner, offering YPQA PD at a reduced rate of \$300/site (regular rate of \$900/site). **TOTAL: \$1,200/yr.**

STUDENT ACCESS: (TOTAL \$1,000/yr).

Bilingual Family Liaison translation services = \$500/site x 2 sites. **TOTAL: \$1,000/yr** (DMPS state and local funds).

EVALUATION: (TOTAL \$5,000/yr).

To provide data collection, evaluation, and required reporting, with reports disseminated to staff, parents, advisory committee, DMPS administration, the community, and the Iowa Department of Education. External Evaluator costs are provided in-kind from Heartland AEA: \$500/day x 10 days. **TOTAL:** (\$2,500/site); **\$5,000/yr.**

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 employs a full-time Grants Accountant and Internal Auditor who ensure compliance. Funds will create and expand afterschool programming that offers extended learning opportunities for children and their families. Funds will provide intensive academic support and enrichment activities, personnel, family literacy programming, community partner services for enrichment activities, and program materials that could not otherwise be provided without grant funds.



November 19, 2019

Bobbie Jo Sheridan
Before and After School District Coordinator
Des Moines Public Schools

Dear Ms. Sheridan,

The After School Arts Program (ASAP) has been honored to be a community partner with Des Moines Public Schools, serving students throughout the district with essential support from 21st Century grant funds.

ASAP is committed to providing equity of access to quality arts education and seeks opportunities to serve even more students in the district, to meet their needs and the steady demand for arts programming.

ASAP's mission is to affirm young people as persons of value, nurture their skill and talent in the arts, help them realize their artistic gifts, and broaden their awareness of the varieties of artistic expression. ASAP has been working closely with Des Moines Public Schools since its founding in 2007, connecting students with quality enrichment programming in a wide variety of artistic mediums, led by experienced teaching artists. Most ASAP programming takes place in small studio classes over the course of several weeks, allowing for depth of discovery, creative experimentation, and strong relationship building between ASAP staff and students. Students, teachers and administrators, and parents report real, positive results for the students who participate in ASAP.

ASAP would be pleased and honored to continue this relationship in the future at Stowe Elementary, and to provide new programming at Brubaker Elementary School.

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

Sincerely yours,



AFTER
SCHOOL
ARTS
PROGRAM

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



Community Partnership Agreement

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

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

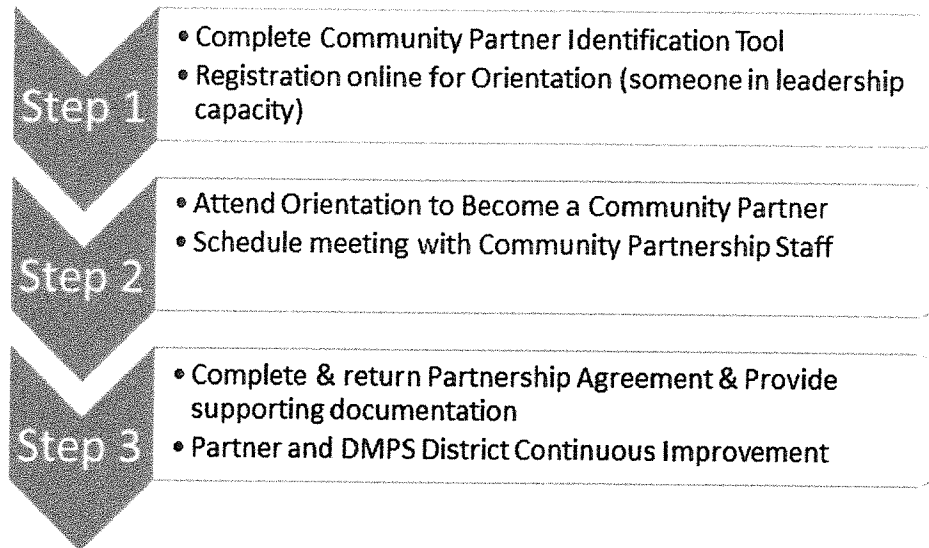
Des Moines Public Schools is a partner in the Coalition for Community Schools because we believe helping students and families meet basic needs at home and in the community will support the district's efforts to prepare students academically for the next stage of their lives. The guiding principles for Community Schools are to create, strengthen, and expand the bridge between the school and the community. While DMPS is charged with the academic education of nearly 33,000 students, we know our success is dependent on the wrap-around supports that so many of our students need and that our partners play an important role in providing.

Thank you for partnering with DMPS to help improve student outcomes, improved student engagement and social awareness that ultimately will help develop them through the next stage of their lives.

Thomas Ahart, Superintendent

It is not enough to open the gates of opportunity; all of our children have to be able to walk through those gates.” - Lyndon B. Johnson

Establishing a Community Partnership



Step 4: Upon approval the Community School Site Coordinator will assist you in working with the schools to set up meetings to arrange services within the school. The services provided must be in coordination with each individual school schedule and should not disrupt the school day. Maintain regular communication with Community School Site Coordinator.

Step 5: Maintain ongoing contact with district office and school personnel to ensure that we stay aligned with our goals. Provide documentation of program outcomes and student information as outlined in Community Partnership Agreement.

Please Note: If you are not interested in becoming DMPS partner you may still utilize DMPS facilities by contacting Community Education online at <https://comm.ed.dmschools.org/reserve/> or 515-242-8521.

Data Sharing

To obtain information regarding students served you must do the following:

1. Turn in all necessary documentation as outlined in the CPA.
2. Provide the appropriate releases to the Community Partnership Coordinator
3. Maintain accurate excel spreadsheets of students involved with your program and submit to the Community Partnership Coordinator quarterly.
4. Maintain regular communication with Community Partnership Coordinator.



Community Schools Contacts

Alone we can do so little; together we can do so much" — Helen Keller

District Office

| | |
|--|---------------------------------------|
| Allyson Vukovich – Director of Community in Schools | 515-242-8376 or 515-864-1049 (mobile) |
| Vanessa Howell - Community Partnership Coordinator | 515-242-7989 or 614-390-9565 (mobile) |
| Jill Padgett – District Community Schools Coordinator | 515-242-8364 |
| Heidi Brown – Before and After School District Program Coordinator | 515-242-7561 |
| Stephanie McFarland – Behavioral Health Services Coordinator | 515-242-8479 |

Seavo Full Service Community School

Lyn Marchant
Lynette.marchant@dmschools.org
515-242-7627

Central Campus

Sonya Smith
sonya.smith@dmschools.org
515-242-3123

East High School

Antonia (Tonie) Valadez
antonia.valadez@dmschools.org
515-242-7741

Hoover High School

Gretchen Critelli
Gretchen.critelli@dmschools.org
515-242-7874

Lincoln High School

Cara Edmondson
Cara.edmondson@dmschools.org
515-242-8452

North High School

Tim Johnson
timothy.johnson@dmschools.org
515-242-7296

Roosevelt High School

Lupe Thomason
Lupe.thomason@dmschools.org
515-242-7666



Community Schools Contacts

Capitol View Elementary School

Julanda Taylor

Julanda.taylor@dmschools.org

515-242-7547

King Elementary School

Al Perez

Alfonso.perez@dmschools.org

515-242-7930

Lovejoy Elementary School

Theron Hobbs

Theron.hobbs@dmschools.org

515-242-7716

McKinley Elementary School

Molly Girsch

Molly.girsch@dmschools.org

515-242-8304

Monroe Elementary School

Lesley Christensen

lesleyann.christensen@dmschools.org

515-242-8373

Morris Elementary School

Brad Buckley

Bradley.buckley@dmschools.org

515-242-7243

Moulton Elementary School

Brent Osborne

Brent.osborne@dmschools.org

515-242-8480

Samuelson Elementary School

Pashion Muhammad

Pashion.muhammad@dmschools.org

515-242-7941



COMMUNITY PARTNERSHIP AGREEMENT

DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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

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

➔ This Community Partnership Agreement (CPA) describes and confirms an agreement between Des Moines Public Schools (DMPS) and ASAP, the After School Arts Program for **January 1, 2019- December 31, 2019**. The purpose of this CPA is to formalize and clarify expectations of this partnership.

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

➔ Organization Description

ASAP, the After School Arts Program, is a non-profit organization that provides multidisciplinary arts enrichment in the form of small studio arts classes taking place in schools. ASAP provides quality instruction through paid Teaching Artists, and provides all supplies. Programming is available year-round. ASAP classes are structured to encourage hands-on exploration of a variety of arts mediums, in addition to art-related activities intended to nurture social-emotional development. Classes are small, allowing for individualized attention and strong relationships to form among students and Teaching Artists. ASAP engages families through end-of-session

DMPS Responsibilities

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

DMPS will provide information on emergency procedures for schools.

DMPS can provide evaluations for all programming using the Youth Program Quality Assessment tool (YPQA) www.cypq.org/assessment. Depending on where you are providing services in our schools you may receive reporting requirements from the Community School Coordinator. DMPS will not share any YPQA assessments or scores with any outside entity without the Organization's written permission.

Organization Responsibilities

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

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

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

Disclaimer

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

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

Immediate Termination by the DMPS

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

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

Insurance Requirements

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

Certificates of Coverage

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

Indemnification By the Organization

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

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

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

Solicitation

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

Obligations Beyond CPA Term

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

Counterparts

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

Additional Provisions

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

Further Assurances and Corrective Instruments

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

Delay or Impossibility of Performance

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

Compliance with Applicable Laws and Regulations

This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F). The Organization shall use student information only for the intended purposes and will refrain from disclosure of such information except as provided by law.

Non-Discrimination Policy

It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

Amendments and Alterations to this Agreement

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



Michelle Bolton King

Primary Organization Contact (Print Name)



Michelle Bolton King

Michelle Bolton King (Nov 15, 2018)

Partner Signature

Vanessa Howell

Vanessa Howell (Nov 22, 2018)

Community Partnership Coordinator Signature

Vanessa Howell

Community Partnership Coordinator

Date Signed: **Nov 15, 2018**

Date Signed: **Nov 22, 2018**

Effective Date: **Nov 22, 2018**

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



Acknowledgment & Certification

ASAP, the After School Arts Program ("Company") is providing services to the Des Moines Independent Community School District ("District") as a contractor, vendor, supplier, provider or subprovider and/or is operating or managing the operations of a contractor, vendor, supplier or provider. The services provided by the Company may involve the presence of the Company's employees upon the real property of the District.

The Company acknowledges that Iowa law prohibits a sex offender who has been convicted of a sex offense against a minor from being present upon the real property of the District. The Company further acknowledges that, pursuant to Iowa law, a sex offender who has been convicted of a sex offense against a minor shall not operate, manage, be employed by, or act as a contractor or volunteer at the District.

The Company hereby certifies that no one who is an owner, operator or manager of the Company has been convicted of a sex offense against a minor. The Company further certifies and agrees that it shall not permit any person who is a sex offender convicted of a sex offense against a minor to provide any services to the District in accordance with the prohibitions set forth above.

The Company further certifies that the Company has completed a satisfactory background check on the Company's employees. The Company hereby agrees to provide the District with the Company's background screening procedures including specific context and infractions that are reviewed by the Company. The District reserves the right to, but does not have the obligation to, conduct a District background check on Company employees as determined by the District in its sole discretion. The District reserves the right to restrict access of any Company employee upon the real property of the District if such employee does not clear the District's background check.

The District reserves the right, but does not have the obligation to, to audit the Company's background screening program at any time, whether announced or unannounced. The Company hereby agrees that the Company shall, upon request, permit an authorized District representative to review background screening records, including those of individual Company employees, in order to conduct a compliance review, audit or investigation, to the fullest extent permitted by law.

The Company shall ensure that the provisions of this Acknowledgement and Certification are extended to any and all subcontractors, consultants, or others the Company may engage if such engagement involves their presence upon the real property of the District.

The Company understands and agrees that violation of any of the provisions of this Acknowledgement and Certification shall constitute sufficient grounds for termination of any contract or subcontract without damages or penalty to the District.

This Acknowledgment and Certification is to be construed under the laws of the State of Iowa. If any portion hereof is held invalid, the balance of the document shall, notwithstanding, continue in full legal force and effect.

In signing this Acknowledgment and Certification, the person signing on behalf of the Company hereby acknowledges that he/she has read this entire document, that he/she understands its terms, and that he/she not only has the authority to sign the document on behalf of the Company, but has signed it knowingly and voluntarily.

Dated: Nov 15, 2018

ASAP, the After School Arts Program

[name of contractor/vendor/supplier/provider/sub-provider]

Authorization By: Michelle Bolton King
Michelle Bolton King (Nov 15, 2018)

Printed Name: Michelle Bolton King

Title: Executive Director



Board of Directors

November 18, 2019

Brent Pattison
Drake Legal Clinic

Marcy Baker
Sammons Financial Group

Alicia Meyer
Accenture

Addie Rasmussen
Delta Dental

Malai Amfahr
United Way of Story
County

Marina Grabchuk
Belin McCormick

Joan Wierenga
Keck Parking

Tim McCann
Oracle

Eric Shepard
Principal

Ryan Yeager
UnityPoint

Brittany Freeman
Drake University Student

Nicole Dietzenbach
Southeast Polk High School
Student

CYC

Amy Croll
Executive Director

Dear selection committee:

On behalf of the staff, board, and volunteers of Community Youth Concepts (CYC) I am excited to provide this letter of support for Des Moines Public Schools (DMPS) 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 has also been able to work directly with students through the DMPS 21st Century programs to provide Community Service Learning, Youth Development and Leadership programming. During their time in our workshops students identified needs in their communities and used their skills and interests to address these needs. Students emerged as leaders with opportunities to practice skills designed to allow them to succeed in work, life and citizenship.

CYC is confident that continued support of DMPS 21st Century programs is necessary to support and meet the future workforce demands in central Iowa.

Sincerely,

Amy Croll LMSW, CPS



Community Partnership Agreement

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

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

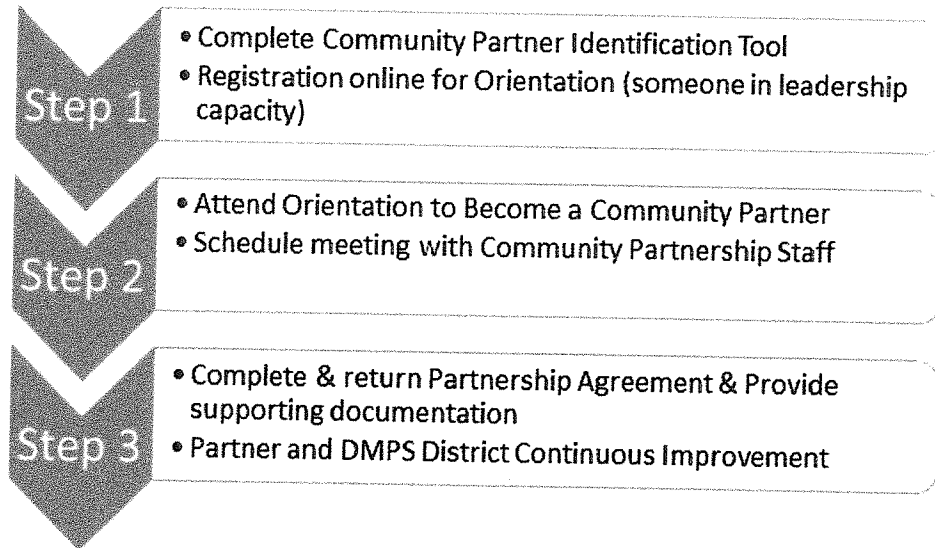
Des Moines Public Schools is a partner in the Coalition for Community Schools because we believe helping students and families meet basic needs at home and in the community will support the district's efforts to prepare students academically for the next stage of their lives. The guiding principles for Community Schools are to create, strengthen, and expand the bridge between the school and the community. While DMPS is charged with the academic education of nearly 33,000 students, we know our success is dependent on the wrap-around supports that so many of our students need and that our partners play an important role in providing.

Thank you for partnering with DMPS to help improve student outcomes, improved student engagement and social awareness that ultimately will help develop them through the next stage of their lives.

Thomas Ahart, Superintendent

"It is not enough to open the gates of opportunity; all of our children have to be able to walk through those gates." - Lyndon B. Johnson

Establishing a Community Partnership



Step 4: Upon approval the Community School Site Coordinator will assist you in working with the schools to set up meetings to arrange services within the school. The services provided must be in coordination with each individual school schedule and should not disrupt the school day. Maintain regular communication with Community School Site Coordinator.

Step 5: Maintain ongoing contact with district office and school personnel to ensure that we stay aligned with our goals. Provide documentation of program outcomes and student information as outlined in Community Partnership Agreement.

Please Note: If you are not interested in becoming DMPS partner you may still utilize DMPS facilities by contacting Community Education online at <https://comm.ed.dmschools.org/reserve/> or 515-242-8521.

Data Sharing

To obtain information regarding students served you must do the following:

1. Turn in all necessary documentation as outlined in the CPA.
2. Provide the appropriate releases to the Community Partnership Coordinator
3. Maintain accurate excel spreadsheets of students involved with your program and submit to the Community Partnership Coordinator quarterly.
4. Maintain regular communication with Community Partnership Coordinator.



Community Schools Contacts

Alone we can do so little; together we can do so much" — Helen Keller

District Office

| | |
|--|---------------------------------------|
| Allyson Vukovich – Director of Community in Schools | 515-242-8376 or 515-864-1049 (mobile) |
| Vanessa Howell - Community Partnership Coordinator | 515-242-7989 or 614-390-9565 (mobile) |
| Jill Padgett – District Community Schools Coordinator | 515-242-8364 |
| Heidi Brown – Before and After School District Program Coordinator | 515-242-7561 |
| Stephanie McFarland – Behavioral Health Services Coordinator | 515-242-8479 |

Scavo Full Service Community School

Lyn Marchant
Lynette.marchant@dmschools.org
515-242-7627

Central Campus

Sonya Smith
sonya.smith@dmschools.org
515-242-3123

East High School

Antonia (Tonie) Valadez
antonia.valadez@dmschools.org
515-242-7741

Hoover High School

Gretchen Critelli
Gretchen.critelli@dmschools.org
515-242-7874

Lincoln High School

Cara Edmondson
Cara.edmondson@dmschools.org
515-242-8452

North High School

Tim Johnson
timothy.johnson@dmschools.org
515-242-7296

Roosevelt High School

Lupe Thomason
Lupe.thomason@dmschools.org
515-242-7666



Community Schools Contacts

Capitol View Elementary School

Julanda Taylor

Julanda.taylor@dmschools.org

515-242-7547

King Elementary School

Al Perez

Alfonso.perez@dmschools.org

515-242-7930

Lovejoy Elementary School

Theron Hobbs

Theron.hobbs@dmschools.org

515-242-7716

McKinley Elementary School

Molly Girsch

Molly.girsch@dmschools.org

515-242-8304

Monroe Elementary School

Lesley Christensen

lesleyann.christensen@dmschools.org

515-242-8373

Morris Elementary School

Brad Buckley

Bradley.buckley@dmschools.org

515-242-7243

Moulton Elementary School

Brent Osborne

Brent.osborne@dmschools.org

515-242-8480

Samuelson Elementary School

Pashion Muhammad

Pashion.muhammad@dmschools.org

515-242-7941



COMMUNITY PARTNERSHIP AGREEMENT

DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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

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

➔ This Community Partnership Agreement (CPA) describes and confirms an agreement between Des Moines Public Schools (DMPS) and Community! Youth Concepts for **January 1, 2019- December 31, 2019**. The purpose of this CPA is to formalize and clarify expectations of this partnership.

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

➔ Organization Description

Community. Youth Concepts mission is to engage and connect Iowa students through youth development and volunteer service programming and to provide coaching, training, and technical assistance in best practices to youth-serving non-profits.

DMPS Responsibilities

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

DMPS will provide information on emergency procedures for schools.

DMPS can provide evaluations for all programming using the Youth Program Quality Assessment tool (YPQA) www.cypq.org/assessment. Depending on where you are providing services in our schools you may receive reporting requirements from the Community School Coordinator. DMPS will not share any YPQA assessments or scores with any outside entity without the Organization's written permission.

Organization Responsibilities

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

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

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

Disclaimer

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

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

Immediate Termination by the DMPS

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

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

Insurance Requirements

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

Certificates of Coverage

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

Indemnification By the Organization

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

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

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

Solicitation

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

Obligations Beyond CPA Term

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

Counterparts

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

Additional Provisions

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

Further Assurances and Corrective Instruments

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

Delay or Impossibility of Performance

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

Compliance with Applicable Laws and Regulations

This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F). The Organization shall use student information only for the intended purposes and will refrain from disclosure of such information except as provided by law.

Non-Discrimination Policy

It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

Amendments and Alterations to this Agreement

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



Amy Croll

Vanessa Howell

Primary Organization Contact (Print Name)

Community Partnership Coordinator



Amy Croll

Amy Croll (Dec 17, 2018)

Date Signed: Dec 17, 2018

Partner Signature

Vanessa Howell

Vanessa Howell (Dec 18, 2018)

Date Signed: Dec 18, 2018

Community Partnership Coordinator Signature

Effective Date: Dec 18, 2018

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



Acknowledgment & Certification

Community! Youth Concepts

_____ (“Company”) is providing services to the Des Moines Independent Community School District (“District”) as a contractor, vendor, supplier, provider or subprovider and/or is operating or managing the operations of a contractor, vendor, supplier or provider. The services provided by the Company may involve the presence of the Company’s employees upon the real property of the District.

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The Company shall ensure that the provisions of this Acknowledgement and Certification are extended to any and all subcontractors, consultants, or others the Company may engage if such engagement involves their presence upon the real property of the District.

The Company understands and agrees that violation of any of the provisions of this Acknowledgement and Certification shall constitute sufficient grounds for termination of any contract or subcontract without damages or penalty to the District.

This Acknowledgment and Certification is to be construed under the laws of the State of Iowa. If any portion hereof is held invalid, the balance of the document shall, notwithstanding, continue in full legal force and effect.

In signing this Acknowledgment and Certification, the person signing on behalf of the Company hereby acknowledges that he/she has read this entire document, that he/she understands its terms, and that he/she not only has the authority to sign the document on behalf of the Company, but has signed it knowingly and voluntarily.

Dated: Dec 17, 2018

Community! Youth Concepts

[name of contractor/vendor/supplier/provider/sub-provider]

Authorization By: Amy Croll
Amy Croll (Dec 17, 2018)

Printed Name: Amy Croll

Title: Executive Director



Evelyn K. Davis Center
For Working Families
1171 7th Street
Des Moines, IA 50314
515-697-7700
www.EvelynKDavisCenter.org

December 9, 2019

To Whom It May Concern:

I am writing on behalf of the Evelyn K. Davis Center for Working Families in strong support of Des Moines Public Schools' application for a 21st Century Community Learning Center grant to expand programming to Brubaker and Stowe Elementary Schools.

The Evelyn K. Davis Center is a beacon for those looking for educational, job training, and career opportunities; the Center provides an extensive range of workforce services to meet these needs. Currently, the Center partners to provide job training and financial literacy for youth and families. We support the proposed initiative to expand services such as job development and financial education. Family-focused financial education empowers parents to help them raise financially fit children. Early mastery of these foundational concepts elementary school students to examine how personal financial decisions affect their quality of life and standard of living as well as how the decisions they make impact them personally and globally. In addition, the Evelyn K. Davis Center--one of six centers within Des Moines Area Community College--is able to connect families to DMACC programs such as HiSET, the Adult Literacy Center, Workforce Training Academy, and academic credit classes.

Enrollment at Des Moines Public School is 32,789 students and 76% qualify for free or reduced priced lunch. The student population is 62% minority and over 20% are enrolled in English Language Learner programming. The benefits of such programs for students include increased school achievement, better attendance, and development of respectful and responsible attitudes. Most importantly, this programming helps open doors for these students to gain the knowledge and experience needed to follow their dreams.

Collaborating with Des Moines Public Schools extends the Evelyn K. Davis Center's work of connecting students and families to employers and financial education, as well as providing a link to Des Moines Area Community College educational programming.

Sincerely,

Marvin DeJear, Ph.D.
Director



Culture, Climate & Community
2100 Fleur Drive
Des Moines, IA 50321
Phone: 515- 242-7989
www.dmschools.org

Annual School-Community Partner Letter of Agreement

Dear Partner,

Thank you for your willingness to partner with the Des Moines Public Schools. School-Community partnerships are agreements between a business, agency, or organization and a school or the district to work together for the purpose of supporting our students and improving student outcomes. Partnerships may be formed at any time and should remain in effect for the duration of a school year. Partners should formalize or renew their partnerships annually by completing new School-Community Partner Letter of Agreement (LOA). This agreement is for January 1, 2019 – December 31, 2019.

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

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

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

PARTNER INFORMATION

Name of Business/Agency/Organization: **Evelyn K Davis Center/Des Moines Area Community College**

Address: (Include City, State Zip) **801 University Ave, Des Moines IA 50314**

CEO/President: **Robert J Denson**

Agency Contact: **Robert J Denson**

Phone: **515-697-7700**

Email: **mdejear@evelynkdaviscenter.org**

Description of Program:

The Evelyn K. Davis Center for Working Families work in conjunction with the Full-Service Community Schools (FSCS) program. Collaborating with Des Moines Public Schools will help extend the Evelyn K. Davis Center's work connecting students and families to employers and financial education. We commit to having a job coach at each of the three middle school sites for a minimum of 4 hours a month at a rate of \$75 per hour per job coach.

Data

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

Compliance with Applicable Laws and Regulations

This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F). The Organization shall use student information only for the intended purposes and will refrain from disclosure of such information except as provided by law.

Disclaimer

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

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

Immediate Termination by the DMPS

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

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

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

Robert J Denson

Printed Name Community Partner

President

Partner Title

Robert J Denson

Robert J Denson (Dec 12, 2018)

Signature of Community Partner

Vanessa Howell

Printed Name Community Partnership Coordinator

Vanessa Howell

Vanessa Howell (Dec 12, 2018)

Signature of Community Partnership Coordinator

Date Signed **Dec 12, 2018**

Date Signed **Dec 12, 2018**

Certification and Acknowledgement Form Received on Dec 12, 2018



Acknowledgment & Certification

Eveylyn K Davis Center/Des Moines Area Community College

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Dated: Dec 12, 2018

Eveylyn K Davis Center/Des Moines Area Community College

[name of contractor/vendor/supplier/provider/sub-provider]

Robert J Denson
Robert J Denson (Dec 12, 2018)

Authorization By: _____

Printed Name: Robert J Denson

Title: President



Community Partnership Agreement

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

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

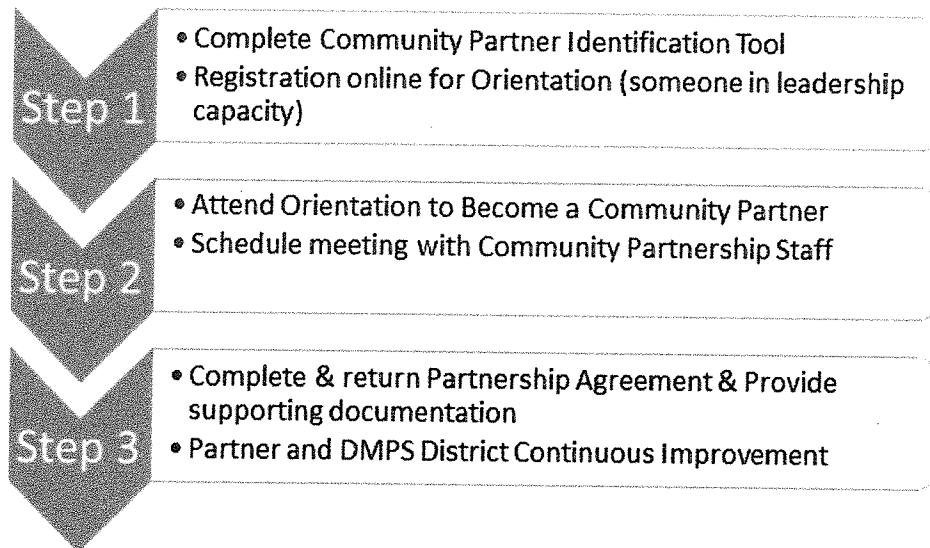
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Thank you for partnering with DMPS to help improve student outcomes, improved student engagement and social awareness that ultimately will help develop them through the next stage of their lives.

Thomas Ahart, Superintendent

It is not enough to open the gates of opportunity; all of our children have to be able to walk through those gates." -Lyndon B. Johnson

Establishing a Community Partnership



Step 4: Upon approval the Community School Site Coordinator will assist you in working with the schools to set up meetings to arrange services within the school. The services provided must be in coordination with each individual school schedule and should not disrupt the school day. Maintain regular communication with Community School Site Coordinator.

Step 5: Maintain ongoing contact with district office and school personnel to ensure that we stay aligned with our goals. Provide documentation of program outcomes and student information as outlined in Community Partnership Agreement.

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3. Maintain accurate excel spreadsheets of students involved with your program and submit to the Community Partnership Coordinator quarterly.
4. Maintain regular communication with Community Partnership Coordinator.



Community Schools Contacts

Alone we can do so little; together we can do so much" — Helen Keller

District Office

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| Stephanie McFarland – Behavioral Health Services Coordinator | 515-242-8479 |

Seavo Full Service Community School

Lyn Marchant
Lynette.marchant@dmschools.org
515-242-7627

Central Campus

Sonya Smith
sonya.smith@dmschools.org
515-242-3123

East High School

Antonia (Tonie) Valadez
antonia.valadez@dmschools.org
515-242-7741

Hoover High School

Gretchen Critelli
Gretchen.critelli@dmschools.org
515-242-7874

Lincoln High School

Cara Edmondson
Cara.edmondson@dmschools.org
515-242-8452

North High School

Tim Johnson
timothy.johnson@dmschools.org
515-242-7296

Roosevelt High School

Lupe Thomason
Lupe.thomason@dmschools.org
515-242-7666



Community Schools Contacts

Capitol View Elementary School

Julanda Taylor

Julanda.taylor@dmschools.org

515-242-7547

King Elementary School

Al Perez

Alfonso.perez@dmschools.org

515-242-7930

Lovejoy Elementary School

Theron Hobbs

Theron.hobbs@dmschools.org

515-242-7716

McKinley Elementary School

Molly Girsch

Molly.girsch@dmschools.org

515-242-8304

Monroe Elementary School

Lesley Christensen

lesleyann.christensen@dmschools.org

515-242-8373

Morris Elementary School

Brad Buckley

Bradley.buckley@dmschools.org

515-242-7243

Moulton Elementary School

Brent Osborne

Brent.osborne@dmschools.org

515-242-8480

Samuelson Elementary School

Pashion Muhammad

Pashion.muhammad@dmschools.org

515-242-7941



COMMUNITY PARTNERSHIP AGREEMENT

DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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

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

➔ This Community Partnership Agreement (CPA) describes and confirms an agreement between Des Moines Public Schools (DMPS) and DMACC for **January 1, 2019- December 31, 2019**. The purpose of this CPA is to formalize and clarify expectations of this partnership.

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

➔ Organization Description

A federally funded college prep program to assist first generation and/or low-income high school students to prepare for high school graduation, college enrollment and college graduation. The DMACC Upward Bound program services students at East, Hoover, Lincoln, North and Roosevelt. The program provides tutoring, college visits, ACT Prep workshops, career exploration, financial aid and college application assistance. Student's classes and grades are monitored to insure they are on a post-secondary track and have the required classes not only to graduate from high school but to enroll into the college of their choice. Students experience college life through a

DMPS Responsibilities

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

DMPS will provide information on emergency procedures for schools.

DMPS can provide evaluations for all programming using the Youth Program Quality Assessment tool (YPQA) www.cypq.org/assessment. Depending on where you are providing services in our schools you may receive reporting requirements from the Community School Coordinator. DMPS will not share any YPQA assessments or scores with any outside entity without the Organization's written permission.

Organization Responsibilities

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

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

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

Disclaimer

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

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

Immediate Termination by the DMPS

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

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

Insurance Requirements

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

Certificates of Coverage

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

Indemnification By the Organization

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

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

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

Solicitation

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

Obligations Beyond CPA Term

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

Counterparts

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

Additional Provisions

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

Further Assurances and Corrective Instruments

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

Delay or Impossibility of Performance

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

Compliance with Applicable Laws and Regulations

This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F). The Organization shall use student information only for the intended purposes and will refrain from disclosure of such information except as provided by law.

Non-Discrimination Policy

It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

Amendments and Alterations to this Agreement

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




Anne Howsare Boyens

Primary Organization Contact (Print Name)

Vanessa Howell

Community Partnership Coordinator




Anne Howsare Boyens (Nov 13, 2018)

Partner Signature

Date Signed: Nov 13, 2018

Vanessa Howell
Vanessa Howell (Nov 13, 2018)

Date Signed: Nov 13, 2018

Community Partnership Coordinator Signature

Effective Date: Nov 13, 2018

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



Acknowledgment & Certification

DMACC

_____ ("Company") is providing services to the Des Moines Independent Community School District ("District") as a contractor, vendor, supplier, provider or subprovider and/or is operating or managing the operations of a contractor, vendor, supplier or provider. The services provided by the Company may involve the presence of the Company's employees upon the real property of the District.

The Company acknowledges that Iowa law prohibits a sex offender who has been convicted of a sex offense against a minor from being present upon the real property of the District. The Company further acknowledges that, pursuant to Iowa law, a sex offender who has been convicted of a sex offense against a minor shall not operate, manage, be employed by, or act as a contractor or volunteer at the District.

The Company hereby certifies that no one who is an owner, operator or manager of the Company has been convicted of a sex offense against a minor. The Company further certifies and agrees that it shall not permit any person who is a sex offender convicted of a sex offense against a minor to provide any services to the District in accordance with the prohibitions set forth above.

The Company further certifies that the Company has completed a satisfactory background check on the Company's employees. The Company hereby agrees to provide the District with the Company's background screening procedures including specific context and infractions that are reviewed by the Company. The District reserves the right to, but does not have the obligation to, conduct a District background check on Company employees as determined by the District in its sole discretion. The District reserves the right to restrict access of any Company employee upon the real property of the District if such employee does not clear the District's background check.

The District reserves the right, but does not have the obligation to, to audit the Company's background screening program at any time, whether announced or unannounced. The Company hereby agrees that the Company shall, upon request, permit an authorized District representative to review background screening records, including those of individual Company employees, in order to conduct a compliance review, audit or investigation, to the fullest extent permitted by law.

The Company shall ensure that the provisions of this Acknowledgement and Certification are extended to any and all subcontractors, consultants, or others the Company may engage if such engagement involves their presence upon the real property of the District.

The Company understands and agrees that violation of any of the provisions of this Acknowledgement and Certification shall constitute sufficient grounds for termination of any contract or subcontract without damages or penalty to the District.


This Acknowledgment and Certification is to be construed under the laws of the State of Iowa. If any portion hereof is held invalid, the balance of the document shall, notwithstanding, continue in full legal force and effect.

In signing this Acknowledgment and Certification, the person signing on behalf of the Company hereby acknowledges that he/she has read this entire document, that he/she understands its terms, and that he/she not only has the authority to sign the document on behalf of the Company, but has signed it knowingly and voluntarily.

Dated: Nov 13, 2018

DMACC

[name of contractor/vendor/supplier/provider/sub-provider]

Authorization By: 
Anne Howsare Boyens (Nov 13, 2018)

Printed Name: Anne Howsare Boyens

Title: Provost



IOWA STATE UNIVERSITY
Extension and Outreach

Madisen Gaskin
ISU Extension and Outreach, Polk County
1625 Adventureland Drive, Suite A
Altoona, IA 50009
(515) 957-5771
mgaskin@iastate.edu

November, 26 2019

Dear Bobbie Jo Sheridan,

I am writing on behalf of Iowa State University Extension and Outreach- Polk County 4-H in support of Des Moines Public Schools and the expansion of their 21st Century Community Learning Centers (21CCLC) grant program.

ISU Extension and Outreach- Polk County is the local connection to Iowa State University, bringing the county research-based information. There are four different program areas within ISU Extension and Outreach, and 4-H Youth Development is excited to partner with 21CCLC. 4-H Youth Development empowers youth to reach their full potentials through youth-adult partnerships and a strongly encourages youth voice and choice. 4-H provides curricula, programming and training in four different program priority areas; STEM, Healthy Living, Communication and the Arts, & Civic Engagement and Leadership. The lessons provided are all offered with experiential learning at the forefront, hands on, learning by doing.

As an organization we have been partnering with Des Moines Public Schools providing youth fun, experiential learning opportunities in our four program priority areas. Our programs not only educate youth about various topics, but also teaches youth how to apply their learning to the world around them as well as exposes them to potential applicable career opportunities for their future. We have been providing these great services to DMPS 21st Century programs since 2016. We look forward to expanding our current partnership with 21CCLC to serve even more students.

We are very excited to grow our program within Des Moines Public Schools and believe we have the capacity to impact many more students through our positive youth development program, 4-H.

Sincerely,

Madisen Gaskin
Polk County 4-H
County Youth Coordinator



Community Partnership Agreement

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

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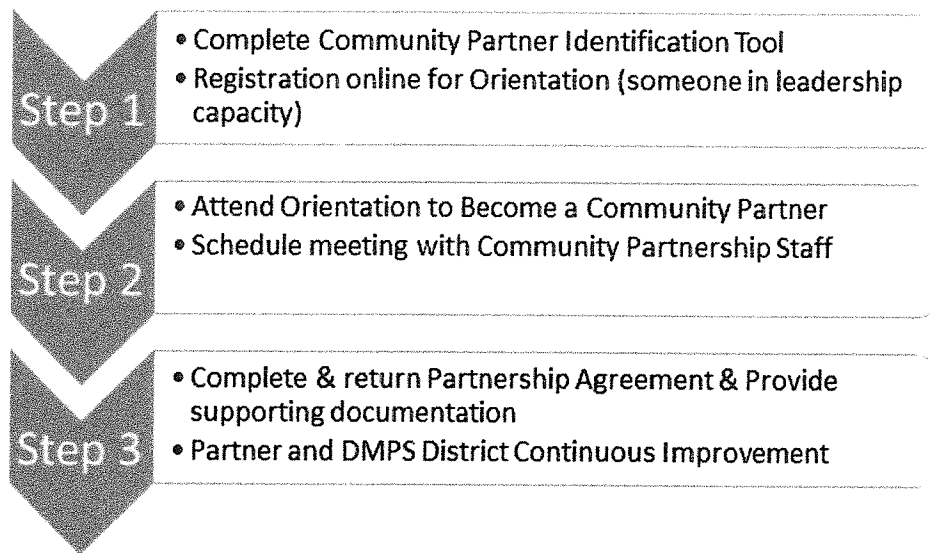
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DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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➔ Organization Description

Through K-12 youth outreach, ISU Extension and Outreach, Polk County prepares Iowa's young people for the future. Programs through 4-H builds leadership, citizenship, communication, and life skills in youth as well as provide a strong foundation in science, technology, engineering, and math (STEM) disciplines. 4-H Youth Development through ISU Extension and Outreach, Polk County challenges youth to actively pursue education beyond high school and builds skills that improve their communities today. Youth in Polk County can participate in programs like:

DMPS Responsibilities

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

DMPS will provide information on emergency procedures for schools.

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Certificates of Coverage

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2. Any negligent, intentional or wrongful act or omission of the Organization or any agent or subcontractor utilized or employed by the Organization;
3. The Organization's performance or attempted performance of this CPA, including any agent of Organization's;
4. Any failure by the Organization to comply with the compliance with the Law provision of this CPA;
5. Any failure by the Organization to make all reports, payments and withholdings required by federal and state law with respect to social security, employee income and other taxes, fees or costs required by the Organization to conduct business in the State of Iowa;
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Solicitation

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

Obligations Beyond CPA Term

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

Counterparts

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

Additional Provisions

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

Further Assurances and Corrective Instruments

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

Delay or Impossibility of Performance

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

Compliance with Applicable Laws and Regulations

This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F). The Organization shall use student information only for the intended purposes and will refrain from disclosure of such information except as provided by law.

Non-Discrimination Policy

It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

Amendments and Alterations to this Agreement

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



Paul Gibbins

Primary Organization Contact (Print Name)



Partner Signature

Vanessa Howell (Dec 12, 2018)

Community Partnership Coordinator Signature

Vanessa Howell

Community Partnership Coordinator

Date Signed: Dec 12, 2018

Date Signed: Dec 12, 2018

Effective Date: Dec 12, 2018

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



Acknowledgment & Certification

IOWA STATE UNIVERSITY Extension and Outreach, Polk County

_____ (“Company”) is providing services to the Des Moines Independent Community School District (“District”) as a contractor, vendor, supplier, provider or subprovider and/or is operating or managing the operations of a contractor, vendor, supplier or provider. The services provided by the Company may involve the presence of the Company’s employees upon the real property of the District.

The Company acknowledges that Iowa law prohibits a sex offender who has been convicted of a sex offense against a minor from being present upon the real property of the District. The Company further acknowledges that, pursuant to Iowa law, a sex offender who has been convicted of a sex offense against a minor shall not operate, manage, be employed by, or act as a contractor or volunteer at the District.

The Company hereby certifies that no one who is an owner, operator or manager of the Company has been convicted of a sex offense against a minor. The Company further certifies and agrees that it shall not permit any person who is a sex offender convicted of a sex offense against a minor to provide any services to the District in accordance with the prohibitions set forth above.

The Company further certifies that the Company has completed a satisfactory background check on the Company’s employees. The Company hereby agrees to provide the District with the Company’s background screening procedures including specific context and infractions that are reviewed by the Company. The District reserves the right to, but does not have the obligation to, conduct a District background check on Company employees as determined by the District in its sole discretion. The District reserves the right to restrict access of any Company employee upon the real property of the District if such employee does not clear the District’s background check.

The District reserves the right, but does not have the obligation to, to audit the Company’s background screening program at any time, whether announced or unannounced. The Company hereby agrees that the Company shall, upon request, permit an authorized District representative to review background screening records, including those of individual Company employees, in order to conduct a compliance review, audit or investigation, to the fullest extent permitted by law.

The Company shall ensure that the provisions of this Acknowledgement and Certification are extended to any and all subcontractors, consultants, or others the Company may engage if such engagement involves their presence upon the real property of the District.

The Company understands and agrees that violation of any of the provisions of this Acknowledgement and Certification shall constitute sufficient grounds for termination of any contract or subcontract without damages or penalty to the District.


This Acknowledgment and Certification is to be construed under the laws of the State of Iowa. If any portion hereof is held invalid, the balance of the document shall, notwithstanding, continue in full legal force and effect.

In signing this Acknowledgment and Certification, the person signing on behalf of the Company hereby acknowledges that he/she has read this entire document, that he/she understands its terms, and that he/she not only has the authority to sign the document on behalf of the Company, but has signed it knowingly and voluntarily.

Dated: Dec 12, 2018

IOWA STATE UNIVERSITY Extension and Outreach, Polk County

[name of contractor/vendor/supplier/provider/sub-provider]

Authorization By: 

Printed Name: Paul Gibbins

Title: Executive Director

VICTORY



November 11, 2019

Dear Bobbie Jo Sheridan,

I am writing on behalf of Victory Kid Sports Foundation, in support of Des Moines Public Schools and the expansion of their 21st Century Community Learning Centers (21CCLC) grant program.

Victory Kid Sport's mission is to impact kids through sports, and we accomplish this by teaching and demonstrating teamwork, discipline, and fun; mentorship and social emotional support aid our efforts to empower the whole child.

Victory's Foundation is a 501C3 nonprofit organization that empowers children who come from a variety of diverse backgrounds, our organization has been in existence for three years. Some of the children we serve are underrepresented and underserved; and they come from homes where they struggle daily. Victory's Prosocial Support Model destigmatizes mental health issues through programming that intentionally meets the child where they are; through the vehicle of sports and recreational programming.

As an organization we have been partnering with Des Moines Public Schools providing youth athletic programs. Our programs not only teach youth athletic skills, but also teamwork, sportsmanship, and self-discipline. We have been providing these great services to DMPS 21st Century programs since September 2018. We look forward to expanding our current partnership with 21CCLC to serve even more students.

We are very excited to grow our program within Des Moines Public Schools and believe we have the capacity to impact many more students through our athletic programs.

Sincerely,

Melissa

Dr. Melissa Patton, EdD
President, Victory Kid Sports Foundation
1.800.307.3459

www.victorykidsports.org

Impacting Kids Through Sports!



Community Partnership Agreement

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

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

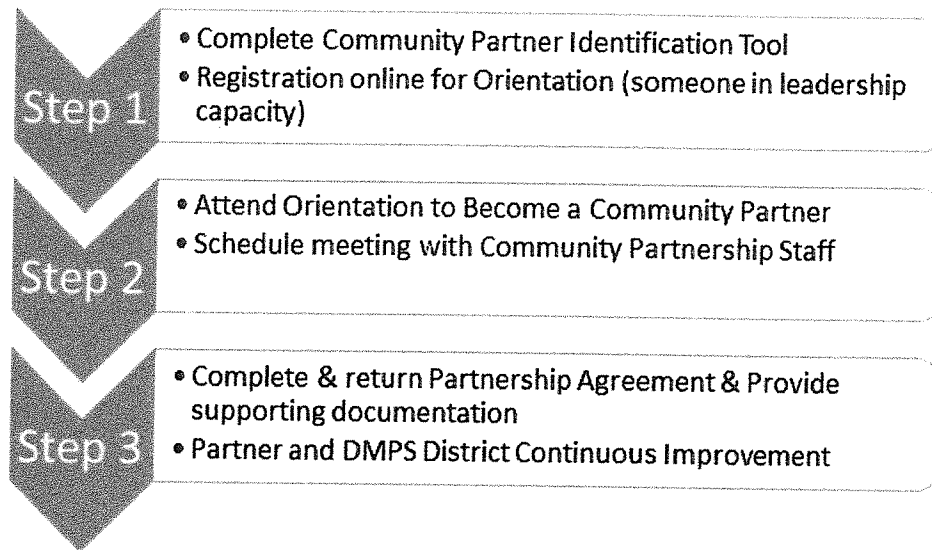
Des Moines Public Schools is a partner in the Coalition for Community Schools because we believe helping students and families meet basic needs at home and in the community will support the district's efforts to prepare students academically for the next stage of their lives. The guiding principles for Community Schools are to create, strengthen, and expand the bridge between the school and the community. While DMPS is charged with the academic education of nearly 33,000 students, we know our success is dependent on the wrap-around supports that so many of our students need and that our partners play an important role in providing.

Thank you for partnering with DMPS to help improve student outcomes, improved student engagement and social awareness that ultimately will help develop them through the next stage of their lives.

Thomas Ahart, Superintendent

"It is not enough to open the gates of opportunity; all of our children have to be able to walk through those gates." - Lyndon B. Johnson

Establishing a Community Partnership



Step 4: Upon approval the Community School Site Coordinator will assist you in working with the schools to set up meetings to arrange services within the school. The services provided must be in coordination with each individual school schedule and should not disrupt the school day. Maintain regular communication with Community School Site Coordinator.

Step 5: Maintain ongoing contact with district office and school personnel to ensure that we stay aligned with our goals. Provide documentation of program outcomes and student information as outlined in Community Partnership Agreement.

Please Note: If you are not interested in becoming DMPS partner you may still utilize DMPS facilities by contacting Community Education online at <https://commed.dmschools.org/reserve/> or 515-242-8521.

Data Sharing

To obtain information regarding students served you must do the following:

1. Turn in all necessary documentation as outlined in the CPA.
2. Provide the appropriate releases to the Community Partnership Coordinator
3. Maintain accurate excel spreadsheets of students involved with your program and submit to the Community Partnership Coordinator quarterly.
4. Maintain regular communication with Community Partnership Coordinator.



Community Schools Contacts

Alone we can do so little; together we can do so much" — Helen Keller

District Office

| | |
|--|---------------------------------------|
| Allyson Vukovich – Director of Community in Schools | 515-242-8376 or 515-864-1049 (mobile) |
| Vanessa Howell - Community Partnership Coordinator | 515-242-7989 or 614-390-9565 (mobile) |
| Jill Padgett – District Community Schools Coordinator | 515-242-8364 |
| Heidi Brown – Before and After School District Program Coordinator | 515-242-7561 |
| Stephanie McFarland – Behavioral Health Services Coordinator | 515-242-8479 |

Seavo Full Service Community School

Lyn Marchant
Lynette.marchant@dmschools.org
515-242-7627

Central Campus

Sonya Smith
sonya.smith@dmschools.org
515-242-3123

East High School

Antonia (Tonie) Valadez
antonia.valadez@dmschools.org
515-242-7741

Hoover High School

Gretchen Critelli
Gretchen.critelli@dmschools.org
515-242-7874

Lincoln High School

Cara Edmondson
Cara.edmondson@dmschools.org
515-242-8452

North High School

Tim Johnson
timothy.johnson@dmschools.org
515-242-7296

Roosevelt High School

Lupe Thomason
Lupe.thomason@dmschools.org
515-242-7666



Community Schools Contacts

Capitol View Elementary School

Julanda Taylor

Julanda.taylor@dmschools.org

515-242-7547

King Elementary School

Al Perez

Alfonso.perez@dmschools.org

515-242-7930

Lovejoy Elementary School

Theron Hobbs

Theron.hobbs@dmschools.org

515-242-7716

McKinley Elementary School

Molly Girsch

Molly.girsch@dmschools.org

515-242-8304

Monroe Elementary School

Lesley Christensen

lesleyann.christensen@dmschools.org

515-242-8373

Morris Elementary School

Brad Buckley

Bradley.buckley@dmschools.org

515-242-7243

Moulton Elementary School

Brent Osborne

Brent.osborne@dmschools.org

515-242-8480

Samuelson Elementary School

Pashion Muhammad

Pashion.muhammad@dmschools.org

515-242-7941



COMMUNITY PARTNERSHIP AGREEMENT

DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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

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

➔ This Community Partnership Agreement (CPA) describes and confirms an agreement between Des Moines Public Schools (DMPS) and Victory Kid Sports Foundation, Inc. for **January 1, 2019- December 31, 2019**. The purpose of this CPA is to formalize and clarify expectations of this partnership.

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

➔ Organization Description

Our mission is to impact kids through sports and we accomplish this by teaching and demonstrating teamwork, discipline, and fun; mentorship and socioemotional support aid our efforts to empower the whole child.

DMPS Responsibilities

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

DMPS will provide information on emergency procedures for schools.

DMPS can provide evaluations for all programming using the Youth Program Quality Assessment tool (YPQA) www.cypq.org/assessment. Depending on where you are providing services in our schools you may receive reporting requirements from the Community School Coordinator. DMPS will not share any YPQA assessments or scores with any outside entity without the Organization's written permission.

Organization Responsibilities

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

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

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

Disclaimer

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

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

Immediate Termination by the DMPS

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

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

Insurance Requirements

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

Certificates of Coverage

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

Indemnification By the Organization

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

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

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

Solicitation

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

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It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

Amendments and Alterations to this Agreement

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



Melissa Patton

Primary Organization Contact (Print Name)



Melissa Patton

Melissa Patton (Nov 13, 2018)

Partner Signature

Vanessa Howell

Vanessa Howell (Nov 13, 2018)

Community Partnership Coordinator Signature

Vanessa Howell

Community Partnership Coordinator

Date Signed: Nov 13, 2018

Date Signed: Nov 13, 2018

Effective Date: Nov 13, 2018

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



Acknowledgment & Certification

Victory Kid Sports Foundation, Inc.

("Company") is providing services to the Des Moines Independent Community School District ("District") as a contractor, vendor, supplier, provider or subprovider and/or is operating or managing the operations of a contractor, vendor, supplier or provider. The services provided by the Company may involve the presence of the Company's employees upon the real property of the District.

The Company acknowledges that Iowa law prohibits a sex offender who has been convicted of a sex offense against a minor from being present upon the real property of the District. The Company further acknowledges that, pursuant to Iowa law, a sex offender who has been convicted of a sex offense against a minor shall not operate, manage, be employed by, or act as a contractor or volunteer at the District.

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In signing this Acknowledgment and Certification, the person signing on behalf of the Company hereby acknowledges that he/she has read this entire document, that he/she understands its terms, and that he/she not only has the authority to sign the document on behalf of the Company, but has signed it knowingly and voluntarily.

Dated: Nov 13, 2018

Victory Kid Sports Foundation, Inc.

[name of contractor/vendor/supplier/provider/sub-provider]

Authorization By: Melissa Patton
Melissa Patton (Nov 13, 2018)

Printed Name: Melissa Patton

Title: President

FORM A: SITE INFORMATION

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

| 21CCLC Site Name: Brubaker Elementary | | |
|--|--------------------|---|
| Site Address: 2900 East 42nd Street | | |
| City, State, Zip: Des Moines, IA 50317 | | |
| Phone: 515-242-8405 | | |
| Site Contact Person: Mark Adams, Principal | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21 st Century Community Learning Centers Program |
| | | |
| | | |
| | | |
| 21CCLC Site Name: Stowe Elementary | | |
| 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 21 st Century Community Learning Centers Program |
| | | |
| | | |
| | | |

(Limit three sites per application.)

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

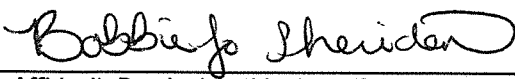
Part M: Private and Public School Consultation

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


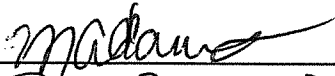
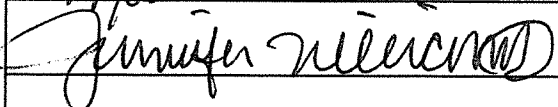
Part N: Grant Termination (Additional conditions in Appendix D)

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s) or if federal funding is no longer available.

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

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

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

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

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.

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

| Name/Signature | Agency Affiliation | |
|---------------------------------------|---|---------------------------|
| Name/Title <i>Alicia Vermeer</i> | Agency <i>Community Youth Concepts</i> | |
| Signature <i>Alicia Vermeer</i> | Address <i>1446 MLK Pkwy</i> | |
| | City/Zip <i>Des Moines, IA 50314</i> | Phone <i>515-243-42</i> |
| Name/Title <i>Madisen Gaskin</i> | Agency <i>ISU Extension Polk Co.</i> | |
| Signature <i>Madisen Gaskin</i> | Address <i>1625 Adventureland Dr.</i> | |
| | City/Zip <i>Altoona 50009</i> | Phone <i>957-5771</i> |
| Name/Title <i>Michelle B. King</i> | Agency <i>ASAP</i> | |
| Signature <i>M B King</i> | Address <i>600 6th Ave</i> | |
| | City/Zip <i>DSM 50309</i> | Phone <i>770-3380</i> |
| Name/Title <i>Melissa Patten, EID</i> | Agency <i>Victory Kids Sports</i> | |
| Signature <i>M. Patten</i> | Address <i>1855 Lasing St.</i> | |
| | City/Zip <i>Florida, 32935</i> | Phone <i>800-307-3459</i> |
| Name/Title <i>Joy Esposito</i> | Agency <i>EKD Center for Working Families</i> | |
| Signature <i>Joy Esposito</i> | Address <i>1171 7th St.</i> | |
| | City/Zip <i>DSM 50314</i> | Phone <i>697-7700</i> |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

| 21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds) | | |
|---|---|---|
| Number of program sites included in this application: 2 | Total number of students being served (all sites for one year): 235 | Total three-year funding request (all sites): \$846,000 |
| Total first-year funding request (all sites): \$282,000 | | |

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

| Name of Program Site(s) (School Year) | Year 1 Funding Request | Year 2 Funding Request | Year 3 Funding Request | Total Funding Request (3-year total) | Number of Students Served per site per year |
|---|------------------------|------------------------|------------------------|--------------------------------------|---|
| Brubaker Elementary | \$150,000 | \$150,000 | \$150,000 | \$450,000 | 125 |
| Stowe Elementary | \$132,000 | \$132,000 | \$132,000 | \$396,000 | 110 |
| | \$ | \$ | \$ | \$ | |
| Name of Program Site(s) (Summer School) | | | | | |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |
| | | | | | |

| AGENCY AND SITE NAME: SITE ADDRESS: | | FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET IOWA DEPARTMENT OF EDUCATION BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C) | | | | | | | | | | | | | | | | |
|---|--|---|-----------------|--|-----------------------|-------------------------|----------------------|-------------------|-----------------|-----------------|-----------------|-----------------------|-------------------------|----------------------|-------------------|-----------------|-----------------|-----------------|
| Brubaker Elementary 2900 East 42nd St., Des Moines, IA 50317 | | ***COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED*** | | | | | | | | | | | | | | | | |
| Total YR1 21CCLC Award: | | \$ 150,000.00 | | | | | | | | | | | | | | | | |
| # Students Served (unduplicated headcount): | | 125 | | | | | | | | | | | | | | | | |
| A | | B | | | C | | | D | | | E | | | | | | | |
| Authorized Activity Category | | 2020-21 Budget | | | Quarter 1 | | | Quarter 2 | | | Quarter 3 | | | Quarter 4 | | | | |
| | | Student Program | Family Literacy | | July 1 - September 30 | October 1 - December 31 | January 1 - March 31 | April 1 - June 30 | Family Literacy | Student Program | Family Literacy | July 1 - September 30 | October 1 - December 31 | January 1 - March 31 | April 1 - June 30 | Family Literacy | Student Program | Family Literacy |
| 1 | Personnel | \$ 42,853.29 | \$ 2,227.84 | | \$ 6,427.99 | \$ 334.18 | \$ 12,855.99 | \$ 668.35 | \$ 10,713.32 | \$ 556.96 | | \$ 1,657.50 | \$ 3,315.00 | \$ 3,315.00 | \$ 2,762.50 | \$ 556.96 | | |
| | Contracted Services | \$ 11,050.00 | | | \$ 10,436.85 | \$ 375.00 | \$ 20,873.72 | \$ 750.00 | \$ 17,394.76 | \$ 635.00 | | | | | | | | |
| | Materials & Supplies | | | | | | | | | | | | | | | | | |
| | After School Snacks & Meals | | | | | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | | | | | |
| | Reserved for IDOE finance | | | | | | | | | | | | | | | | | |
| 2 | Professional Development (must be equal or greater than 5% of budget): | \$ 1,949.36 | | | \$ 292.40 | \$ 584.81 | \$ 90.00 | \$ 211.68 | \$ 487.94 | | | \$ 45.00 | \$ 105.84 | \$ 90.00 | \$ 75.00 | \$ 176.40 | | |
| | Personnel | | | | | | | | | | | | | | | | | |
| | Contracted Services | | | | | | | | | | | | | | | | | |
| | Materials & Supplies | | | | | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | | | | | |
| | Reserved for IDOE finance | | | | | | | | | | | | | | | | | |
| 3 | Student Access (up to 8% of budget): | \$ 3,346.00 | \$ 1,000.00 | | \$ 501.90 | \$ 150.00 | \$ 1,003.80 | \$ 300.00 | \$ 836.50 | \$ 250.00 | | | | | | | | |
| | Transportation | | | | | | | | | | | | | | | | | |
| | Facility safety and accessibility | | | | | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | | | | | |
| 4 | Evaluation (up to 4%): | | | | | | | | | | | | | | | | | |
| | Contracted Services | | | | | | | | | | | | | | | | | |
| | Materials & Supplies | | | | | | | | | | | | | | | | | |
| | Other | | | | | | | | | | | | | | | | | |
| 5 | Other Admin Costs (up to 8%): | \$ 5,025.55 | | | \$ 753.83 | | \$ 1,507.67 | | \$ 1,507.67 | | | | | | | | | |
| | Other Admin Costs | | | | | | | | | | | | | | | | | |
| | Reserved for IDOE finance | | | | | | | | | | | | | | | | | |
| | Indirect Costs, Restricted* | \$ 4,918.27 | | | \$ 737.74 | | \$ 1,475.48 | | \$ 1,475.48 | | | | | | | | | |
| 6 | Total Expenditures | \$ 150,000.00 | | | \$ 22,500.00 | | \$ 45,000.00 | | \$ 45,000.00 | | | | | | | | | |
| | | *Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving | | | | | | | | | | | | | | | | |
| | | 69579.05 | | | | | | | | | | | | | | | | |

| AGENCY AND SITE NAME: | | FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET | | | | | | | | | | | |
|--|---------------|---|-----------------|--------------|--------------------------------------|-----------------|-----------|-----------------------------------|-----------------|-----------|--------------------------------|-----------------|-------|
| SITE ADDRESS: | | IOWA DEPARTMENT OF EDUCATION | | | | | | | | | | | |
| 1411 East 33rd St., Des Moines, IA 50317 | | BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CLC (Title IV-Part B, CFDA 84.287C) | | | | | | | | | | | |
| Total YR1 21CCLC Award: | | \$ 132,000.00 | | | | | | | | | | | |
| # Students Served (unduplicated headcount): | | 110 | | | | | | | | | | | |
| Qtr 1 due by November 30th | | Qtr 2 due by January 31st | | | Qtr 3 due by April 30th | | | Qtr 4 due by July 15th | | | 3.39% | | |
| A | | B | | | C | | | D | | | E | | |
| Total YR1 2020-21 Budget | | Quarter 1 July 1 - September 30 | | | Quarter 2 October 1 - December 31 | | | Quarter 3 January 1 - March 31 | | | Quarter 4 April 1 - June 30 | | |
| Authorized Activity Category | | Family Literacy | | | Family Literacy | | | Family Literacy | | | Family Literacy | | |
| 1 Program: | | Student Program | Family Literacy | Other | Student Program | Family Literacy | Other | Student Program | Family Literacy | Other | Student Program | Family Literacy | Other |
| Personnel | \$ 33,941.93 | \$ 5,091.29 | \$ 250.63 | \$ 1,670.88 | \$ 10,182.58 | \$ 501.26 | \$ 501.26 | \$ 10,182.58 | \$ 501.26 | \$ 501.26 | \$ 9,485.48 | \$ 417.72 | \$ - |
| Contracted Services | \$ 11,050.00 | \$ 1,657.50 | \$ - | \$ 3,315.00 | \$ 3,315.00 | \$ - | \$ - | \$ 3,315.00 | \$ - | \$ - | \$ 2,762.50 | \$ - | \$ - |
| Materials & Supplies | \$ 63,528.70 | \$ 9,529.31 | \$ 300.00 | \$ 2,000.00 | \$ 19,058.61 | \$ 600.00 | \$ 600.00 | \$ 19,058.61 | \$ 600.00 | \$ 600.00 | \$ 15,882.18 | \$ 500.00 | \$ - |
| After School Snacks & Meals | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Reserved for IDOE finance | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Professional Development (must be equal or greater than 5% of budget): | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Personnel | \$ 1,949.36 | \$ 292.40 | \$ - | \$ 584.81 | \$ 584.81 | \$ - | \$ - | \$ 584.81 | \$ - | \$ - | \$ 487.34 | \$ - | \$ - |
| Contracted Services | \$ 300.00 | \$ 45.00 | \$ 52.73 | \$ 90.00 | \$ 90.00 | \$ 105.45 | \$ 105.45 | \$ 90.00 | \$ 105.45 | \$ 105.45 | \$ 75.00 | \$ 87.36 | \$ - |
| Materials & Supplies | \$ - | \$ - | \$ 30.00 | \$ 60.00 | \$ 60.00 | \$ - | \$ - | \$ 60.00 | \$ - | \$ - | \$ 60.00 | \$ - | \$ - |
| Other | \$ 3,800.00 | \$ 570.00 | \$ - | \$ 1,140.00 | \$ 1,140.00 | \$ - | \$ - | \$ 1,140.00 | \$ - | \$ - | \$ 950.00 | \$ - | \$ - |
| Reserved for IDOE finance | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 Student Access (up to 8% of budget): | \$ 2,854.00 | \$ 428.10 | \$ 150.00 | \$ 856.20 | \$ 856.20 | \$ 300.00 | \$ 300.00 | \$ 856.20 | \$ 300.00 | \$ 300.00 | \$ 713.50 | \$ 250.00 | \$ - |
| Transportation | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Facility safety and accessibility | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 4 Evaluation (up to 4%): | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Contracted Services | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Materials & Supplies | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5 Other Admin Costs (Up to 8%): | \$ 5,025.55 | \$ 753.63 | \$ - | \$ 1,507.67 | \$ 1,507.67 | \$ - | \$ - | \$ 1,507.67 | \$ - | \$ - | \$ 1,256.39 | \$ - | \$ - |
| Other Admin Costs | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Reserved for IDOE finance | \$ 4,328.08 | \$ 649.21 | \$ - | \$ 1,298.42 | \$ 1,298.42 | \$ - | \$ - | \$ 1,298.42 | \$ - | \$ - | \$ 1,082.02 | \$ - | \$ - |
| Indirect Costs, Restricted* | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 6 Total Expenditures | \$ 132,000.00 | \$ 19,800.00 | \$ - | \$ 39,600.00 | \$ 39,600.00 | \$ - | \$ - | \$ 39,600.00 | \$ - | \$ - | \$ 33,000.00 | \$ - | \$ - |

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

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*

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

| | |
|----------------------------|--|
| AGENCY: | Des Moines Independent Community School District |
| AGENCY ADDRESS: | 2100 Fleur Drive, Des Moines, IA 50321 |
| NUMBER OF SITES: | 2 |
| Total 21CCLC Request YR 1: | \$ 282,000.00 |

| Budget Category | Year 1 2020-2021 | | | | | Total YR1 | Total YR1 | Total YR1 | Total YR1 | Total YR1 |
|---|------------------------|-------------------------|------------------------|-------------------------|----------------------|----------------------|----------------------|---------------------|----------------------|----------------------|
| | 21CCLC Student Program | Partner Student Program | 21CCLC Family Literacy | Partner Family Literacy | 21CCLC | | | | | |
| Program: | | | | | | | | | | |
| Personnel | \$ 76,795.22 | \$ 105,715.00 | \$ 3,898.72 | \$ 8,000.00 | \$ 80,651.94 | \$ 173,734.00 | \$ 182,510.22 | \$ 11,898.72 | \$ 194,408.94 | \$ 194,408.94 |
| Contracted Services | 22,100.00 | 9,540.00 | | 360.00 | 22,100.00 | 3,000.00 | 31,640.00 | 360.00 | 32,000.00 | 32,000.00 |
| Materials & Supplies | 133,107.75 | 1,364.00 | 4,500.00 | 200.00 | 137,897.75 | 1,594.00 | 134,471.75 | 4,700.00 | 139,171.75 | 139,171.75 |
| After School Snacks & Meals | | 17,553.80 | | | | 17,553.80 | 17,553.80 | | 17,553.80 | 17,553.80 |
| Other | | | | | | | | | | |
| Subtotal - Program | 232,002.97 | 134,172.80 | 8,398.72 | 8,560.00 | 240,401.00 | 142,732.80 | 366,175.77 | 16,958.72 | 383,134.49 | 383,134.49 |
| Professional Development (min. 5% per year): | | | | | | | | | | |
| Personnel | \$ 3,898.72 | \$ 2,910.00 | | | \$ 3,898.72 | \$ 2,910.00 | \$ 6,808.72 | \$ - | \$ 6,808.72 | \$ 6,808.72 |
| Contracted Services | 600.00 | 1,200.00 | 1,057.11 | | 1,657.11 | 2,207.00 | 1,800.00 | 1,057.11 | 2,857.11 | 2,857.11 |
| Materials & Supplies | | | 945.03 | | 945.03 | | | 945.03 | 945.03 | 945.03 |
| Other | 7,600.00 | | | | 7,600.00 | | 7,600.00 | | 7,600.00 | 7,600.00 |
| Subtotal - Professional Development | 12,098.72 | 4,110.00 | 2,002.14 | | 14,100.86 | 4,110.00 | 16,208.72 | 2,002.14 | 18,210.86 | 18,210.86 |
| Student Access (max. 8% per year): | | | | | | | | | | |
| Transportation | \$ 6,200.00 | | \$ 2,000.00 | | \$ 8,200.00 | | \$ 6,200.00 | \$ 2,000.00 | \$ 8,200.00 | \$ 8,200.00 |
| Facility safety and accessibility | | 900.00 | | 100.00 | | 1,000.00 | 900.00 | 100.00 | 1,000.00 | 1,000.00 |
| Other | | | | | | | | | | |
| Subtotal - Student Access | 6,200.00 | 900.00 | 2,000.00 | 100.00 | 8,200.00 | 1,000.00 | 7,100.00 | 2,100.00 | 9,200.00 | 9,200.00 |
| Evaluation (max. 8% per year): | | | | | | | | | | |
| Contracted Services | | \$ 5,000.00 | | | | \$ 5,000.00 | \$ 5,000.00 | | \$ 5,000.00 | \$ 5,000.00 |
| Materials & Supplies | | | | | | | | | | |
| Other | | | | | | | | | | |
| Subtotal - Evaluation | | 5,000.00 | | | | 5,000.00 | 5,000.00 | | 5,000.00 | 5,000.00 |
| Other Admin Costs (max 8% per year): | | | | | | | | | | |
| Other Admin Costs | \$ 10,051.10 | | \$ 10,051.10 | | \$ 10,051.10 | | \$ 10,051.10 | | \$ 10,051.10 | \$ 10,051.10 |
| Indirect Costs, Restricted** | \$ 9,246.35 | | \$ 9,246.35 | | \$ 9,246.35 | | \$ 9,246.35 | | \$ 9,246.35 | \$ 9,246.35 |
| Subtotal - Other Admin Costs | 19,297.45 | | 19,297.45 | | 19,297.45 | | 19,297.45 | | 19,297.45 | 19,297.45 |
| Totals | \$ 269,599.14 | \$ 144,182.80 | \$ 12,400.86 | \$ 8,560.00 | \$ 282,000.00 | \$ 144,182.80 | \$ 413,781.94 | \$ 21,060.86 | \$ 434,842.80 | \$ 434,842.80 |

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

FORM D4: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

* 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:

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

Describe the positive impact expected from this project:

The project will provide afterschool programming (academic support and enrichment), as well as family literacy programming to improve students' reading and math achievement, decrease absenteeism, and decrease the rate of Level 2 or higher behavior referrals by the end of the school year.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

Alaskan Native Americans
 Other

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact.

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

Name: [Signature]

Title: Superintendent

Definitions

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

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

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

“Disability” does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEA/ESSA* programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

The required form included in Appendix A provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

Contact Steve Crew with the Iowa Department of Education at steve.crew@iowa.gov with questions about non-public consultation.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

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

Provide documentation-A consultation was held, who attended, the names and contact info, and the outcome of that meeting. See the Guide to Non-Public School Consultation Guidance.



Private School Consultation Meeting Log

Date: 10/30/2019
Time: 4:00pm
Location: Phone Conversation

Meeting called by: Bobbie Jo Sheridan
Type of meeting: Phone Call
Attendees: Bobbie Jo Sheridan, Donna Bishop (Superintendent)

| ----- Agenda Topics ----- | | |
|--|----------------------------|-------------------|
| Welcome Bobbie Jo Sheridan [5 minutes] | | |
| <u>Discussion:</u> Explained the 21CCLC grant opportunity to Mrs. Bishop, Superintendent of the Catholic Schools in Des Moines. Discussed a potential partnership with St. Joseph's School. Sent a follow-up email with all information. | | |
| <hr/> <hr/> | | |
| <u>Conclusions:</u> Mrs. Bishop shared information with the Principal of St. Joseph's school, they declined partnership. | | |
| <hr/> | | |
| <u>Action Items:</u> | <u>Person responsible:</u> | <u>Deadline:</u> |
| <u>Follow-up Email to Mrs. Bishop</u> | <u>Bobbie Jo Sheridan</u> | <u>10/31/2019</u> |
| Resources for Non-Public Schools [Insert Name] [Insert time allocation] | | |
| <u>Discussion:</u> | | |
| <hr/> <hr/> | | |
| <u>Conclusions:</u> | | |
| <hr/> <hr/> | | |
| <u>Action Items:</u> | <u>Person responsible:</u> | <u>Deadline:</u> |
| <hr/> <hr/> | <hr/> <hr/> | <hr/> <hr/> |

Continues on next page.

| | | |
|--|------------------------------|--------------------|
| Consultation Procedures [Insert Name] [Insert time allocation] | | |
| <u>Discussion:</u> _____ _____ | | |
| <u>Conclusions:</u> _____ _____ | | |
| <u>Action Items:</u> _____ | Person responsible: _____ | Deadline: _____ |
| Questions All Staff [Insert time allocation] | | |
| <u>Discussion:</u> _____ _____ | | |
| <u>Conclusions:</u> _____ _____ | | |
| <u>Action Items:</u> _____ | Person responsible: _____ | Deadline: _____ |

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

Other Information

| | |
|--------------------------|------------------------|
| Resource persons: | Donna Bishop |
| Special notes: | Services were declined |

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

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

Form G: Previous Sustainability Form

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

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

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

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

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

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

If there was a gap in funding did you maintain your program for the children-
___ At the same level ___ At a reduced level ___ The program ended
Not applicable.

Stowe elementary school has provided five years of 21CCLC programming to students with great success. Arts, physical literacy, tutoring, STEM clubs, summer programming, horse-back riding, cooking, chess, and many other programs have enhanced the lives of over 500 attendees in the last five years of grant funding. Community partnerships have allowed our program to continue to serve students at the same level in years four and five of the grant cycle, with volunteers providing free programs in SEL and arts and crafts, Victory Sports contributing in-kind sports and family programming, Kids in the Kitchen providing free programming through ISU Extension, EFR providing social skills, free piano lessons provided by ASAP and Community! Youth Concepts choosing Stowe as the site for their new High and Low Ropes course which will provide free opportunities for students in health, team building and physical activity. Regularly attending students made significant growth in both reading and math; 93% made growth in reading on district MAP tests and 98% made growth on district MAP tests in math.

| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
|---------------------|-----------------------|---|--------------------------------|----------|---------|
| Victory Sports | 2 years | Financial | | \$6,000 | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: Yes, the partner provides 33% percent funding in-kind. | | | |
| | | In-Kind | | \$3,000 | |
| | | Please describe the contribution being made in detail: | | | |
| | | Equipment and/or Supplies | | n/a | |
| | | Please describe contribution in detail: | | | |
| | | Facilities | | n/a | |
| | | Please provide description of facilities contributed: | | | |
| | | Staff | | n/a | |
| | | Please describe what staff will be doing: Victory Sports staff run the program at our facility | | | |
| | | Volunteers | | n/a | |
| | | Please describe what volunteers will be doing: | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Partner pays for and runs background checks in accordance with district policy. | | | |
| | | Total Value of Partnership | | | \$9,000 |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
| Kids in the Kitchen | 4 years | Financial | | n/a | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: Kids in the Kitchen provides sustaining programming at zero cost to Des Moines Public Schools. | | | |
| | | In-Kind | Program materials and services | \$11,520 | |
| | | Please describe the contribution being made in detail: Kids in the Kitchen covers the cost of student registration, teacher salary, equipment and supplies for twelve students per six-week session. | | | |
| | | Equipment and/or Supplies | | \$5,760 | |
| | | Please describe contribution in detail: food, cooking implements and equipment for all Kids in the Kitchen sessions. | | | |
| | | Facilities | | n/a | |
| | | Please provide description of facilities contributed: | | | |

| | | | | |
|-----------------------------|-----------------------|--|---------------|----------|
| | | Staff | 2 per session | 5,760 |
| | | Please describe what staff will be doing: Kids in the Kitchen staff run the program at our facility | | |
| | | Volunteers | | n/a |
| | | Please describe what volunteers will be doing: | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Partner pays for and runs background checks in accordance with district policy. | | |
| | | Total Value of Partnership | | \$11,520 |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value |
| Meditation and mindfulness | 1 year | Financial | | n/a |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: n/a | | |
| | | In-Kind | | \$960 |
| | | Please describe the contribution being made in detail: | | |
| | | Equipment and/or Supplies | | \$100 |
| | | Please describe contribution in detail: Partner provides all equipment, which is minimal | | |
| | | Facilities | | n/a |
| | | Please provide description of facilities contributed: | | |
| | | Staff | 1 | \$860 |
| | | Please describe what staff will be doing: | | |
| | | Volunteers | | n/a |
| | | Please describe what volunteers will be doing: Staff provide Mindfulness and Meditation SEL programming at no cost to program. | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: DMPS will pay for and run background check for volunteers in accordance with district policy | | |
| | | Total Value of Partnership | | \$960 |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value |
| Employee & Family Resources | 2 years | Financial | | n/a |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: | | |

| | | | | |
|---------------------------|-----------------------|---|---------|---------|
| | | In-Kind | | \$1,000 |
| | | Please describe the contribution being made in detail: EFR provides social skills and prevention education at no-cost, including staff and materials. | | |
| | | Equipment and/or Supplies | | \$200 |
| | | Please describe contribution in detail: EFR provides curriculum and materials needed for program. | | |
| | | Facilities | | n/a |
| | | Please provide description of facilities contributed: | | |
| | | Staff | | \$800 |
| | | Please describe what staff will be doing: EFR staff lead social skills and prevention programs at our site. | | |
| | | Volunteers | | n/a |
| | | Please describe what volunteers will be doing: | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Partner pays for and runs background checks in accordance with district policy. | | |
| | | Total Value of Partnership | | \$1,000 |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value |
| After School Arts Program | 8 years | Financial | | n/a |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: n/a | | |
| | | In-Kind | | \$3,970 |
| | | Please describe the contribution being made in detail: Group and individual pianos lessons and piano teacher. | | |
| | | Equipment and/or Supplies | | \$1,000 |
| | | Please describe contribution in detail: ASAP will be provide pianos for students to use. | | |
| | | Facilities | | n/a |
| | | Please provide description of facilities contributed: n/a | | |
| | | Staff | 2 | \$2,970 |
| | | Please describe what staff will be doing: teaching piano lessons. | | |
| | | Volunteers | | n/a |

| | | | |
|--|--|---|---------|
| | | Please describe what volunteers will be doing: | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Partner pays for and runs background checks in accordance with district policy. | |
| | | Total Value of Partnership | \$3,970 |

| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
|--------------------------|-----------------------|---|---------|-------|---------|
| Community!Youth Concepts | 5 years | Financial | | n/a | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: n/a | | | |
| | | In-Kind | | | \$2,500 |
| | | Please describe the contribution being made in detail: High and Low Ropes course programming. | | | |
| | | Equipment and/or Supplies | | | n/a |
| | | Please describe contribution in detail: use of the high and low ropes course. | | | |
| | | Facilities | | | \$1,250 |
| | | Please provide description of facilities contributed: use of the high and low ropes course. | | | |
| | | Staff | | 2 | \$1,250 |
| | | Please describe what staff will be doing: staff to guide student through the ropes course. | | | |
| | | Volunteers | | | n/a |
| | | Please describe what volunteers will be doing: | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Partner pays for and runs background checks in accordance with district policy. | | | |
| | | Total Value of Partnership | | | \$2,500 |

What percentage of your previous grant funding were you able to sustain with community partners? 25% in year 4 and in year 5 to maintain the level of programming from years 1-3.

How many community partners did you secure in the past five years? 6 new partnerships, in addition to the over 30 existing partnerships.

Explain any challenges you had with securing community partners. NA