

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

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

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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 County		Amount Requested: \$298,800 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Thomas Ahart, Superintendent		Grant Contact/Project Director: Heidi Brown	
Agency Name: Des Moines Independent Community School District		Agency Name: Des Moines Independent Community School District	
Address: 2100 Fleur Drive		Address: 2100 Fleur Drive	
City: Des Moines	Zip: 50321	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 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 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-fri/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
  - Site/Building Name: Jackson Elementary
    - Free and Reduced Lunch Rate Percentage: 77.75%
  - Site/Building Name: Park Avenue Elementary
    - Free and Reduced Lunch Rate Percentage: 81.90%
  - Site/Building Name: South Union Elementary
    - Free and Reduced Lunch Rate Percentage: 87.85%
- **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
  - Afterschool Only
  - 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 FY19 Request for Applications):
  - 249 number of children x 160 days x X either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$298.800 (total funding request for before and afterschool programs)
- **Summer School Formula**
  - \_\_\_\_\_ children x \_\_\_\_\_ of days = (minimum 30 days) x \$10.00 = \_\_\_\_\_ (total funding amount for summer)
  - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
  - 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: \$298.800

Number of Children Served in Year One: 249

**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: _____ <b>OR</b> Enter School District Code _____ 771737 _____
--

(If applicable) Enter Child Care License #: _____
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**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 "Priority" or "Needs Improvement" on the Iowa School Report Card* 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): Jackson Elementary and South Union Elementary are designated "Needs Improvement" on the Iowa School Report Card found at: <http://reports.educateiowa.gov/schoolreportcard>. The application is jointly submitted as a collaboration between Des Moines Public Schools and community partners After School Arts Program (ASAP), CultureALL, Employee and Family Resources (EFR), Community Youth Concepts (CYC), Kranto Education Alliance, Evelyn K. Davis Center for Working Families, and John R. Grubb Community YMCA. Evidence of collaboration can be found in the attached MOUs, 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 the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

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

Documentation: Population of children and youth (under age 18) living below the poverty level in Polk County 2011-2015 is 18.0% (Source: US Census Bureau ACS 5-Year Estimates, as found at: <https://www.polkcountyiowa.gov/health/reports-data/polk-county-health-data/poverty/>)

Examples of documentation: Look up your county at [https://www.cfpciowa.org/documents/filelibrary/kids\\_count/2016\\_data/2016\\_KCCP\\_0B0ECD1FC15F2.pdf](https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.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.*

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## **APPLICATION NARRATIVE (100 TOTAL POINTS)**

### **1. Proposal Abstract (Not scored) (2 pages max)**

**Number of students to be served:** 249; **Total amount requested per year:** \$298,800;

**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 Jackson Elementary, Park Avenue Elementary, and South Union Elementary. Results indicated pronounced achievement gaps in reading and math, a high percent of students who are chronically absent, and a disproportionately high percent of minority students who have two or more behavior referrals. All three schools are Title I eligible, and two schools (Jackson and South Union) are designated "Needs Improvement" on the Iowa School Report Card. To address these risk factors, DMPS proposes to implement the 21<sup>st</sup> 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:** Needs Assessment results guided the district's plan for the proposed afterschool program. 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. Parents in need of adult literacy classes will be referred to Des Moines Area Community College adult literacy classes (through the Evelyn K. Davis Center). DMPS currently implements successful 21<sup>st</sup> Century Community Learning Centers programs at 21 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: 33% of regular attendees made growth on district reading assessments, a rate 23% higher than the district average; 92% of regular attendees improved homework completion and class participation, and 74% improved in behavior. Evidence-based curriculum aligned to district and state standards will be implemented (GO Math!, ALEKS, Lexia Core 5, Write Brain, Mindworks Resources, Imagine Learning, 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, 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. 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 monthly 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, DMPS will partner with John R. Grubb YMCA for fitness and asset development programs, After School Arts Program, Inc. (ASAP) for arts programming; CultureALL

for cultural enrichment; Employee & Family Resources (EFR) for social-emotional curriculum and substance use/abuse prevention curriculum; Kranto Education Alliance for a variety of educational enrichment programs (arts, technology, dance, etc.); Evelyn K. Davis for Working Families (with DMACC) for adult literacy referrals; Community! Youth Concepts (CYC) for YPQA evaluation; Heartland AEA for external evaluation; and several other internal and external partners. With stakeholder input to identify other prospective partners, the Project Coordinator will develop new partners throughout the grant cycle (programming, volunteer opportunities, field trips, funding, etc.). To retain partners, DMPS will foster open, ongoing communication and a continuous feedback loop that guides program modifications and ensures joint youth 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. AYP reports 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. Quarterly reports to the Leadership Team will gauge program results throughout the year and guide program improvements. Required annual reports to the funder will be completed. The summative 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: 249 students x 160 days x \$7.50/student/day = \$298,800 per year (\$99,600 per site/year). Breakdown and justification of expenses are detailed in section 9.

**Documentation of Competitive Priority Status:** DMPS has selected three schools that are all Title I eligible. Two schools (Jackson and South Union) are designated "Needs Improvement" on the Iowa School Report Card ([www.educateiowa.gov](http://www.educateiowa.gov)). DMPS is jointly submitting this application in collaboration with John R. Grubb YMCA, ASAP, CultureALL, EFR, Kranto Education Alliance, Evelyn K. Davis Center, and CYC, evidenced by the attached MOU's and their original signatures on Form C: Collaborative Signatures. The program will serve Polk County, which has a youth (under age 18) poverty rate of 18% (US Census Bureau ACS 5-Year Estimates:<https://www.polkcountyiowa.gov/health/reports-data/polk-county-health-data/poverty/>

## 2. Student Needs Assessment (20 possible points)(3 pages)

### **2.1 Demographic data demonstrating student need**

To align with ESSA's Measures of Effectiveness that guide the 21<sup>st</sup> Century Community Learning Centers (21stCCLC) program, which state, "An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities," the Des Moines Public Schools (DMPS) conducted a thorough needs assessment of students, schools, and community data focused on risk factors for academic failure (low achievement scores, eligibility for Free and Reduced-Price lunch (FRPL), engagement (attendance (ADA), behavior), English Language Learner (ELL), and minority). Extensive objective results are detailed below, indicating a high need for afterschool programs to address these risk factors at Jackson, Park Avenue, and South Union elementary schools. All three schools are Title I eligible and two are designated "Needs Improvement" on the Iowa School Report Card.

Title I Schools	Report Card Designation	2018-2019			2017-2018		# Reg Attendees To Be Served
		Enrollment	% ELL	% Minority	% FRPL	% ADA	
Jackson	Needs Improvement	443	26.6	71.56	77.75*	94.87	62
Park Avenue	Acceptable	404	16.8	51.74	81.9*	93.81	62
South Union	Needs Improvement	498	25.9	59.92	87.85	94.01	62

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

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

MATH	# of Students Assessed	Total	SE Outcomes		Race/Ethnicity Outcomes		Language Outcomes	
		Proficient	Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
<b>Grades 3-5 Iowa Assessments 2017-2018 (Percent Proficient)</b>								
Jackson	222	52	60	50	64	48	64	23
Park Ave	224	52	64	49	61	44	54	33
South Union	260	46	58	45	56	40	54	22
<b>Grades 4-5 Iowa Assessments 2017-2018 (Percent Making Typical Growth)</b>								
Jackson	151	34	35	33	40	32	38	24
Park Ave	153	39	48	37	44	35	41	21
South Union	171	36	44	35	36	35	35	38
<b>Grades K-5 MAP Fall Assessment 2018 (Percent Meeting Benchmark - CCR and Progressing)</b>								
Jackson	313	44	61	40	45	44	49	44
Park Ave	270	55	77	51	70	44	60	27
South Union	321	41	63	38	51	34	46	21

LITERACY	# of Students	Total	SE Outcomes		Race/Ethnicity Outcomes		Language Outcomes	
	Assessed	Proficient	Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
<b>Grades 3-5 Iowa Assessments 2017-2018 (Percent Proficient)</b>								
Jackson	222	52	65	49	56	50	60	30
Park Ave	224	55	64	53	64	47	60	13
South Union	260	45	69	42	56	37	54	14
<b>Grades 4-5 Iowa Assessments 2017-2018 (Percent Making Typical Growth)</b>								
Jackson	151	49	48	49	57	46	52	39
Park Ave	153	54	57	53	59	49	57	23
South Union	171	51	44	51	53	49	50	52
<b>Grades 2-5 MAP Fall Assessment 2018 (Percent Meeting Benchmark - CCR and Progressing)</b>								
Jackson	312	51	61	40	54	50	61	22
Park Ave	271	59	77	51	69	52	54	36
South Union	311	52	63	38	53	47	59	20
<b>Grades K-1 FAST Fall Assessment 2018 (Percent Meeting Composite Benchmark)</b>								
Jackson	88	48	79	39	46	49	50	44
Park Ave	137	45	74	39	51	39	46	41
South Union	109	40	39	40	53	33	44	30

**BEHAVIOR AND ATTENDANCE DATA:** The tables below show behavior and attendance disproportionality in two ways. The first shows that the number of level 2 behavior referrals is disproportionate in that minority students represent a larger number of the total Level 2 behavior referrals, even though they represent a more level number of the individuals that receive more than two Level 2 behavior referrals. Minority students in these schools are more likely to receive additional Level 2 behavior referrals than their non-minority counterparts. The attendance table shows a high percent of student chronically absent in all three locations.

BEHAVIOR	SY 2017 - 2018		Percent of Individuals and Incidences of Two or More Level 2 Referrals					
	% of Students	Total Number	SE Status - FRPL		Race/ Ethnicity - Minority		Language - ELL	
	With Two Or More Level 2 Referrals	of Two Or More Level 2 Referrals	% of Individuals	% of Incidences	% of Individuals	% of Incidences	% of Individuals	% of Incidences
Jackson	10.25	302	78.05	80.46	36.59	49.34	19.51	13.25
Park Ave	16.93	741	83.08	77.60	55.38	59.11	7.69	3.37
South Union	15.90	770	85.52	84.42	47.37	50.78	7.89	6.75

ATTENDANCE	SY 2017 - 2018		Percent of Students Chronically Absent					
	Percent of All Students Chronically Absent		SE Status		Race/Ethnicity		Language	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Jackson	10.00		15.00	85.00	27.50	72.50	72.50	27.50
Park Ave	15.36		22.03	77.97	45.76	54.24	86.44	13.56
South Union	11.72		19.64	80.36	39.29	60.71	91.07	8.93

**SCHOOL/COMMUNITY RESOURCES:** Few alternative options exist around the targeted schools for afterschool programs and barriers exist to accessing other community afterschool offerings. Boys and Girls Club of Central Iowa, Oakridge Services, Children and Family Urban Movement, and Des Moines Parks and Recreation offer afterschool programs, but they are not located near the proposed schools, creating transportation barriers. Other barriers to local programs include cost (Science Center of Central Iowa, Des Moines Social Club) sporadic offerings (Des Moines Public Library), and/or lack of alignment with school instruction. There are no options for students who have challenging behaviors. In response, DMPS proposes the

21<sup>st</sup> 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 occur a minimum of 15 hours per week during the school year, open to all students in the three schools. Students will receive differentiated academic support (tutoring, small group instruction, homework help,) from certified teachers utilizing evidence-based curriculum aligned with classroom instruction. Students will be 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. Quarterly 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, as well as students who have disabilities or need special accommodations. In response to barriers, DMPS will provide safe transportation to and from the program and ensure accessibility to and safety of program facilities (translators/translation of materials for ELL, 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. Feedback is gathered by staff ongoing to determine student interests. Feedback from student and parent surveys has guided this proposal: 100% of students stated that they "very much" want to attend after school programs; parents consistently responded that they believe programming is highly positive for their children; 100% of parents conveyed the afterschool program is very beneficial for students; and 100% of parents indicated their children would "definitely" attend programming. 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 (20 possible points) (3 pages)***

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

The needs assessment aligns with ESSA's first Measures of Effectiveness for an assessment of objective data and ties it to the proposed program (aligned with the second Measure of Effectiveness) to provide reasonable goals, objectives, and performance measures ensuring quality afterschool academic and enrichment activities. 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 (GO Math!, Lexia Core 5, ALEKS, Imagine Learning, Mindworks, Write Brain, etc.), aligning to the third Measure of Effectiveness focused on scientifically-based research and evidence. 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 (cooking, robotics, arts, gardening, 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, engagement, and disproportionality, addressing behavior and attendance needs identified in section 2. Family engagement activities will support students' literacy needs and encourage school engagement. Given the high

percent of ELL families served by DMPS, staff will refer ELL families to adult literacy programs by DMACC (Evelyn K. Davis Center) via DMPS Bilingual Family Liaisons. 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. 21CCLC will offer a minimum of 60 hours of programming per month during the school year. Quarterly family literacy events will occur at each site, planned around families' work schedules to the extent possible. **Academic Support:** Daily academic support sessions will be facilitated by teachers, volunteers, AmeriCorps tutors, or other qualified district afterschool program staff. 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 Houghton Mifflin GO Math!, McGraw Hill ALEKS (math), Lexia Core 5 (literacy) and Write Brain (literacy), and Mindworks Resources (literacy, math, STEM) to improve students' academic growth and support school-day learning. Imagine Learning will be utilized for ELL students, students with disabilities, and struggling readers. It provides customized feedback and instruction in English or a student's first language. (Research links in section 4). **Educational Enrichment:** Daily high-interest educational enrichment activities will complement and encourage academic 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. 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:** Quarterly family literacy events will be held to encourage positive parent-child interactions and improve school engagement and academic success. Events will provide fun, experiential literacy activities for families and "take-aways" they can practice at home to build skills. Activities align with reading lessons from classroom instruction and with the Iowa Core. ELL staff provide guidance for activities and translation of materials, as needed. Parents will be referred to Des Moines Area Community College adult literacy classes at Evelyn K. Davis Center for Working Families. 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's second Measure of Effectiveness***

In addition to the required GPRM 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-1<sup>st</sup>):** The percent of students meeting benchmark on the Formative Assessment System for Teachers (FAST) will increase by 3% from fall to spring (assessed 3 times per year). FAST tests are used to identify students who need additional support. FAST is used for diagnostic, screening, and monitoring, and it informs instruction. FAST – Curriculum Based Measurements (FAST CBM) are screeners for 2nd-3rd

grade students focused on fluency; **(2<sup>nd</sup>-5<sup>th</sup>):** The percent of students who meet or exceed on track for college and career readiness cut points on the spring NWEA Measure of Academic Progress (MAP) will increase by 2% (assessed 3 times per year). MAP assessment results allow schools to differentiate and adjust instruction for individual students, groups of students, or entire classes. The MAP results 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-5<sup>th</sup>):** The percent of K-5 students who meet or exceed 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 2017-18 informed outcome targets for MAP (K-5). The percent meeting benchmark in 2017-18 increased by 2.6% 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 4%. **Activities:** tutoring, small-group instruction, homework help, Lexia Core5, GO Math!, ALEKS, Write Brain, Mindworks Resources, Imagine Learning, 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 student 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:** Family literacy events (experiential activities and games; referral to 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, 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 through five cohorts currently serving 21 schools. Over 2,000 students were provided 21CCLC in 2017-18, including 764 middle school students via full-day summer programs and community partner programs in literacy, art, music, culture, STEM, and physical fitness. Performance from 21CCLC schools (reported locally and federally, 2017-18) showed combined successes: 33%

of regular attendees made growth on district reading assessments, a rate 23% higher than the district average; 92% of regular attendees improved homework completion and class participation, and 74% improved in behavior.

#### 4. Research Base (5 possible points) (1 page)

DMPS has successfully implemented 21CCLC programs, as evidenced by local evaluation results. In 2017-18, DMPS served over 2,000 students through five 21CCLC cohorts (21 schools). Combined successes include: 33% of regular attendees made growth on district reading assessments, a rate 23% higher than the district average; 92% of regular attendees improved homework completion and class participation, and 74% improved in behavior.

The proposed evidence-based activities align with ESSA's third Measure of Effectiveness that states, "scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards....and employ strategies based on scientific research when providing services where such research has been conducted and is available." 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 21<sup>st</sup> Century Skills) and the district's CSIP. Details can be found at <http://www.iowacore.gov/>. **Lexia Core 5** is a technology-based, personalized learning curriculum aligned with national standards. It has proven successful (evidence-based; peer reviewed scientific studies) to accelerate reading skills in elementary, at-risk and ELL students: <http://lexialearning.com/lexiaresearch/published-research/>. **Houghton Mifflin Harcourt's GO Math!** is a personalized, technology-based program to improve students' math skills. This interactive, evidence-based curriculum helps teachers differentiate instruction across platforms to build students' math skills <https://www.hmhco.com/programs/go-math/research-results>. **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 a students' needs and abilities. Re-assessment ensures knowledge retention, too. [https://www.aleks.com/about\\_aleks/research\\_behind](https://www.aleks.com/about_aleks/research_behind). **Write Brain** writing curriculum is research-based and focuses on self-expression, storytelling, and 21<sup>st</sup> Century skills. (<https://writebrainbooks.com/education#researchbased>). **Mindworks Resources** is a STEM focused, research-based curriculum, aligned with national and state standards and developed by educational experts who specialize in language development, literacy, and learning styles (<http://www.mindworksresources.com/how-kids-learn/>). **Imagine Learning** is a research-based, personalized literacy software program for elementary students, including at-risk and ELL students. Students receive immediate, instructive feedback that adjust the program to meet their level of need to master literacy skills. It offers instruction in 15 languages to enhance learning. (<http://www.imaginelearning.com/>). **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, Guckenbug, Hurley & Petrosino, 2016).

#### 5. Management and Sustainability Plan (20 possible points)(4 pages)

##### ***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, 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, Heidi Brown, M.A. Ed. Ms. Brown will provide coordination of the district-wide program and ensure program quality and performance. She will oversee implementation of the following program components: coordination and support of the programs; fiscal management; stakeholder meetings; collaboration with community partners, school staff, and parents; data analysis and program evaluation; continuous improvement; professional development for staff; development of mandatory reports in compliance with federal and state guidelines; and sustainability efforts. Ms. Brown, under the supervision of Allyson Vukovich, 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 Business and Finance Office. DMPS staffs a full-time Grants Accountant to track and monitor all grant funds to ensure appropriate use of funds, accurate accounting, financial accountability, and overall fiscal compliance. Site coordinators will submit purchase requests to be approved by the building principal, Project Coordinator, and the Director of Community in Schools. **Professional Development:** 21CCLC staff will attend a national out-of-school time conference and the Impact Afterschool 2019 conference offered by the Iowa Department of Education and the Iowa Afterschool Alliance. The 21CCLC Project Coordinator serves as the conference Committee Chair. DMPS 21CCLC will offer site tours for attendees. Site coordinators will serve on a 21CCLC committee hosted by the Iowa Afterschool Alliance. IPTV will provide in-kind curriculum and professional development on topics related to literacy and STEM. Additional professional development opportunities will be offered throughout the year. All 21CCLC staff will be required to attend at least one hour per month of professional development on a variety of topics, such as: poverty, STEM, Restorative Practices, English Language Learners, inclusivity of students with special needs and disabilities, behavioral health, YPQA training, brain development, literacy, math, cultural competency, physical literacy, and qualitative program evaluation. Staff will attend Iowa Afterschool Alliance monthly best practice webinars. Other courses, open to community partners and parents, will include strengthening parent-child relationships, parents as teachers for their children, life skills, and other applicable topics. DMPS will provide training on orienting new ELL families and cultural competency. **Volunteers:** DMPS recognizes the benefit and value of utilizing volunteers in an effective, high-quality afterschool program. Volunteers will serve throughout the 21CCLC program to assist with educational enrichment activities. ASAP will draw from their large base of volunteers, including senior citizens to provide students of the 21CCLC program with additional, value-added support. Additionally, the Project Coordinator will work with high school principals to recruit students from the district's Silver Cord program. The Silver Cord program emphasizes the importance of serving one's own community through volunteerism. It consists of student volunteers who complete 30 hours of community service/volunteering during each of their high school years. Silver Cord volunteers will assist with homework and during enrichment activities (such as Half-Pints Poetry). 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/ 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. Late bussing from the district will be provided to students at the end of each program day. 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 socioeconomic 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 monthly for 30 minutes 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), AmeriCorps members (tutoring, homework help, 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 a current district 21CCLC cohorts that operate at decreased funding levels, community partners have committed more funding toward the initiative (United Way- monetary; Community! Youth Concepts- personnel, AmeriCorps members; YMCA- programming, personnel). The John R. Grubb YMCA has verbally 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. Other combined resources might include state and federal funding (Title I, AmeriCorps, etc.), and other grant opportunities (e.g., John Deere First Lego League STEM grants have been secured for sites that no longer have 21CCLC funding). The district will seek grants and contributions focused on afterschool programs. Contributions from partners toward sustainability of the program include:

<b>Community Partner</b>	<b>Contribution (detail)</b>	<b>Staff</b>	<b>In-kind value</b>	<b>Sites Served</b>
<b>After School Arts Program, Inc.</b>	Program, staff, materials, oversight, transportation	yes	\$135,000 of \$184,050	Capitol View, Garton, Hillis, King, Lovejoy, River Woods, Stowe, Willard
<b>Grubb YMCA</b>	Starfish Academy	yes	\$160,000 of \$160,000	Monroe, King (sustainability)
<b>Community Youth Concepts</b>	YPQA Evaluation services.	yes	\$7,200 of \$10,800	Garton, Hillis, River Woods, Willard
<b>Kranto Alliance</b>	Materials, staff for dance, fitness, fashion and technology programs.	yes	\$3,000	Samuelson (sustainability)
<b>EFR</b>	Social Emotional Learning	yes	\$800	Oak Park free programming
<b>Girl Scouts</b>	Materials, fees	yes	\$1000	Samuelson, Hillis, McKinley, Oak Park (sustainability)
<b>John Deere</b>	Lego FIRST Robotics	yes	\$3,500	Samuelson, Morris, McKinley (sustainability)

#### **6. Communication Plan (5 possible points)(1 page)**

**Strategy: promote visibility of successful program outcomes**

<b>Audience</b>	<b>Outreach Methods</b>	<b>Frequency</b>	<b>Expected Impact/Outcome</b>
School Board; Community partners; DMPS Administrators; Teachers; Parents and students; Community of Des Moines; 21CCLC state and national Community.	Evaluative reports disseminated via: *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.
<b>Strategy: develop advocates among stakeholders</b>			
<b>Audience</b>	<b>Outreach Methods</b>	<b>Frequency</b>	<b>Expected Impact/Outcome</b>
School Board; DMPS Administrators; 21CCLC 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
<b>Strategy: engage parents and youth</b>			
<b>Audience</b>	<b>Outreach Methods</b>	<b>Frequency</b>	<b>Expected Impact/Outcome</b>
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)(2 pages, not including MOUs or Letters of Support)**

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

**DMPS has attached MOUs (Community Partnership Agreements) and letters of support from partners on page 22.**

**John R. Grubb YMCA:** (External MOU Partner; reduced cost for programming). The YMCA utilizes the Search Institute's 40 Developmental Assets as an evidence-based framework for youth to increase the number

of assets they possess through youth development programs. The YMCA will offer water safety and swim lesson courses (SAW) for students in grades 3-5. The YMCA will offer bussing for students, providing access to their programs (a measure of sustainability) beyond the duration of the grant. **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. **CultureALL:** (External MOU Partner; reduced cost for programming). CultureALL provides highly relevant cultural programming through a network of ambassadors that teach a variety of enriching programs. Ambassadors hail from over thirty countries and can provide programs that highlight culture, food, arts, technology, and language from countries all over the globe. **Evelyn K. Davis:** (External MOU Partner). 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. **Employee & Family Resources (EFR):** (External MOU Partner; in-kind contributions). EFR provides services and support for afterschool frontline staff through curriculum building, resources, and professional development opportunities. Curriculum and training resources include; substance use and abuse prevention, evidence based social-emotional learning curriculum and materials (coping with anxiety and anger, communication skills, refusal skills related to peer pressure, development of empathy, among others), and therapeutic programs such as puppetry. **Kranto Education Alliance:** (External MOU Partner; reduced-cost for programming). Kranto programs teach students real-life skills through engaging classes in technology, arts, fashion and design, and dance and fitness, and many more. Each program is tailored to meet the needs of the students in a community. Kranto Education Alliance, under the direction of Claire and Webster Kranto, employee teaching artists with a range of skills and abilities who want to give back to the youth in their community. **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 \$7,200 for 3 sites). They provide in-kind human capital to the program through their AmeriCorps members. **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 specifically 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 (Iowa State University, DuPont, Monsanto); arts-focused programs (The Iowa Arts Council); 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 (Wells Fargo Foundation, Principal Foundation). 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) (2 pages)**

***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, Iowa state assessment) and engagement data (school attendance, behavior). She will also collect, analyze, and report on qualitative data (parent and student survey data). Quantitative data will be housed on the DMPS Infinite Campus database, while qualitative data will be tracked electronically. The frequency of collection/ analysis and reporting is further detailed in Section 8.2. Based on changing student needs and interests, the program plan will be adjusted to fulfill program objectives. The summative evaluation report will include annual measures that provide external criteria of success. Using the external measures in concert with internal ongoing measures, the Project Coordinator and Leadership Team will modify the program to meet student and parent needs. A semi-annual report will be reviewed by stakeholders before major changes are made to the program. 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. Mrs. Punke can be reached at [jpunke@heartlandaea.org](mailto:jpunke@heartlandaea.org) or at Heartland Area Education Agency, 6500 Corporate Drive, Johnson, IA 50131. Phone: 800-670-4729. Mrs. Punke's daily rate is \$500. She will work approximately 10 days per year for an in-kind contribution of \$5,000 per year.

Additionally, Community!Youth Concepts will provide external evaluation using certified Youth Development Program Quality Assessment Tool (YPQA) evaluators to ensure program effectiveness and compliance with IDE requested data and information. The YPQA will be conducted semi-annually and guides program design. It measures the quality indicators of 1) safe environments, 2) supportive environments, 3) positive interactions, 4)

active student engagement, 5) youth-centered policies and practices, 6) high expectations of students and staff, and 7) access to programs. This tool will yield valuable information for ongoing program refinement, accountability to stakeholders, and support for long-term sustainability. DMPS will comply with all requirements of the Iowa Department of Education and US Department of Education for requested data, reporting, and monitoring of the 21CCLC program.

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

The following chart shows the timeline for completion of evaluation activities. Results from the evaluation findings are analyzed by the external evaluator and Leadership Team to make necessary program modifications. Program reports will be available to the public via the district's 21CCLC website on a semi-annual basis. Reports will be made reader-friendly, targeted to the public, and disseminated according to the Communication Plan in Section 6.

Objectives	Activities	Indicators	Data Collection	Analysis
<b>Goal 1: Academic support opportunities to improve academic achievement</b>				
1.1	<i>Tutoring, small group instruction, homework help, GO Math!, Lexia Core5, Mindworks, Write Brain, ALEKS, Imagine Learning, English acquisition activities.</i>	# of sessions provided	Monthly	Monthly
1.2		Program attendance/ school attendance reports	Monthly	Monthly
		Behavioral reports	Monthly	Monthly
		Formative assessment data	2-3 times/ yr	Yearly
		Leadership Team mtgs.	Monthly	Quarterly
		YPQA results	Semi-annually	Semi-annually
<b>Goal 2: Educational enrichment opportunities that complement academics, promote positive youth development, and encourage student engagement</b>				
2.1	<i>Variety of arts, music, STEM, gardening, cultural classes, cooking, fitness/sports, SEL – restorative circles, book clubs, drama, etc.</i>	Contracts with Partners	Ongoing	Quarterly
		Leadership Team mtgs.	Monthly	Monthly
		# of sessions provided	Monthly	Monthly
		YPQA results	Semi-annually	Semi-annually
		Student surveys	Quarterly	Quarterly
		Parent surveys	Quarterly	Quarterly
		Program attendance/ school attendance reports	Monthly	Monthly
		Behavioral reports	Monthly	Monthly
<b>Goal 3: To provide a high-quality family literacy program that promotes positive parent-child interactions, improves family engagement and supports student academic success.</b>				
3.1	<i>Family events; resource referral</i>	# of events	Semi-annually	Semi-annually
3.2		# attending	Semi-annually	Semi-annually
		Parent surveys	Semi-annually	Semi-annually
<b>Goal 4: To increase student engagement and attendance in school and promote positive behavior outcomes for students in the program.</b>				
4.1	<i>Variety of arts, music, STEM, gardening, cultural classes, cooking, fitness/sports, restorative circles, book clubs, drama, etc.</i>	Program attendance/ school attendance reports	Monthly	Monthly
4.2		Behavior Reports	Monthly	Monthly
		Leadership Team mtgs.	Monthly	Monthly
		YPQA Results	Semi-annually	Semi-annually

**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.

## 9. Budget Narrative (10 possible points)(2 pages)

### **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:** 249 students x 160 days x \$7.50/day = \$298,800 across three sites per year.

**Personnel (Direct Costs): Teachers: Student Program:** Teacher salary is based on a district set hourly rate of \$34.54/hour (\$29.50/hr + benefits of \$5.04/hr based on 7.65% FICA and 9.44% IPERS) x 8 hrs/week x 32 weeks = \$8,842.24/teacher x 3 teachers per site = \$26,526.72/ site x 3 sites = \$79,580.16; Family Literacy Program: \$34.54/hour x 2 hours of family literacy events each month x 8 months x 3 teachers = \$1,657.92/site x 3 sites = \$4,973.76/year. **TOTAL TEACHER COSTS:** (\$26,526.72 for the Student Program + \$1,657.92 for Family Literacy events + \$28,184.64/site x 3 sites) = \$84,553.92/year. **Project Coordinator:** Project Coordinator's salary (\$86,343.00) + benefits (\$39,902.00) = \$126,245.00 x 60% of her time toward 5 DMPS 21CCLC cohorts (15 sites) = \$75,747.00/15 sites = \$5,049.80/site x 3 proposed sites = \$15,149.40. **TOTAL PERSONNEL DIRECT COSTS: \$99,703.32 per year for three sites.**

**Personnel (In-kind Contributions): Executive Director of Student and Family Services:** This will be an in-kind contribution from state and local funds. Salary (\$152,319) + benefits (\$63,899) = \$216,218 x 1% of time = **\$21,622/yr.** Director of Community in Schools: This will be an in-kind contribution from DMPS. Salary (\$111,738) + benefits (\$53,668) = \$165,406 x 2% of time = **\$33,082/yr.** Community Partnership Coordinator: This will be an in-kind contribution from DMPS. Salary (\$71,659) + benefits (\$37,346) = \$109,005 x 1% of time = **\$10,901/yr.** Before and After School Supervisors: an in-kind contribution from DMPS. Salary (\$49,360) + benefits (\$33,464) x 100% of time as 21CCLC Site Coordinators = \$82,824 x 3 sites = **\$248,472/yr.** Family Literacy events personnel costs: \$500/event x 8 events/site x 3 sites = **\$12,000** (in-kind contribution from DMPS so that, with direct personnel costs of 8 events, family literacy events will be held monthly). **TOTAL PERSONNEL IN-KIND: \$32,6077/yr for 3 sites.**

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

**Professional Development:** 21CCLC funds will be coordinated with Title I and building PD funds. Funds will purchase materials like books to support best instructional practices, parent engagement, quality extended-learning out-of-school time program practices. Funds will bring in consultants to deliver PD to 21CCLC staff, teachers, and community partners. Coordinator and grant staff will participate in national PD conferences. PD requirements for 21CCLC staff include at least 1 hour per month on topics such as YPQA Training, social-emotional health, Cultural Diversity, ELL, PEAR, and others. 1 hour/person/month x \$34.54/hour (\$29.50/hr out-of-contract pay rate + benefits of \$5.04/hr for FICA and IPERS) x 5 staff x 8 months = \$1,381.60/site x 3 sites=\$4144.80. One staff per site will attend a national out of school time conference each year. Conference expenses include \$3,600/person/conference/site x 3 sites = \$10,800. **Total Professional Development costs: \$4,981.60 per site/year; \$14,944.80 per year for three sites.**

**Student Access and Transportation:** Funds will provide yellow school buses to transport children home after programming ends each day. Funds will transport students to community-based programs, field trips, and family literacy programs, as needed. Funds will be used to access community recreational and cultural activities. Transport to and from program: \$1,800.00 per semester/site x 2 semesters = \$3,600.00/yr per site x 3 sites = \$10,800.00; Field trips = \$500.00/site x 3 sites =\$1,500.00. Family literacy events: \$500.00/site x 3 sites=\$1500.00. (Student Program \$5,620.00/site x 3 sites=\$16,860.00, Family Literacy \$500.00/site x 3 sites=\$1,500.00). **Total transportation: \$4,600.00/site per yr; \$13,800.00/yr for 3 sites.**

**Student Access and Transportation: (In-kind Contribution)** DMPS will provide

additional funding toward transportation to and from family literacy events, as needed, estimated at \$250.00/month per site x 8 months=\$2,000.00/site x 3 sites = **\$6,000.00 for three sites.**

**Evaluation:** Funds will be used to support data collection and evaluation for each site and the creation and printing of reports for use in continuous improvement. The Project Coordinator will work with the DMPS contracted external evaluator from Heartland AEA to develop ongoing and annual reports to be presented to the school staff and parents, the Leadership Team, DMPS administration, the community, and the Iowa Department of Education. External Evaluator expenses are in-kind from Heartland AEA (\$500.00/day x 10 days = \$5,000.00/year for all 3 sites or \$1,666.67/site). The Project Coordinator will provide other quantitative data reports and evaluations (behavior reports, formative assessment reports, etc.). Community!Youth Concepts will provide qualitative YPQA evaluations at \$300.00/site per year (reduced rate from \$900.00/site). **Total evaluation in-kind costs: \$1,666.67/site; \$5,000 for all three sites. Total evaluation direct costs: \$300.00/site; \$900.00 per year for three sites.**

**Administrative/ Indirect Costs: (up to 8% allowed)** DMPS is requesting administrative expenses to cover administrative and indirect costs related to grant activities. Community Partners/MOU partners = \$4525.56 per site (reduced rate) x 3 sites = TOTAL: \$13,576.68. Indirect rate of 3.58% = \$3,442.44 per site x 3 sites = \$10,327.32. **Total Administrative/ Indirect Costs: \$7,968.00 per site; \$23,904.00 per year for three sites.**

**Materials and Supplies:** At each 21CCLC site, the Project Coordinator, Site Coordinator, principals, teachers, and partners will determine what materials to purchase for each program. Funds have been allocated to each school for such things as: physical literacy equipment; Imagine Learning software licenses; instructional materials; books for reading and family literacy; craft/art supplies; science lab supplies; board games; afterschool curriculum kits; curriculum software; additional computers to support increased access for students and parents; supplies for cooking and nutrition activities; and other materials as determined by building teams. Funds have also been allocated for family literacy activities such as curriculum materials, parent involvement materials, and family activities. **Total materials and supplies costs: \$48,390.96 per site per year (\$45,390.96 student program; \$3,000.00 family literacy events); \$145,172.88/yr for 3 sites.**

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

DMPS will use funds from 21CCCLC to supplement, not supplant existing services and funds. DMPS 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 be used to provide intensive academic support and enrichment activities, personnel, family literacy programming, contracted community partner services for enrichment activities, and program materials that could not be provided by the district without these grant funds.

**EFR EMPLOYEE & FAMILY RESOURCES**

Heidi Brown  
Des Moines Public Schools

Dear Heidi Brown,

I am writing on behalf of Employee and Family Resources in support of Des Moines Public Schools and their Metro Kids Care program and the expansion of this program through a grant from 21<sup>st</sup> century community learning centers programs (21CCLC).

As an organization we have been partnering with Des Moines Public Schools and Metro Kids to provide enriching educational lessons on various topics including coping with anxiety and anger, social and communication skills, peer pressure refusal, empathy, and others in an ongoing effort to prevent substance use and abuse. We have also offered trainings to Metro Kids staffs on how to incorporate lessons into their classrooms.

Through this letter, we want to acknowledge our role and the responsibilities we will fulfill in our ongoing partnership with Metro Kids. This partnership will include:

- Providing services and support to Metro Kids staff
- A continuing effort to prevent substance abuse through various lesson topics
- Offering evidenced-based curriculum where applicable

We look forward to our continued partnership.

Sincerely

Nikki Gumm  
Substance Abuse Prevention Specialist  
Employee and Family Resources  
505 5<sup>th</sup> Avenue, Suite 600  
Des Moines, Iowa 50309

Doc: Full attention Web Full attention

**Board of Directors**

Jeremy Weiss  
Ernst & Young

November 20, 2018

Brent Pattison  
Drake Legal Clinic

Dear selection committee:

Jessinda Madonia  
Bankers Trust

On behalf of the staff, board, and volunteers of Community Youth Concepts (CYC) I am excited to provide this letter of support for Des Moines Public Schools (DMPS) 21<sup>st</sup> Century grant. CYC currently partners with DMPS 21<sup>st</sup> Century programs to provide Youth Program Quality Assessments to all sites implementing under the 21<sup>st</sup> 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 21<sup>st</sup> Century programs as they expose students to 21<sup>st</sup> Century workforce skills and connect classroom learning to real life.

Marcy Baker  
Sammons Financial Group

Alicia Meyer  
Accenture

Amanda Formaro  
Kemin Industries

Amy Cownie  
Keller Williams Realty

Addie Rasmussen  
Delta Dental

Malai Amfahr  
United Way of Story County

CYC has also been able to work directly with students through the DMPS 21<sup>st</sup> Century programs to provide Community Service Learning 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.

Marina Grabchuk  
Belin McCormick

Joan Wierenga  
Keck Parking

Alyssa Flores  
Drake University Student

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

Nicole Dietzenbach  
Southeast Polk High School Student

**CYC**

Amy Croll  
Executive Director

Sincerely,

Amy Croll LMSW, CPS

1446 Martin Luther King Junior Parkway • Des Moines, Iowa 50314

(515) 243-4292 • www.cyconcepts.org



#### Mission

Lead communities to value our culturally rich diversity

#### Strategy

Create experiences that bring people together across cultures to talk, listen, learn, and collaborate in building a community where everyone is welcome

#### Board Members

Paul Brown  
Kavilash Chalwa  
Carol Grant  
Majda Hadric  
Lorraine Hardin  
Tina Johnson  
Chuck Montgomery  
Richard Murphy  
Satis Naya  
Lonneta Ragland  
Marcia Wanamaker  
Qingyuan Zhang

November 20, 2018

Heidi Brown  
Before and After School District Coordinator  
Des Moines Public Schools  
2100 Fleur Drive  
Des Moines IA 50321

Dear Heidi:

On behalf of CultureALL, I am pleased to offer our organization's support for the Des Moines Public Schools 21<sup>st</sup> Century Community Learning Centers (21CCLC) programming and your upcoming grant application.

For the past five summers, we have provided our multi-cultural educational programming as part of the 21CCLC middle school summer school program. Since 2016, we have also provided after school programming to 21<sup>st</sup> Century grant funded programs for both elementary and middle schools in the district.

Our CultureALL Ambassadors – who now represent more than 60 unique global cultures – love the opportunity of having extended time to work with the students in 21CCLC programs. I know they would be thrilled to be part of the proposed programs at additional schools, should your proposal be funded.

CultureALL greatly values its relationship with Des Moines Public Schools and the 21CCLC program. Given the diversity of the student population in the district, it is so important to be able to provide these kinds of experiences to students. Our programs are helping DMPS to meet its goals of creating an inclusive learning environment for all students and helping students develop the social and emotional learning skills they need to become culturally competent and globally aware.

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

Sincerely,

*Stacey Kimberlin*

Program Director

Charles Mercer, MSW Executive Director  
Writing for Des Moines' 21<sup>st</sup> Century Community Learning Centers  
1611 11<sup>th</sup> St.  
Des Moines, Iowa 50314  
November 21, 2018

To Whom It May Concern:

My name is Charles Mercer, Executive Director for the John R. Grubb Community YMCA here in Des Moines. I am writing this with gratitude, in support of the programming provided by the 21<sup>st</sup> Century Community Learning Centers.

The recent work we've done alongside 21<sup>st</sup> CCLC has been the most meaningful and transformational work with youth. The programming and has been fantastic. More impressive than the programming may be the people involved in making these concepts come to life for the youth being served.

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

We partner with 21<sup>st</sup> CCLC on other programs too, such as youth sports and special events, but are most proud of the programming highlighted above. It takes a village to raise the youth in our communities. This partnerships allows for us to be that village for so many youth that need us the most!

Charles Mercer  
Executive Director, John R. Grubb YMCA  
[charles.mercer@dmymca.org](mailto:charles.mercer@dmymca.org)



November 21, 2018

Heidi Brown  
Before and After School District Coordinator  
Des Moines Public Schools

Dear Ms. Brown,

The After School Arts Program (ASAP) has been honored to be a community partner with Des Moines Public Schools, serving students throughout the district thanks to essential 21st Century grant funds. ASAP is committed to providing quality arts education for even more students in the district, to meet their needs and the steady demand for arts programming.

ASAP's mission is to affirm young people as persons of value, nurture their skill and talent in the arts, help them realize their artistic gifts, and broaden their awareness of the varieties of artistic expression. ASAP has been working closely with Des Moines Public Schools since its founding in 2007, connecting students with quality enrichment programming in a wide variety of artistic mediums, led by experienced teaching artists. 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 additional schools, specifically South Union, Jefferson, and Park Avenue elementary schools.

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

Sincerely yours,



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

## 21<sup>st</sup> Century Grant Support Letter

I am writing this letter to support the request for additional funding through the 21<sup>st</sup> Century Grant program for DMPS. My husband and I own the company Kranto Education Alliance, which has been a valued community partner with DMPS for 1.5 years now. We started off teaching dance in one school, to now teaching four programs in eleven different elementary schools. This spring we will be launching ten more additional programs to provide to the kids. We teach a wide range of classes, from dance, technology, fashion design, urban gardening and nutrition, to soccer, Olympic sports, cooking, theatre, and so much more.

We love our partnership and we love working with the kids. My husband is a refugee from Liberia, so he understands what it feels like growing up and not having the financial resources to be able to do extracurricular activities like dance, football, boy scouts, etc. These programs are so amazing because they are free of charge to the students – so they get to experience all of the enriching classes that children that come from more financially stable families get to experience on a regular basis.

Our classes teach students real life skills. Our technology program introduces kids to technology jobs that are in high demand today – and teaches them the knowledge they would need on the job. They get to take apart phones and computers to learn the hardware aspects, to see how technology works beneath the surface. They get to learn coding, how to be safe on the internet, and so much more. And this is just one of our programs!

Our fashion design club teaches students how to become industry professionals – preparing them to go on to study fashion at Central Campus or Iowa State University. The children learn textile science, fashion illustration, sewing, patternmaking, global sourcing, sustainability, and how to upcycle old clothes into new and exciting styles. They learn tactical skills like how to sew on buttons, mend clothing, learn embroidery and beadwork, and even how to make jewelry. The fashion industry is the fourth largest industry in the world, so it's a very real reality that many of these kids will work in the fashion industry at some point in their lives. This class prepares them for that.

I could go on to describe the value of all fourteen of our programs, but this letter would be ten pages long. These programs are so necessary for our kids. They will lead to them being far more well-rounded, compassionate, caring, and competent individuals – which benefits everyone in society! It is so fun to teach the kids complex concepts and see their eyes light up and a grin spread across their faces when they understand it and can complete the projects on their own. The students love our programs.

Last year we were at Samuelson Elementary, teaching dance, soccer and gardening. We had such a good time there, and the kids enjoyed the clubs so much. Their funding was cut off this year, and the kids and families were devastated. It's hard to see the direct impact of kids not being able to be in these clubs anymore because the school no longer receives the funding. They were so sad when they found out we were not returning. I wish every elementary school in Des Moines could have this programming, because it really is that valuable. It combats delinquency, inspires our kids, and fosters their talents – so that they can dream big about their futures, and know that the things they dream of can become a reality.

Thank you for listening.

Claire Kranto

Kranto Education Alliance



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

To whom it may concern,

We are writing in support of 21<sup>st</sup> Century Community Learning Centers in Des Moines Public Schools. We have had the extreme pleasure of partnering with 21<sup>st</sup> Century CLC for five years now via Half-Pints Poetry, an elementary school program focused on providing youth safe and brave spaces to express themselves via the art of spoken word poetry and performance. Half-Pints Poetry is led by teachers within the home schools, as well as dedicated alumni poets of Movement 515, a spoken word poetry community.

In the 2014-2015 school year, Half-Pints Poetry was piloted at King Elementary School, providing 20+ youth a platform to share their truth. They performed at two community showcases bringing parents, school personnel, and community members together, and wowed us with their growth as writers and performers. Since then, Half-Pints Poetry has expanded to 18 elementary schools, providing over 250 young people the opportunity to express, grapple with their identity, and use the stage as a space to "get free" and celebrate their powerful voices. They compete in a bi-annual poetry slam for the legendary golden boom box, but focus more on the community that is built by sharing a stage. Our partnership with 21<sup>st</sup> Century CLC has been invaluable to the growth of RunDSM, providing senior poets the opportunity to mentor the next generation of youth activists, and creating sustainable access to urban art forms for students from elementary to high school.

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

Sincerely,

Emily Lang  
[Emily.Lang@dmschools.org](mailto:Emily.Lang@dmschools.org)

Kristopher Rollins  
[Kristopher.Rollins@dmschools.org](mailto:Kristopher.Rollins@dmschools.org)



## COMMUNITY PARTNERSHIP AGREEMENT

### DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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*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 CultureALL for January 1, 2018- December 31, 2018. 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  
CultureALL

#### 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.cypqa.org/assessment](http://www.cypqa.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).

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.



CultureALL  
Primary Organization Contact Stacey Kimberlin

Vanessa Howell  
Community Partnership Coordinator



Stacey Kimberlin  
Partner Signature

Date Signed: 11-01-17

Vanessa Howell

1/20/18  
Date Signed: Click Here To Enter Date

DMPS Community Partnership Coordinator Signature

1/1/18  
Effective Date: Coordinator To Enter Date

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



## COMMUNITY PARTNERSHIP AGREEMENT

## DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

*The Vision: To be the leader in urban education in the United States*

*The 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 Employer & Family Resources for January 1, 2018-December 31, 2018. 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:

Substance Abuse Prevention Agency (Non-profit)

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 partner that is the point-of-contact for the Organization. Together the Coordinator and Organization will develop the *school prep*, 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.ippdq.org/ippdq-ypqa/](http://www.ippdq.org/ippdq-ypqa/). 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 them, and work with Community Partnership Coordinator, District Community School Coordinator and Community School Coordinators to ensure they have the following information as necessary:
  - Length of program, and the dates and time 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 <http://www.dpsk12.org> as well as the <http://www.dpsk12.org/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 compliance 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 insured or loss payee, or the Organization shall obtain an endorsement to the same effect, as applicable.

Continuance 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 other provisions 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 on 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 release 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 contractors 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 expense 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 advised 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, employer 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 rights; or
7. Any failure by the Organization to adhere to confidentiality provisions of this agreement.

Organization shall defend, indemnify, retain, and hold DMPS harmless from and against all Claims, Losses, and Expenses when arising out of or in connection to this Agreement regardless of the negligence or fault of DMPS or any contractor or provider.

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 that 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)(D).

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.



Joe McQuerry

Primary Organization Contact (Print Name)

Vanessa Howell

Community Partnership Coordinator



[Signature]  
Partner Signature

Date Signed: 12/21/2017

[Signature]  
DMPS Community Partnership Coordinator Signature

Date Signed: 1/2/18  
Date Signed: Check Here To Enter Date

Effective Date: 1/1/18  
Effective Date: Check Here To Enter Date

(If the Agreement is not effective, it may be up to date to enter the date)



## 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 Arts for the City, Inc., dba ASAP, the After School Arts Program, for January 1, 2018, December 31, 2018. 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, provides arts enrichment programming through structured out-of-school-time classes, taught by quality, trained teaching artists. ASAP provides all supplies and support, and tailors some elements of programming to suit each site's needs and preferences. ASAP affirms young people as person of value, nurtures their skill and talent in the arts, helps them realize their artistic gifts, and broadens their awareness of the varieties of artistic expression.

#### 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.ksjhsd.org/asset/1111111111](http://www.ksjhsd.org/asset/1111111111). 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 [state or local discipline policies](#) as well as the [professional 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

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#### 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).

#### 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

Arts for the City, Inc.; dba ASAP, the After School Arts Program

Vanessa Howell

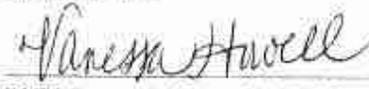
Community Partnership Coordinator





Partner Signature

Date Signed: December 1, 2017



DMPS Community Partnership Coordinator Signature

Date Signed: 1/6/18  
Date Signed: [Click Here To Enter Date](#)

Effective Date: 1/1/18  
Effective Date: [Click Here To Enter Date](#)

Handwritten and typed dates must be in date order to be effective.



## COMMUNITY PARTNERSHIP AGREEMENT

### DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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*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 YMCA of Greater Des Moines for January 1, 2018- December 31, 2018. 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*

The YMCA of Greater Des Moines puts Christian principles into practice through programs that build healthy spirit, mind and body for all. We are a powerful association of men, women and children of all ages and from all walks of life joined together by a shared passion: to strengthen the foundations of community.

We believe that all children deserve the opportunity to discover who they are and what they can achieve. This is why youth development is one of our core principles. Through our programs we emphasize learning opportunities, health and recreational activities—all designed to promote positive, healthy behaviors and greater educational achievement.

The Y operates a number of programs benefitting the youth of our community. Notable programs include: child care, after-school programs and camps; achievement gap programming designed to improve a child's educational readiness and success; Fatherhood classes helping build strong connections between fathers and their children; Girls on the Run and STRIDE both programs dedicated to building self-confidence and resiliency in youth girls and boys through running; and swim, sports and play programs promoting healthy and fun physical activities.

#### *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 (YFQA) [www.cypq.org/assessment](http://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.

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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

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#### 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).

#### 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.



Vicky Foreman, VP of External Affairs

Primary Organization Contact (Print Name)

Viviana Howell

Community Partnership Coordinator



Vicky Foreman  
Partner Signature

Date Signed: 11/15/17

Viviana Howell  
DMPS Community Partnership Coordinator Signature

11/15/17  
Date Signed: Check Here For Letter Date

11/18  
Effective Date: Coordinator For Letter Date

Additional Signatures: \_\_\_\_\_



Learning Services  
 2100 Hear Drive  
 Des Moines, IA 50321  
 Phone: 515-242-7989  
[www.dmschools.org](http://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 (SOA). This agreement is for January 1, 2018 – December 31, 2018.

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@dm21schools.org](mailto:vanessa.howell@dm21schools.org).

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

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

### **PARTNER INFORMATION**

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

Address: Include City, State, Zip: 801 University Ave., Unit 3, Des Moines, IA 50314

CEO/President: Marvin DeJear, Director

Agency Contact: Marvin DeJear

Phone: 515-697-1476

Email: [mdejea@evelyndaviscenter.org](mailto:mdejea@evelyndaviscenter.org)

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

### **Data**

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

### **Disclaimer**

Partner staff is not to be considered DMPS staff, and no joint venture has been established through any provision of this School-Community 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.*

Marvin Dejean

Printed Name Community Partner

Director

Partner Title

Marvin Dejean  
Signature of Community Partner

Vanessa Howell

Printed Name Community Partnership Coordinator

Vanessa Howell

Signature of Community Partnership Coordinator

04/10/2018

Date Signed

04/10/2018

Date Signed

Certification and Acknowledgement Form Received on 04/10/2018

## FORM A: SITE INFORMATION

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

<b>21CCLC Site Name: Jackson Elementary</b>		
<b>Site Address: 3825 Indianola Avenue</b>		
<b>City, State, Zip: Des Moines, IA 50320</b>		
<b>Phone: 515-242-8415</b>		
<b>Site Contact Person: Cindy Wissler</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name: Park Avenue Elementary</b>		
<b>Site Address: 3141 SW 9th Street</b>		
<b>City, State, Zip: Des Moines, IA 50315</b>		
<b>Phone: 515-242-8429</b>		
<b>Site Contact Person: Dianna Anderson</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name: South Union Elementary</b>		
<b>Site Address: 4201 S. Union Street</b>		
<b>City, State, Zip: Des Moines, IA 50315</b>		
<b>Phone: 515-242-8409</b>		
<b>Site Contact Person: Bill Szakacs</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program

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

**FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS****Part A: Nondiscrimination**

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

**Part B: Use of Funds**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants [https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

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

**Part I: Collaboration with Schools**

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

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

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

**Part L: Parent Consent**

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

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

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

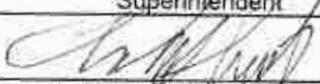
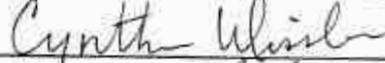
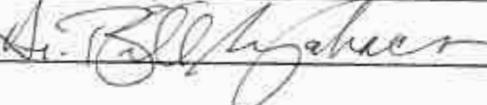
**Part N: Grant Termination (Additional conditions in Appendix D)**

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

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

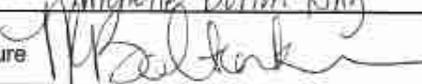
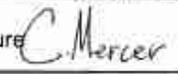
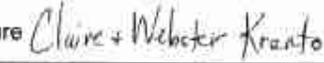
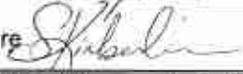
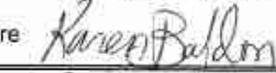
Signature of Local Education Agency Superintendent	Local Education Agency Name
	Des Moines Public Schools
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Jackson
	Park Avenue
	South Union

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 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.

#### Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Michelle Bolton King	Agency	After School Arts Program
Signature		Address	600 6 <sup>th</sup> Ave.
		City/Zip	Des Moines, 50309
		Phone	770-3380
Name/Title	Charles Mercer	Agency	Grubb YMCA
Signature		Address	1611 11 <sup>th</sup> St.
		City/Zip	DM, 50314
		Phone	246-0791
Name/Title	Community Youth Concepts	Agency	Community Youth Concepts
Signature		Address	1746 MLK Pkwy
		City/Zip	DM, 50314
		Phone	243-4292
Name/Title	Kranto Alliance	Agency	Kranto Alliance
Signature		Address	
		City/Zip	Des Moines, IA
		Phone	850-8265
Name/Title	Stacey Kimberlin	Agency	Culture ALL
Signature		Address	P.O. Box 3913
		City/Zip	Urbandale 50323
		Phone	273-8569
Name/Title	Karen Baldon	Agency	Sylvan Learning Center
Signature		Address	8707 Northpark Ct.
		City/Zip	Johnston, IA
		Phone	807-8000
Name/Title	Emily Lang	Agency	Half-Pints Poetry
Signature		Address	Central Campus DMPS
		City/Zip	DM, 50312
		Phone	975-1566
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

**NEW 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:  3	Total number of students being served (all sites for one year):  249	Total first-year funding request (all sites):  \$ 298,800
		Total three-year funding request (all sites):  \$ 896,400

**FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION**

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

Name of Program Site(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
Jackson Elementary	\$99,600	\$99,600	\$99,600	\$298,800	83
Park Avenue Elementary	\$99,600	\$99,600	\$99,600	\$298,800	83
South Union Elementary	\$99,600	\$99,600	\$99,600	\$298,800	83
Name of Program Site(s) (Summer School)					
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency:

Des Moines Public Schools

Afterschool Site: Jackson Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Students Served: 83 D1) Students Enrolled: \_\_\_\_\_

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	31,576.52	1,657.92	31,576.52	1,657.92	31,576.52	1,657.92	99,703.32
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	45,390.96	3,000.00	45,390.96	3,000.00	45,390.96	3,000.00	145,172.88
Professional Development (minimum 5% per year)	4,981.60	0.00	4,981.60	0.00	4,981.60	0.00	14,944.80
Student Access, Transportation etc. (maximum 8% per year)	4,100.00	500.00	4,100.00	500.00	4,100.00	500.00	13,800.00
Evaluation (maximum 4% per year)	300.00	0.00	300.00	0.00	300.00	0.00	900.00
Administrative/ Indirect Costs (maximum 8% per year)	7,968.00	0.00	7,968.00	0.00	7,968.00	0.00	23,904.00
<b>Totals</b>	94,417.08	5,182.92	94,417.08	5,182.92	94,417.08	5,182.92	

Required: **One form D2 per site.** Please reproduce this page for **each** site included in the application. Reproduce a page for **each** **Summer school** site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

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

Applicant Agency:

Des Moines Public SchoolsAfterschool Site: Park Avenue ElementaryDirections: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Students Served: **83** (D1) Students Enrolled \_\_\_\_\_

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	31,576.52	1,657.92	31,576.52	1,657.92	31,576.52	1,657.92	99,703.32
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	45,390.96	3,000.00	45,390.96	3,000.00	45,390.96	3,000.00	145,172.88
Professional Development (minimum 5% per year)	4,981.60	0.00	4,981.60	0.00	4,981.60	0.00	14,944.80
Student Access, Transportation etc. (maximum 8% per year)	4,100.00	500.00	4,100.00	500.00	4,100.00	500.00	13,800.00
Evaluation (maximum 4% per year)	300.00	0.00	300.00	0.00	300.00	0.00	900.00
Administrative/ Indirect Costs (maximum 8% per year)	7,968.00	0.00	7,968.00	0.00	7,968.00	0.00	23,904.00
<b>Totals</b>	94,417.08	5,182.92	94,417.08	5,182.92	94,417.08	5,182.92	

Required: **One form D2 per site.** Please reproduce this page for **each** site included in the application. Reproduce a page for **each** Summer school site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

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

Applicant Agency:

Des Moines Public Schools

Afterschool Site: South Union Elementary

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Students Served: **83** (D1) Students Enrolled

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	31,576.52	1,657.92	31,576.52	1,657.92	31,576.52	1,657.92	99,703.32
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	45,390.96	3,000.00	45,390.96	3,000.00	45,390.96	3,000.00	145,172.88
Professional Development (minimum 5% per year)	4,981.60	0.00	4,981.60	0.00	4,981.60	0.00	14,944.80
Student Access, Transportation etc. (maximum 8% per year)	4,100.00	500.00	4,100.00	500.00	4,100.00	500.00	13,800.00
Evaluation (maximum 4% per year)	300.00	0.00	300.00	0.00	300.00	0.00	900.00
Administrative/ Indirect Costs (maximum 8% per year)	7,968.00	0.00	7,968.00	0.00	7,968.00	0.00	23,904.00
<b>Totals</b>	94,417.08	5,182.92	94,417.08	5,182.92	94,417.08	5,182.92	

Required: **One form D2 per site.** Please reproduce this page for **each** site included in the application. Reproduce a page for **each Summer school** site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

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

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

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

DMPS will use its General Fund to operate the program for up to three months, if needed.

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

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

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

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

## Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

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 aims to decrease the achievement gap by providing afterschool academic support, educational enrichment, and family engagement events to district students who are at-risk based on: income, achievement, attendance, behavior, race/ethnicity, and English Language Learner status.

- 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: THOMAS M. AHARST

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.

	<b>Private School Consultation Meeting Log</b>	
	<b>Date</b>	11/19/18
	<b>Time</b>	2pm
	<b>Location</b>	2100 Fleur Dr.

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

----- Agenda Topics -----		
<b>Welcome</b> [Insert Name]      [Insert time allocation]		
<u>Discussion:</u> Discussion of new grant proposal and the ability of Christ the King School to serve additional students - CTK currently is offering a 30 day summer program with funding from another cohort.		
<u>Conclusions:</u>		
<hr/>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
email	C. Geitenfeld	11/30/18
<b>Resources for Non-Public Schools</b> [Insert Name]      [Insert time allocation]		
<u>Discussion:</u>		
<hr/>		
<u>Conclusions:</u> on 11/30/18 C. Geitenfeld and T. Bunday sent email advising they would NOT like to be included.		
<hr/>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>

Continues on next page.

<b>Consultation Procedures</b> [Insert Name]     [Insert time allocation]		
Discussion: _____ _____		
Conclusions: _____ _____		
Action Items: _____	Person responsible: _____	Deadline: _____
<b>Questions</b> All Staff                      [Insert time allocation]		
Discussion: _____ _____		
Conclusions: _____ _____		
Action Items: _____	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.
		✗

**Other Information**

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

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

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

Iowa Department of Education

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**Scoring Worksheet  
Individual Review Form**

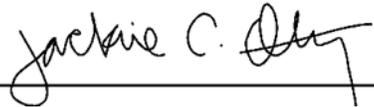
Applicant: Des Moines Schools

**Jackie Otting**

**Jackie Otting**

Reviewer's Name (Print):

\_\_\_\_\_

  
\_\_\_\_\_

Signature:

Date:

1/11/19

\_\_\_\_\_



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## Scores

<b>Rubric Category</b>	<b>Points Possible</b>	<b>Points Awarded</b>
2. Student Need	20 points	18 —
3. Project	20 points	18
4. Research Base	5 points	4
5. Management Plan	20 points	18
6. Communication Plan	5 points	5
7. Partnerships	10 points	10
8. Evaluation	10 points	10
9. Budget Narrative	10 points	9
<b>Total Rubric Score</b>	<b>100 points</b>	<b>92</b>
<b>Competitive Priority – SINA/Joint Submission</b>	<b>5 points</b>	<b>3</b>
<b>Competitive Priority – Rural Community</b>	<b>5 points</b>	<b>0</b>
<b>Competitive Priority – Child Poverty County</b>	<b>5 points</b>	<b>0</b>
<b>Total Score with Priority</b>	<b>115 points</b>	<b>95</b>



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Reviewer Instructions: Indicate the score that best describes your assessment.

Your comments should justify the score by focusing on the strengths and weaknesses of an application's response to the scoring criteria. **\*\*\*You MUST provide comments for every score.\*\*\***

**Please be constructive when providing your comments.** Positive comments are helpful to the applicant, as well as comments explaining weak scores. You should consult with Vic Jaras at the Iowa Department of Education before assigning a score of '0' points to any section.

Indicate the total for each section. Then transfer the section totals to the chart on page 2 and add together to determine the total rubric score. The Iowa Department of Education has determined competitive priority points.

**If at any time you suspect fraudulent claims in the application, immediately contact Vic Jaras with the Iowa Department of Education at [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov) or 515-242-6354.**

**\*\* Please refer to the Rubric of Scoring Criteria for point values, located in the 21CCLC RFA, pages 37-43 \*\***

### Section 2: Student Need (20 points max.)

Criteria	Points Awarded (0-10)	Justification
2.1: The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including	<b>9</b>	<b>The needs assessment is very detailed. To improve the application, the transportation issues could be completed with greater detail.</b>

needs of students with working families). The following required data is included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. *Max. 10 points*

*\*Take into consideration that community resources may be limited in rural communities.*

*Consult with Iowa Department of Education before assigning 0 points.*

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2.2: Application must provide extensive evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program. *Max. 10 points*

*Consult with Iowa Department of Education before assigning 0 points.*

9

**Stakeholders were clearly identified. More detailed could be included to identify partners.**

**Section 2 score (20 points max):18**



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**Section 3: Project (20 points max.)**

Criteria	Points Awarded (0-4)	Justification
<p>3.1: There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the "Student Need" section. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<b>To strengthen the application, more details regarding activities could be expanded upon.</b>
<p>3.2: Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<b>Application thoroughly addresses all of the topics in this section.</b>
<p>3.3: Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. . . . If offering summer programming, the program</p>	<b>4</b>	<b>Goals are measurable and reasonable.</b>

<p>operates for more than 30 days to support data collection. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>		
<p>3.4: Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p><b>To enhance this application, more could be described regarding teacher and site supervisor collaboration. Will the supervisor have access to the curriculum and due dates of student homework?</b></p>

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<p>3.5: The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>DMPS has demonstrated experience in providing programming. The application includes data to prove their affectiveness.</b></p>
<p><b>Section 3 score (20 points max):</b>                      18</p> <hr style="width: 20%; margin: 0 auto;"/>		

**Section 4: Research Base (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>4: Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>There is much research based information regarding curriculum, but little information regarding other activities. To enhance this application, include research regarding enrichment activities.</b></p>
<p><b>Section 4 score (5 points max):</b>                      4</p>		



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**Section 5: Management Plan (20 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>5.1: Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document extensive 5-year history with sustainability. <i>Max. 5 points</i></p> <p><i>Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p><b>Application thoroughly addresses the hiring of highly qualified staff. Volunteer recruitment procedures, including background checks, are clearly defined.</b></p>
<p>5.2: Application describes an extensive plan for safe student transportation to and from the</p>	<b>4</b>	<p><b>Transportation could be further detailed to provide information</b></p>

program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application must detail how students will be safely transported to and from the program and home. Application must detail how the applicant will ensure that programming takes place in safe and accessible facilities.

*Max. 5 points*

*Take into consideration that transportation arrangements in rural communities may be unique.*

*It is okay for programs to have parents pick up youth if they have extended hours.*

*Consult with Iowa Department of Education before assigning 0 points.*

**regarding safe drop-offs and parent pick ups.**

**Building safety is clearly defined.**

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<p>5.3: Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<b>Stakeholder group is not listed.</b>
<p>5.4: Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p> <p>Previously funded grantees must extensively document 5 years of prior sustainability.</p> <p><i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<b>This application provides an extensive plan for sustainability of programming.</b>
<b>Section 5 score (20 points max):</b>		18 _____

**Section 6: Communication Plan (5 points max.)**

Criteria	Points	Justification
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	Awarded (0-5)	
<p>6: Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p><b>Communication is clearly defined among the many stakeholders.</b></p>
<p><b>Section 6 score (5 points max):</b></p>		<p><b>5</b></p> <hr style="width: 100px; margin: 0 auto;"/>

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**Section 7: Partnerships (10 points max.)**

<b>Criteria</b>	<b>Points Awarded (0-5)</b>	<b>Justification</b>
<p>7.1: Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). The application provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. <i>Max. 5 points</i></p> <p><i>Take into consideration that community partnerships may be unique in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<b>Many partnerships and their importance to programming are detailed in the application.</b>
<p>7.2: Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Provides an MOU to document each partnership. <i>Max. 5 points</i></p> <p><i>Specific meeting dates do not need to be listed.</i></p> <p><i>Calendars are generally created at the</i></p>	<b>5</b>	<b>Future partners are identified to ensure the sustainability of programming.</b>

*beginning of the school year.*

*Consult with Iowa Department of Education  
before assigning 0 points.*

**Section 7 score (10 points max):**      10

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**Section 8: Evaluation (10 points max.)**

<b>Criteria</b>	<b>Points Awarded (0-5)</b>	<b>Justification</b>
<p>8.1: Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p><b>The application clearly states that evaluations will be conducted by highly qualified personnel in a timely manner.</b></p>
<p>8.2: There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form</p>	<b>5</b>	<p><b>The application clearly states the timeline for data collection. Reports will be made in user-friendly language and published on the district website.</b></p>

<p>and language that is easily understood. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>		
<p><b>Section 8 score (10 points max):</b></p>		<p>10</p> <hr style="width: 100px; margin: 0 auto;"/>

**Section 9: Budget Narrative (10 points max.)**

Criteria	Points Awarded  (0-5)	Justification

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<p>9.1: The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. Sustainability must be extensively documented in the budget narrative, showing the partner contributions.</p> <p><i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	5	<p><b>The budget is very thorough with exact numbers to ensure appropriate funding for sustainable programming.</b></p>
<p>9.2: Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Failure to document sustainability can be supplanting. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	4	<p><b>More information regarding funding and its role in supplementation could enhance this application.</b></p>
<p><b>Section 9 score (10 points max):</b>      9</p> <hr style="width: 15%; margin: 0 auto;"/>		

Iowa Department of Education  
FY19 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS

Individual Reviewer:

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## Scoring Worksheet Individual Review Form

Applicant: Des Moines Schools
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**Ryan Page**

Reviewer's Name (Print):                     Ryan Page                    

Signature: \_\_\_\_\_

Date:                     12/28/18

## Scores

<b>Rubric Category</b>	<b>Points Possible</b>	<b>Points Awarded</b>
2. Student Need	20 points	<u>18</u>
3. Project	20 points	19
4. Research Base	5 points	3
5. Management Plan	20 points	16
6. Communication Plan	5 points	5
7. Partnerships	10 points	8
8. Evaluation	10 points	9
9. Budget Narrative	10 points	10
<b>Total Rubric Score</b>	<b>100 points</b>	<b>88</b>
<b>Competitive Priority – SINA/Joint Submission</b>	<b>5 points</b>	<b>3</b>
<b>Competitive Priority – Rural Community</b>	<b>5 points</b>	<b>0</b>
<b>Competitive Priority – Child Poverty County</b>	<b>5 points</b>	<b>0</b>
<b>Total Score with Priority</b>	<b>115 points</b>	<b>91</b>

Reviewer Instructions: Indicate the score that best describes your assessment.

Your comments should justify the score by focusing on the strengths and weaknesses of an application’s response to the scoring criteria. **\*\*\*You MUST provide comments for every score. \*\*\* Please be constructive when providing your comments.** Positive comments are helpful to the applicant, as well as comments explaining weak scores. You should consult with Vic Jaras at the Iowa Department of Education before assigning a score of ‘0’ points to any section.

Indicate the total for each section. Then transfer the section totals to the chart on page 2 and add together to determine the total rubric score. The Iowa Department of Education has determined competitive priority points.

If at any time you suspect fraudulent claims in the application, immediately contact Vic Jaras with the Iowa Department of Education at [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov) or 515-242-6354.

**\*\* Please refer to the Rubric of Scoring Criteria for point values, located in the 21CCLC RFA, pages 37-43 \*\***

**Section 2: Student Need (20 points max.)**

Criteria	Points Awarded (0-10)	Justification
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<p>2.1: The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. <i>Max. 10 points</i></p> <p><i>*Take into consideration that community resources may be limited in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>8</b></p>	<p>This is an existing program.</p> <p>Low achievement, income, absenteeism, behavior referrals, FRL, ELL, race.</p> <p>Achievement gaps in reading and math</p> <p>3 schools are Title 1 eligible and two are Needs Improvement on school report card.</p> <p>Math and Literacy: proficiency tables for schools, disaggregated. MAP and FAST scores</p> <p>Behavioral and Attendance: Behavior referrals and attendance tables, disaggregated and explained. Identifies disproportionality in minority students and behavior referrals.</p> <p>Other community and school resources were listed and noted barriers to participating in other programs, such as lacking alignment with school instruction, transportation, location, cost, etc.</p> <p>Lack options for children with behavioral concerns.</p> <p>Academic support will be differentiated, enrichment, 15 hours per week during school year. Open to all students.</p> <p>Quarterly family literacy events.</p> <p>DMPS will provide transportation to and from program and provide translators or translation of documents for ELL, supports and modifications for students with disabilities or behavioral, ADA compliance, secure entries, etc. Identified more detail to be located in 5.2</p> <p>Does not reference support specifically for students of working families.</p>
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<p>2.2: Application must provide extensive evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program. <i>Max. 10 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>10</b></p>	<p>Project Coordinators assessment needs of stakeholders and collaborated with community partners. Specifics were listed of who. Explored joint goals</p> <p>Principals and site coordinators collected interest surveys from parents and students.</p> <p>Discussed internal collaboration to meet student and family needs.</p> <p>Nutrition that meets USDA guidelines</p> <p>Feedback is gathered by staff ongoing to determine student interests.</p> <p>Will continue to seek feedback to guide program design.</p>
<p><b>Section 2 score (20 points max):18</b></p>		

**Section 3: Project (20 points max.)**

Criteria	Points Awarded (0-4)	Justification
<p>3.1: There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>Assessment guided district plan. Aligns with ESSA first Measures of Effectiveness for assessment of objective data and ties to proposed program.</p> <p>Align with daytime school instruction.</p> <p>Shows achievement gap and guided decisions for academic support. Noted evidence based curriculum. Data from students was incorporated into enrichment activities. Included equity framework. Activities can positively impact engagement, attendance, behavior.</p> <p>ELL needs are supported through referrals to adult literacy programs or liaisons within the school</p>
<p>3.2: Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>USDA snack. 15 hours per week in school year. Daily schedule. Minimum 60 hours per month. Family literacy events will be planned around families work schedules</p> <p>Academic: Daily support sessions. Contract with Sylvan. Volunteers identified. Variety of methods to focus on reading and math to improve performance. Curriculum listed and how the curriculum will be used. Specifics for ELL students and students with disabilities or struggling readers</p> <p>Educational: daily activities to support academic and social emotional learning. Provided examples and curriculum they will use</p> <p>Family Engagement: quarterly events for positive interaction. Align with classroom instruction and Iowa Core. ELL supports. Resources to help families gain access to essential services.</p>

<p>3.3: Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. . If offering summer programming, the program operates for more than 30 days to support data collection. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Goal, objective, and activities to meet objectives are listed. Benchmarks identified and data collection (FAST/MAP) was identified.</p> <p>Preference would be a breakdown of paragraphs or table for ease of reading but scoring was not reduced for this.</p>
<p>3.4: Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Program Coordinator will ensure alignment with CSIP, Iowa Core, and school day instruction. Daily contact between daytime teachers and site coordinators. Aligns with CSIP long term goals for literacy</p>
<p>3.5: The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Program has implemented 21 CCLC in past. Currently serving 21 schools and over 2000 students. Success with community partner programs. Stats show success in growth in reading, homework completion, class participation, and behavior.</p>
<p><b>Section 3 score (20 points max):</b> <u>19</u></p>		

**Section 4: Research Base (5 points max.)**

<b>Criteria</b>	<b>Points Awarded (0-5)</b>	<b>Justification</b>
<p>4: Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. Max. 5 points</p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>3</b></p>	<p>Successful implementation noted based on evidence of local eval results.</p> <p>Evidence based activities align with ESSA’s 3<sup>rd</sup> measure. Outlined different curriculum utilized. No specifics were identified in this section on how they will implement the curriculum into the program, however some of this was reviewed in 3.2</p>
<p><b>Section 4 score (5 points max):</b> <u>  3  </u></p>		

**Section 5: Management Plan (20 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>5.1: Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document extensive 5-year history with sustainability. <i>Max. 5 points</i></p> <p><i>Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Full site coordinator at each school. Liaison between school and program. Responsible for staff recruitment and education alignment. Recruitment will target community programs, teachers, past 21<sup>st</sup> CCLC staff.</p> <p>Position requirements: AA or ParaEd cert or 5 year exp. H.s. diploma for translators or parent involvement services. Background checks required, to include volunteers. <i>(which ones?)</i></p> <p>Noted pay and benefits, high retention rates and PD opportunity.</p> <p>Coordinator is identified, job duties and experience noted. Director of the Community in Schools noted.</p> <p>Fiscal: monitored by school business and finance office. Grants Accountant.</p> <p>Professional Development: Iowa Impact Conference 2019 and out of school time conference will be offered to staff. Coordinator is on conference committee. Offer site tours.</p> <p>In-kind services identified by IPTV for curriculum and PD. Additional other opportunities.</p> <p>All staff required to attend 1 hour per month of PD. Examples of topics listed.</p> <p>Several examples of volunteer use. Seniors mentioned.</p> <p>Would like to see example of required training. First Aid/CPR? MCART? Etc.</p>

<p>5.2: Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application <u>must</u> detail how students will be safely transported to and from the program and home. Application <u>must</u> detail how the applicant will ensure that programming takes place in safe and accessible facilities. <i>Max. 5 points</i></p> <p><i>Take into consideration that transportation arrangements in rural communities may be unique.</i></p> <p><i>It is okay for programs to have parents pick up youth if they have extended hours.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>3</b></p>	<p>Bus transportation, safe building sites, alarm systems, video cameras for monitoring, collaboration with staff, meeting needs of spec need students, fire/safety alarms</p> <p>Translation of materials for ELL. Bi-lingual/multi lingual staff. Noted several available languages and specifically referenced an equity lens. Provided school district policy around ADA and 504.</p> <p>Specifics around transport are not clear. Will they take children to bus stops in communities, is there parent pick up? What are hours of operation. Are children allowed to leave on their own?</p>
<p>5.3: Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Coordinator will lead Leadership team which will include principals, site coordinators, external evaluator, parents, community partners. Will meet monthly and serve as advisory council. Will occur after Community Conversations meetings which invite community partners.</p> <p>Nothing noted around community partner or parent recruitment and how this will occur for stakeholder engagement.</p>

<p>5.4: Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. Previously funded grantees <u>must</u> extensively document 5 years of prior sustainability.</p> <p><i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Will work with Leadership Team to develop sustainability plan. Included strategies that may be utilized: building community partnerships, internal partnerships. Use of Afterschool Alliance Out of School Time. Building relationships with potential fiscal partners. District has a Community Partnership Coordinator.</p> <p>Silver Cord, Americorps, Metro Kids afterschool child cre, Half Pint provide avenues to sustain programming.</p> <p>Communication has taken place with DHS and DE and admin regarding child care program and academic enrichment. Coordinators promote CCA for accessibility to Metro Kids and allow Metro Kids students to attend 21<sup>st</sup> CCLC programming. DMPS will invest in one itme purchasing of items that will span beyond life of grant funds.</p> <p>Shared current sustainability of other programs that are 21<sup>st</sup> CCLC that are operating at decreased funding levels and monetary and personnel partners, transportation, volunteering. Reviewing other combined resources and funding opportunities.</p> <p>Table of contributions included.</p>
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**Section 5 score (20 points max):**   16  

**Section 6: Communication Plan (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
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<p>6: Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Table outlines audience, outreach methods, frequency, expected impact/outcome.</p> <p>Social media noted.</p>
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**Section 6 score (5 points max):** \_\_\_\_\_ 5 \_\_\_\_\_

**Section 7: Partnerships (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>7.1: Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). The application provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. <i>Max. 5 points</i></p> <p><i>Take into consideration that community partnerships may be unique in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>MOU's included. Do not appear to see one for Sylvan however they are in Form C as a partner. Several Letters of Support.</p> <p>Partnerships explained and what role they have in programming. Noted if MOY or internal partner</p>
<p>7.2: Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Provides an MOU to document each partnership. <i>Max. 5 points</i></p> <p><i>Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Notes stakeholder input, Leadership team to identify prospective partners on ongoing basis. Coordinator will recruit new partners (volunteers, field trips, career fairs, etc). Focus on STEM and financial literacy partners. Communication plans.</p> <p>HOW will the new partners be recruited? What efforts will be made to onboard people into new opporutnities?</p>
<p><b>Section 7 score (10 points max):</b> _____ <u>8</u> _____</p>		

**Section 8: Evaluation (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>8.1: Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Will meet two components : 21<sup>st</sup> CCLC GPRA and ESSA's Measures of Effectiveness. Guide program design.</p> <p>Heartland AEA to collect analyse and report. Noted formative and summative assessment data and engagement data as well as qualitative data and where it will be stored. Frequency of data collection documented in table in 8.2 Program will adjust based on evaluation. Will include annual measures that provide external critiera. Semi annual report will be reviewed by stakeholders.</p> <p>CYC also agreed to provide external eval using YPQA tool semi annually..</p> <p>Will comply with data sharing as requested.</p>
<p>8.2: There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form and language that is easily understood. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Chart shows timeline for completion foe valuation activity. Results analyzed and modifications made as appropriate. Semi annual release to public website in reader friendly format.</p> <p><i>How will you communicate that the document is publically available?</i></p>
<p><b>Section 8 score (10 points max):</b> _____ <u>9</u> _____</p>		

**Section 9: Budget Narrative (10 points max.)**

<b>Criteria</b>	<b>Points Awarded (0-5)</b>	<b>Justification</b>
<p>9.1: The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. Sustainability must be extensively documented in the budget narrative, showing the partner contributions. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Broken down rates for Personnel by direct and in kind contribution.</p> <p>Staff travel, PD, Access/Transport direct and in kind, evaluation, admin/indirect, materials supplies</p> <p>Provided justification for \$'s.</p>
<p>9.2: Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Failure to document sustainability can be supplanting. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>DMPS has a fulltime grant accountant and internal auditor. Create and expand programming to provide services. Program could not be provided by district without the funds.</p>
<p><b>Section 9 score (10 points max):</b> <u>10</u></p>		

Iowa Department of Education  
FY19 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS

Individual Reviewer:

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## Scoring Worksheet Individual Review Form

Applicant: Des Moines Schools
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**Facilitator: Dave Welter**

Reviewer's Name (Print): David R. Welter

Signature: \_\_\_\_\_ Date: 12-26-18

## Scores

<b>Rubric Category</b>	<b>Points Possible</b>	<b>Points Awarded</b>
2. Student Need	20 points	19
3. Project	20 points	19
4. Research Base	5 points	4
5. Management Plan	20 points	18
6. Communication Plan	5 points	5
7. Partnerships	10 points	8
8. Evaluation	10 points	9
9. Budget Narrative	10 points	10
<b>Total Rubric Score</b>	<b>100 points</b>	<b>92</b>
<b>Competitive Priority – SINA/Joint Submission</b>	<b>5 points</b>	<b>3</b>
<b>Competitive Priority – Rural Community</b>	<b>5 points</b>	<b>0</b>
<b>Competitive Priority – Child Poverty County</b>	<b>5 points</b>	<b>0</b>
<b>Total Score with Priority</b>	<b>115 points</b>	<b>95</b>

Reviewer Instructions: Indicate the score that best describes your assessment.

Your comments should justify the score by focusing on the strengths and weaknesses of an application’s response to the scoring criteria. **\*\*\*You MUST provide comments for every score. \*\*\* Please be constructive when providing your comments.** Positive comments are helpful to the applicant, as well as comments explaining weak scores. You should consult with Vic Jaras at the Iowa Department of Education before assigning a score of ‘0’ points to any section.

Indicate the total for each section. Then transfer the section totals to the chart on page 2 and add together to determine the total rubric score. The Iowa Department of Education has determined competitive priority points.

If at any time you suspect fraudulent claims in the application, immediately contact Vic Jaras with the Iowa Department of Education at [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov) or 515-242-6354.

**\*\* Please refer to the Rubric of Scoring Criteria for point values, located in the 21CCLC RFA, pages 37-43 \*\***

**Section 2: Student Need (20 points max.)**

Criteria	Points Awarded (0-10)	Justification
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<p>2.1: The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. <i>Max. 10 points</i></p> <p><i>*Take into consideration that community resources may be limited in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>9</b></p>	<p>DMPS is an existing program with applicant including data on achievement, income, absenteeism, behavior referrals, FRL, ELL and race. They also identify achievement gaps in reading and math using proficiency tables for schools. Academic support is open to all students with support being differentiated. The district provides transportation to and from the program and provides translators as needed, supports and modifications for students with disabilities or behavioral concerns and is ADA compliant.</p> <p>Applicant does not reference support specifically for students of working families.</p>
<p>2.2: Application must provide extensive evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program. <i>Max. 10 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>10</b></p>	<p>Applicant has Site Coordinators and Principals collect interest surveys from parents and students while assessing the needs of stakeholders and community partners. The program offers nutrition that meets USDA guidelines and ongoing feedback is gathered by staff to help determine student interest.</p>
<p><b>Section 2 score (20 points max): 19</b></p>		

### Section 3: Project (20 points max.)

Criteria	Points Awarded (0-4)	Justification
<p>3.1: There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>DMPS programming aligns with daytime school instruction while documenting achievement gaps and guided decisions for academic support needed. Student data has been incorporated into enrichment activities, which positively impact engagement, attendance and behavior. ELL needs are supported with referrals to adult literacy programs or liaisons within the school.</p>
<p>3.2: Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Applicant documents USDA approved snacks, 15 hours/week in the school year, with a minimum of 60 hours per month. Daily educational activities are in place to support academic and social/emotional learning. Curriculum examples are documented. Family engagement activities provide positive interaction while aligning with classroom instruction and the Iowa Core. Resources are available to assist with helping families gain essential services as needed.</p>
<p>3.3: Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. . If offering summer programming, the program operates for more than 30 days to support data collection. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Applicant provides clear and logical goals and activities, which meet the objectives and benchmarks that are identified. Data collection through the use of (FAST/MAP) was also included.</p>

<p>3.4: Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>A Program Coordinator is in place who helps ensure daily contact between daytime teachers and Site Coordinators while guiding alignment with CSIP, Iowa Core and school day instruction.</p>
<p>3.5: The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>DMPS currently serves 21 schools and over 2,000 students and has implemented 21 CCLC in the past while demonstrating success with Community Partner Programs. Data shows improvement in reading, homework completion, class participation and behavior.</p>
<p><b>Section 3 score (20 points max):</b> <u>19</u></p>		

**Section 4: Research Base (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
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<p>4: Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. Max. 5 points</p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Evaluation results demonstrate evidence of successful implementation of programming using evidence-based activities. The different curriculum used in the process is well documented.</p> <p>More information on how curriculum will be implemented into the program would be helpful.</p>
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**Section 4 score (5 points max):**   4

**Section 5: Management Plan (20 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>5.1: Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document extensive 5-year history with sustainability. <i>Max. 5 points</i></p> <p><i>Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant documents a full Site Coordinator at each school, responsible for being a liaison between school and program. Responsibilities include staff recruitment and education alignment. Pay, benefits, PD opportunities and a high retention rate are noted. Fiscal issues are monitored by the school’s business and finance office. In-kind services are identified and examples of volunteer use are listed as well.</p>

<p>5.2: Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application <u>must</u> detail how students will be safely transported to and from the program and home. Application <u>must</u> detail how the applicant will ensure that programming takes place in safe and accessible facilities. <i>Max. 5 points</i></p> <p><i>Take into consideration that transportation arrangements in rural communities may be unique.</i></p> <p><i>It is okay for programs to have parents pick up youth if they have extended hours.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>School policy regarding ADA and 504's are noted. Safe student transportation plans are documented along with alarm systems, video cameras, and fire/safety alarms. Translation of materials for ELL and Bi-lingual/multi lingual staff are also provided.</p> <p>More specifics regarding student transportation would be helpful. EG. Hours of operation? Can kids leave on their own? Parents pick up sites?</p>
<p>5.3: Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Applicant provides detail regarding Coordinator's role in leading the Leadership team which includes principals, site coordinators, outside evaluator, parents, and community partners.</p> <p>More information regarding community partner and parent recruitment would be helpful.</p>

<p>5.4: Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. Previously funded grantees <u>must</u> extensively document 5 years of prior sustainability.</p> <p><i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant documents strategies that will be used to develop a sustainability plan which include building community partnerships, internal partnerships, and building relationships with potential fiscal partners.</p> <p>Communication has taken place with DHS and DE and Administration regarding child care program and academic enrichment.</p> <p>A table of contributions has been included that lists shared sustainability of other 21<sup>st</sup> CCLC programming along with monetary and personnel partners, transportation and volunteers.</p>
<p><b>Section 5 score (20 points max):</b> <u>18</u></p>		

**Section 6: Communication Plan (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>6: Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant includes a table that outlines audience, outreach, frequency as well as expected impact and outcomes. Social Media is also noted.</p>
<p><b>Section 6 score (5 points max):</b> <u>5</u></p>		

**Section 7: Partnerships (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>7.1: Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). The application provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. <i>Max. 5 points</i></p> <p><i>Take into consideration that community partnerships may be unique in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Applicant includes MOU’s along with several letters of support. Partnerships are clearly defined with regards to the roles they play in programming.</p> <p>Sylvan does not have an MOU listed in Section 7.1 but are listed in Form C as a partner.</p>
<p>7.2: Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Provides an MOU to document each partnership. <i>Max. 5 points</i></p> <p><i>Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Applicant provides a focus on STEM and Financial Literacy partners. The Coordinator will recruit new partners including volunteers for assisting with Field Trips, Career Fairs etc. The Leadership Team will help identify potential partners on an ongoing basis.</p> <p>More information on how new partners will be recruited would be helpful.</p>
<p><b>Section 7 score (10 points max):</b> <u>  8  </u></p>		

**Section 8: Evaluation (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>8.1: Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant has identified how programming will meet 21<sup>st</sup> CCLC, GPRA and ESSA’s Measures of Effectiveness. Has also noted formative and summative assessment data, engagement data as well as qualitative data and where it will be stored. Table 8.2 documents frequency of data collection while including annual measures that provide external criteria.</p>
<p>8.2: There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project’s goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form and language that is easily understood. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Applicant included a chart that shows a timeline for completion. Results will be analyzed and modifications made as appropriate. A semi-annual release to a public website will be posted in a reader friendly format.</p> <p>More information on how that information will be made publically available would be helpful.</p>
<p><b>Section 8 score (10 points max):</b> <u>  9  </u></p>		

**Section 9: Budget Narrative (10 points max.)**

<b>Criteria</b>	<b>Points Awarded (0-5)</b>	<b>Justification</b>
<p>9.1: The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. Sustainability must be extensively documented in the budget narrative, showing the partner contributions. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Applicant describes in detail rates for Personnel and In-kind contributions. Staff travel, PD, Access/Transport direct and in kind, evaluation, admin/indirect, materials supplies are also described along with cost justification that align with proposed activities.</p>
<p>9.2: Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Failure to document sustainability can be supplanting. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Applicant notes that DMPS has a fulltime grant accountant and internal auditor who helps create and expand programming to provide services. Requested funds will supplement, not supplant as programming could not be provided by district without the funds.</p>
<p><b>Section 9 score (10 points max):</b> <u>10</u></p>		