

**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) Oakridge Neighborhood Services**

County: Polk County		Amount Requested: \$733,500.00 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Teree Caldwell-Johnson		Grant Contact/Project Director: John Spinks	
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Is this an application for a continuation grant? (Check yes or no):  Yes  No

**LEGAL STATUS OF APPLICANT**

## 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 45
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

Enter Federal Employer ID Number:  
421311721 **OR**  
Enter School District Code  
\_\_\_\_\_

(If applicable) Enter Child Care License #:  
\_\_\_\_\_

## REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Oakridge has selected two school sites for 21st Century Community Learning Centers programming that are both designated in need of assistance under Title 1 (Section 1116), as evidenced by the SINA list provided by the Iowa Department of Education, available at [www.educateiowa.gov](http://www.educateiowa.gov).

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

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

Documentation:

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

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## NARRATIVE

### 1. Proposal Abstract (Not scored)

<b>Number of Students Served:</b>	K-5	125 students	6-8	50 students
<b>Amount Requested per year:</b>	K-5	\$150,000	6-8	\$94,500
<b>Number of Sites:</b>	K-5	1 site	6-8	1 site

**Student Needs Assessment:** Oakridge conducted a review of district data and achievement data specific to Oakridge youth attending both Edmunds Elementary and Callanan Middle School. Additionally, Oakridge staff surveyed both youth and parents to determine what expanded programming options would be most desirable; if Saturday programming would attract participants; and needs of parents and options for engaging them in parent centered programming including family literacy and school engagement activities. To insure a full understanding of student needs and the necessity for expanded after-school/out of school programming, Oakridge staff met with principals at Edmunds, Callanan and Holy Family and the district's ELL and 21CCLC coordinator. These meetings affirmed the need for additional support for English Language Learners (ELLs) and other high poverty students served in after school/out of school programming.

**Project:** Since 1969, Oakridge Neighborhood and Oakridge Neighborhood Services have worked at the intersection of community and opportunity. A nonprofit housing and human services agency located in Des Moines Oakridge has served Des Moines' most vulnerable children and families by providing safe, affordable housing and wrap around services to create opportunities for individual and family success. The services provided help to realize Oakridge Neighborhood's mission of creating opportunities for adults, children and families to succeed and become economically independent. Oakridge is Iowa's largest project based Section 8 housing complex and is currently home to individuals representing 17 countries where over 24 languages are spoken. There are over 1000 residents living in Oakridge making it larger than 68% of the 947 cities in the state of Iowa. 51% of all Oakridge residents are children between the ages of 0-18. 79% of the children residing in Oakridge are from single parent households with an average annual income of \$10,656.01.

Through the 21CCLC grant, Oakridge Neighborhood and Neighborhood Services, will expand its current after school out of school program to offer extended learning opportunities for students grades K-8. Programming will include the use of evidenced-based academic support, educational enrichment, parent engagement and family literacy activities which will focus on improving academic outcomes and performance in the core areas of reading and math. All programing will be aligned with classroom instruction using evidenced based academic supports and interventions with licensed teachers retained to provide the academic components of the 21CCLC program. The program will partner with Edmunds Elementary School and Callanan Middle School, the neighborhood elementary school and regional middle school serving the students that reside in and around the Oakridge Neighborhood as well as Holy Family Catholic that also serves a number of Oakridge students. Edmunds is both a Title 1 and SINA school while Callanan is a SINA school.

With 21CCLC funds Oakridge Neighborhood Services intends to increase the rigor of after school/out of school academic supports, the frequency of student contacts, an expanded portfolio of educational enrichment activities and increased emphasis on parental engagement and family literacy. This will be facilitated through a 6 day/week "high touch" program model aimed at meeting the academic and educational enrichment needs of high poverty and ELL participants.

**Research Base:** Research indicates that children from high-risk, high poverty backgrounds have the most to gain from after-school programs in terms of educational opportunity and the least access to after-school and out of school (AF-OOS) programs. (Green & Schneider, 2006). Students who regularly attend well-structured afterschool and/or summer learning programs demonstrate higher rates of attendance, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009). No Child Left Behind accountability measures have spotlighted significant lags in achievement of ELLs in critical academic areas, including reading and math. ELL student achievement continues to

lag behind non-ELL student achievement at all socioeconomic levels, but this gap is most acute for students at the lowest socioeconomic levels (Garcia & Frede, 2010). Participation in afterschool, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011).

**Management Plan:** The program will be managed by the 21CCLC Project Coordinator. The Project Coordinator will interface with building administrators, teachers and other building level staff to insure all activities are aligned with school day instruction and focused on the individual and collective needs of the students being served. Student Success Navigators, who will also serve as site coordinators, will be assigned to each of the schools served and coordinate enrichment activities and Saturday programming. All staff will be trained in Youth Development Program Quality Assessment (YPQA) methods and additional professional development (PD) will be provided with a focus on cultural competency, best practice in AF-OOS programming, and other emerging and program specific topics. DMPS has agreed to allow 21CCLC staff access to district PD appropriate to the positions funded in the grant. Monthly meetings will be held at the building level for grant collaborators and quarterly meetings will be held with the Project Coordinator and building principals to monitor progress and overall program effectiveness.

**Communication Plan:** A multi-level communications strategy will be implemented to insure the necessary outreach and engagement to attract participants to the program. In addition, monthly activities will be documented and a calendar provided to students and parents and posted in partner schools and on site. Oakridge and school websites will include information on the program. Stakeholders will be engaged and program results shared. Materials will be translated as required.

**Partnerships:** To augment the 21CCLC initiative a variety of partners have been identified to support our academic programming, our educational enrichment activities and our parental engagement and family literacy components. In addition to Des Moines Public Schools and the Catholic Diocese, we will partner with Gateway Dance, Music in the Metro, and the Des Moines Art Center for the arts; the Grubb YMCA for recreation and fitness; The Science Center of Iowa, Blank Park Zoo, and the Des Moines Chapter of The Links for STEM programming; and VISTA and United Way for family literacy programming. Oakridge will use regular internal program evaluation and client and partner feedback to determine the effectiveness of existing partnerships and new opportunities.

**Evaluation:** Both qualitative and quantitative evaluation will be used to measure progress toward outcomes. Student achievement data compiled by the school district, individual reports cards, and attendance and behavior reports will all be used to monitor student progress and overall program effectiveness. Evaluations and surveys will be completed by students, partners, parents and other stakeholders. YPQA will be implemented by Stone Educational Services (SES). SES will also provide YPQA training and professional development for staff. Overall program monitoring and qualitative evaluation will be done by Connie Cook, retired DMPS Deputy Superintendent.

**Budget Narrative:** Utilizing the funding formula the following per site funds are being requested:

K-5 Site \$150,000 Total Request	160 Days x 125 Students x \$7.50= \$150,000
6-8 Site \$ 94,500 Total Request	180 Days x 50 Students x \$7.50 = \$67,500
	40 Saturdays x 50 Students X \$10.00 = \$20,000
	14 Days(Breaks/PD days) x 50 Students x \$10.00 = \$7,000

**Documentation of Competitive Priority:** Oakridge will partner with two public schools that are designated as either Title 1 eligible or SINA schools according to the Iowa Department of Education SINA list – available at [www.educationiowa.gov](http://www.educationiowa.gov). Oakridge Neighborhood Services is submitting this application in collaboration with Des Moines Public Schools and the Catholic Diocese as evidenced in Form C.

**Student Need**  
**2.1 – Needs Assessment**

**Student need for a before and/or after school program:** Oakridge Neighborhood Services (ONS) in collaboration with Des Moines Public Schools (DMPS) analyzed its elementary and middle feeder schools and assessed student and community data related to risk factors for academic failure. These risk factors include: low achievement scores, eligibility for the Free and Reduced-Price Lunch (FRPL), English Language Learners (ELL) status, and Minority status. The results, shown below, indicate a high need for programming to address these risk factors. The targeted schools are Title I eligible and School in Need of Assistance (SINA) designated schools, according to the Iowa Department of Education.

	SINA	2012/13 *AMO Math	2012/13 AMO Reading	2012/13 Enrollment	Free and Reduced Lunch	2012/13 ELL	2012/13 Minority enrollment	Number of Students to be served
Edmunds Elementary	Yes	SINA-6	SINA-7	409	75.30%	218	93%	125
Callanan Middle	Yes	SINA-3	SINA-4	620	95.90%	167	74%	50

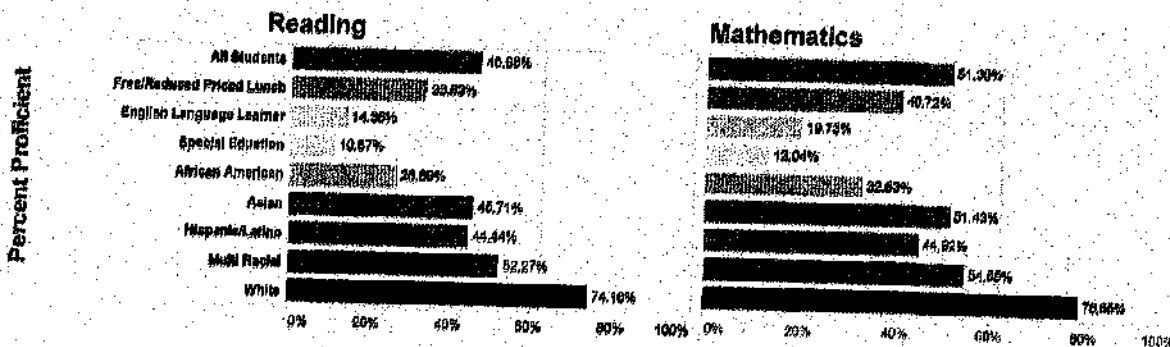
\*AMO is Annual Measurable Objective

The 2013-2014 FRPL rates, a leading indicator of poverty, range from 74 percent to 93 percent for the targeted schools; high rates compared to the 2013-2014 of the Des Moines Public School District rate of 70.2 percent and state of Iowa's rate of 41%. According to the 2013-2014 Iowa Public School PK-12 Limited English Proficient Students (LEP) report by District and Grade 5 percent of the students statewide are LEP and in the Des Moines Public Schools 17.3 percent of the students are LEP. The schools targeted for 21CCLC reflect 53.3 percent and 26.94 percent English Language Learners in their student base.

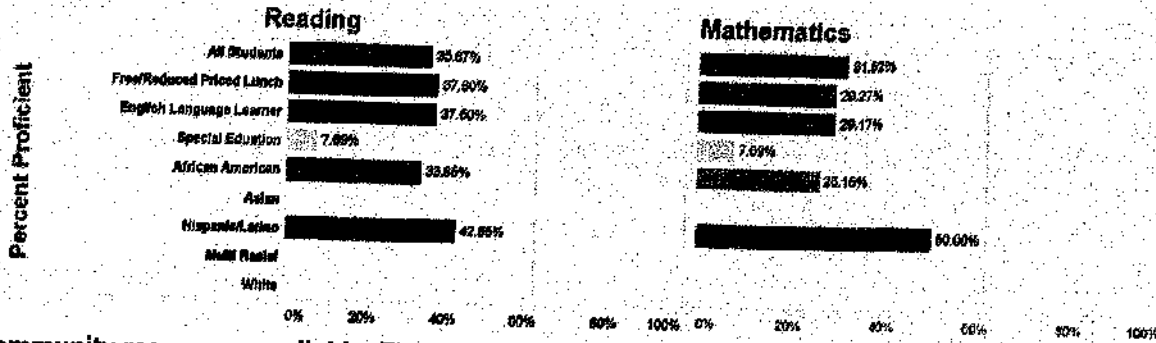
A 2012 study by the Annie E. Casey Foundation found that "Overall, children who spend a year or more in poverty account for 38 percent of all children, but they account for seven-tenths (70 percent) of all children who do not graduate from high school. Poverty matters." The study further explains that Children whose families live in poverty often lack resources for decent housing, food, clothing, and books, and they often do not have access to high-quality child care and early education or to health care. Many arrive at kindergarten without the language or social skills they need for learning. They miss school frequently because of health or family concerns. They slip behind in the summer with little access to stimulating educational programs or even regular meals. Consequently, the children in poor families are in double jeopardy: They are more likely to have low reading test scores and, at any reading-skill level, they are less likely to graduate from high school.

When we look at the 2013-14 Iowa Assessment Performance (see charts below) for our schools it demonstrates that there are achievement gaps in both reading and math that need to be addressed for minorities, ELL students and Free or reduced price lunch students.

**Callanan Middle School**



Edmunds Elementary School



**Community resources available:** There are currently two community resources for afterschool activities in the area. One is the Willkie House and the other is Oakridge Neighborhood Services. The tuition structure at Willkie House make the program cost prohibitive (\$30.00/week) especially for families in poverty where there is more than one child attending. The existing Oakridge program provides free quality after-school and out of school opportunities for students. It employs licensed teachers that provide structured and age appropriate daily reading and math instruction and homework support. At the end of last school year 92% of Oakridge participating elementary students were reading at satisfactory and 100% of our middle school students had a C or better in reading. Oakridge is prioritizing its focus on reading, math and science through the 21CCLC Community Learning Centers (21CCLC) program. Oakridge intends to expand its program to provide support for nearly 125 elementary and 50 middle school students and as such 21CCLC funding would be used for this expansion and the addition math and science to the after school curriculum. Out-of-school time programming will occur six days per week (afterschool and Saturdays) during the academic year for both targeted schools and include summer programming for K-5 students.

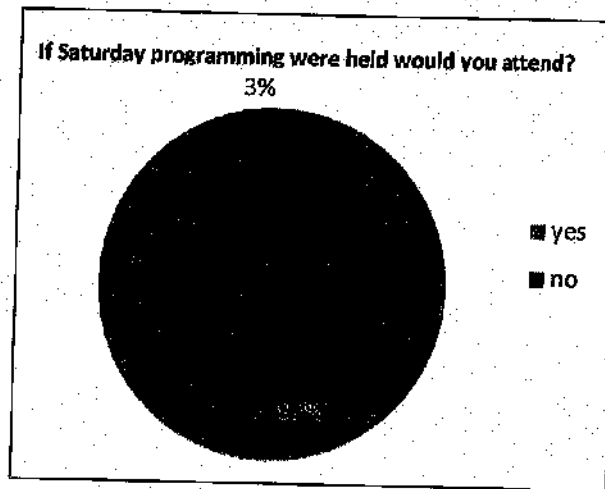
**How proposed program will address student needs.** 9 licensed teacher assigned across two sites (at least one with ELL endorsement) will provide students with 1.5 hours of instruction 5 days per week in addition to differentiated academic support to address achievement gaps (tutoring, small group instruction, and homework assistance) provided by volunteers. Students will be offered high-interest educational enrichment activities (through qualified staff and community partners) to gain social, emotional, cognitive, and physical skills through programs complementing the academic component six days per week. Regular family literacy events will be offered to families to increase parent-child engagement in support of students' academic success. Oakridge works with parents to ascertain transportation needs and provides transportation for students as required. While the Oakridge program is not a state licensed after school program all of our after-school employees undergo back ground checks; most have B.A. or A.A. degrees and state standards guide program development. Staffing ratios for non-teaching staff of 1-12 are maintained for all age ranges which exceed the state standards.

**2.2 Application must provide evidence that a wide variety of stakeholders, including youth, parents and partners.** Prioritization decisions were based on meetings with school Principals, the District 21CCLC Project Coordinator, DMPS ELL Coordinator, DMPS Student Activities Specialist and Oakridge staff. Interest surveys were completed by students and parents to guide programming and activities. These surveys indicated great interest in expanded 21CCLC programming. 66 percent student participants and 68 percent of parents participants endorsed Saturday programming if offered. Student feedback is shown in the chart below, guiding prioritization of enrichment activities. All stakeholders will have the opportunity to provide ongoing input throughout the grant period to ensure satisfaction with the program.

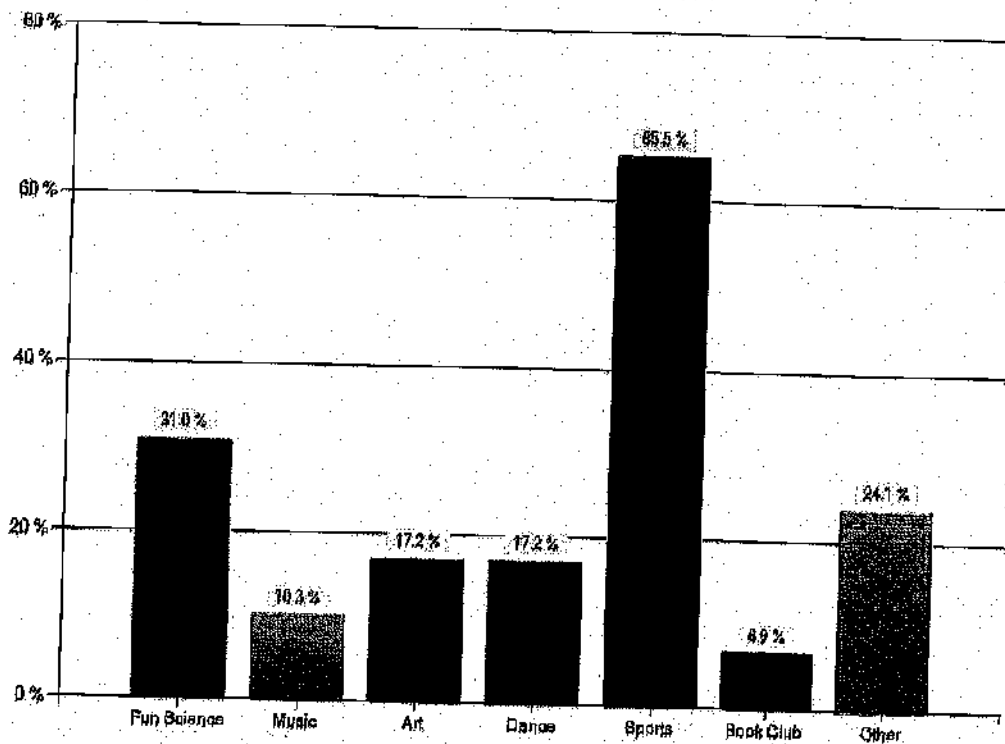
Oakridge also held collaborative sessions with several community organizations to explore joint goals and potential partnerships. We reviewed students' needs as identified by the Iowa Department of Education and the DMPS

Comprehensive School Improvement plan focused on closing the achievement gap among ethnic groups and low and high socio-economic groups in math and science. We also engaged service organizations, churches and other local non-profits to determine where their resources and expertise could complement the program and provide value added educational enrichment opportunities. Included in the group are The Links, Incorporated, The YMCA, The Des Moines Art Center, Fluxx Gallery, Music in the Metro, Gateway Dance Theater and many others. (Please see section 7 and the attached letters of support from collaborative partners for more details).

Through the CACFP Food Program Oakridge provides healthy meals and or snacks for all program participants and during the summer our Central Kitchen provides healthy snacks while DMPS provides breakfast and lunch and Oakridge is a summer food site. All meals and snacks meet USDA guidelines for daily nutrition.



**What things would you like to have added to the after school program?**





## PROJECT

**3.1 Evidence the proposed activities are linked to student needs assessment:** The Oakridge 21CCLC design is informed by the results of the Student Needs Assessment (achievement gaps, student demographics and input from stakeholders) shown in Section 2. Des Moines Public School's lowest performing subgroups in reading and math are students with disabilities, English language learners and African Americans. The lowest performing racial/ethnic group at DMPS is African American. Almost 20 percent of African American students at DMPS are also English language learners. DMPS reading and math proficiency scores are lower among ELL students than all students and currently 69 percent of the participants in the Oakridge AF-OOS program are ELLs while the remaining 31% are African American.

This DMPS achievement data combined with student and parent survey data provided the framework for the academic support goals (ELL centered with a math and reading focus), educational enrichment goals (activities menu and Saturday programming) and family literacy and engagement programming (PAPE and PACT – details in Section 3.2). 21CCLC and Oakridge community partners will provide an array of educational enrichment activities predicated on the results of the youth and parent surveys. For example, sports/fitness activities ranked highest on the student assessment of additional programming to be added with STEM ranking second highest. Oakridge 21<sup>st</sup> CCLC will partner with the Grubb YMCA to provide opportunities for youth to participate in sports leagues and other fitness and wellness activities while the Science Center of Iowa, the Blank Park Zoo will partner for the provision of STEM programming and activities. (See Section 7 for Partnership details).

Feedback from parents indicated interest in expanded afterschool programming including Saturday programming for adults and youth and the need for adult ELL and computer literacy classes. Finally, while nearly 60% of adult survey respondents indicated they did not attend their child's school conferences, 72% indicated feeling engaged in their child's education and comfortable attending school meetings and events. This conflicting data provides a point of reference relative to the need for a multi-tiered approach to family literacy, parental engagement and support. Research shows that when parents are engaged in their child's learning, students improve their engagement, behaviors, and academic performance. Recognizing that parents are a child's first and best teacher 21CCLC funds will be utilized to introduce and advance parental engagement strategies and a family literacy initiative focused on skill development, increased school engagement, language acquisition and computer literacy for adult ELLs.

**3.2 Application proposes high quality academic, enrichment and family literacy activities:** Oakridge 21CCLC programming will utilize best practice for instruction, youth development, and family literacy; and it will be compliant with the 14 eligible federal activities. K-8 programming will incorporate positive youth development, focusing on students' strengths and empowering them to be involved in decision-making processes. Through the program youth will be given the opportunity to build relationships with caring adults, enhance skills, exercise leadership and develop their personal assets and competencies. The Oakridge 21CCLC will operate 6 days per week for 3-5 hours per day during the academic year. Daily schedules will include 1-2 hours of differentiated academic support followed by 1-2 hours of high-interest educational enrichment activities. A daily nutritious snack will be provided by the Oakridge central kitchen that complies with USDA guidelines. 21CCLC will offer an average of over 90 hours per month during the school year. Summer programming will operate for 10 weeks and 10 hours per day to include 3 hours of academic support (9:00 a.m. to 12:00 p.m.) meal time (breakfast, lunch and snack) and 3-4 hours of educational enrichment activities. Family centered events will be held weekly on Saturdays and other adult specific and parent engagement programming will be scheduled based on the adult survey data received but at a minimum once a month.

**Academic Support:** Des Moines Public School's lowest performing subgroups in reading and math are students with disabilities, English language learners and African Americans. Currently 69% of the participants in the Oakridge AF-OOS program are ELLs while the remaining 31% are African American. Utilizing DMPS academic performance data and the district's priority performance areas the Oakridge AF-OOS program will utilize research-based interventions and academic supports (tutoring, homework help, small-group instruction) to advance the academic needs of student participants with specific concentration on ELLs and African American students. We will retain the services of licensed teachers to provide

the academic components of our after school curriculum including at least one teacher with an ELL endorsement. The program will utilize evidence-based curriculum that is aligned with District standards and the Iowa Core including Houghton Mifflin and Scholastic. Imagine Learning, an evidence-based literacy software program, will be utilized for ELL students and struggling readers. This software provides customized feedback and instruction in English or a student's first language and has been identified and recommended by DMPS staff as a highly effective instructional tool.

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

**Family Literacy:** Recognizing that parents are a child's first and best teacher, the family literacy components of the 21CCLC work will focus on improved parent engagement in support of students' academic success. Emphasis will be placed on increasing parenting skills, increased language skills for adult ELLs and literacy for all. Parents as Partners in Education (PAPE), Parent and Child Together (PACT) will be the primary programs implemented for parents and families. Offered daily during day-time and evenings hours as well as Saturdays, programming will be designed to meet the often diverse, complex and multidimensional needs of our parents no matter where they enter the literacy, engagement or parenting continuum. This component of our 21CCLC program will be facilitated by a team of VISTA volunteers retained to implement the Oakridge Family Literacy Initiative (OFLI).

### 3.3 GOALS - Based on the second principle of effectiveness, goals and objectives for all activities

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

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

**Outcome Objective 1.2:** 80% of participants will make gains in reading levels as measured by formative assessments (every six weeks).

**Outcome Objective 1.3:** 80% of participants will make gains in math levels as measured by formative assessments (every six weeks).

**Outcome Objective 1.4:** 25% of non-proficient participants will improve from not proficient to proficient or above in math on state assessments annually.

**Outcome Objective 1.5:** 25% of non-proficient participants will improve from not proficient to proficient or above in reading on state assessments annually.

**Goal 1 Activities:**

Tutoring	Individual and Small Group Instruction	Academic Support Labs
Homework Assistance	Imagine Learning for ELLs	Language Acquisition for ELLs

**GOAL 2:** Through active student engagement plan educational enrichment activities that promote the development of skills and serve as a vehicle for providing leadership and social skills development while also improving academic outcomes.

**Process Objective 2.1:** Provide AF-OOS educational enrichment 6 days per week, Monday – Saturday for 1 - 5 hours per day for K-8 participants

**Outcome Objective 2.2:** 100% of participants will be exposed to new experiences, develop life skills and increase self-

esteem through planning and engaging in enrichment programs that complement core academic areas, as reported through satisfaction surveys.

**Outcome Objective 2.3:** 85% of participants will demonstrate improvement in homework completion and class participation as measured by classroom teacher reports.

**Outcome Objective 2.4:** 85% of participants will demonstrate improvement in behavior as measured by classroom teacher and Infinite Campus reports.

**Outcome Objective 2.5:** 80% of participants will maintain 9 or fewer absences each semester as measured by school attendance records and Infinite Campus reports.

**Goal 2 Activities:**

Dance	Sports and Recreation	Art
Music	Etiquette & Social Skill Development	Gender Specific Groups
Fun Science	Book Clubs	Cultural Fairs
Field Trips	Leadership Development	

**GOAL 3:** To provide a high-quality family literacy program that promotes improved family engagement and academic success

**Process Objective 3.1:** Oakridge will implement two programs for parents, including refugee and immigrant parents:

1. Parents as Partners in Education (PAPE) rights, responsibilities and resources to support child's school success
2. Parent-and-Child-Together (PACT) practical knowledge, tools and other resources to encourage family learning

**Outcome Objective 3.2:** 80% of participants will attend their child's school conferences as reported by school administrators

**Outcome Objective 3.3:** 90% of participants will demonstrate increased knowledge of skills/tools to support learning (pre/post tests)

**Goal 3 Activities:**

Monthly classes	Sessions with building principals	Literacy Fairs
Trips to schools	Saturday enrichment activities	School Conference Prep Session

**3.4 Alignment with school day instruction, state/national standards, or CSIP:** The Project Coordinator will work with the district curriculum team to ensure 21CCLC activities are pedagogically sound, and are aligned with the District Comprehensive School Improvement Plan (CSIP), Iowa Core, and school day instruction. AF-OOS academic component will be facilitated by licensed teachers that will be retained for the program. Regular communication between principals, day-time classroom teachers and the Project Coordinator and Navigators/Site Coordinators will be key to our success and that of the students served. This approach will ensure that all staff understand each student's needs and tailored academic support can be managed and provided accordingly. Programming will align with CSIP and provide the academic support for students to perform at or above grade level in core areas (Goals 1, 2, and 3); help close the achievement gap (Goals 4 and 5); have youth development practices that impact connection to school (Goal 6); and utilize technology to gain proficiency (Goal 7).

**3.5 Experience providing activities enhancing achievement and positive youth development** A United Way funded agency, Oakridge Neighborhood Services, has significant experience in the provision of AF-OOS programming for high poverty at risk students and ELLs. *Project OASIS (Oakridge Achievers Successful In School – K-5)* and the *BE REAL Academy (Building and Enhancing Relationships Enriching Academics and Learning - 6-8)* has achieved success in meeting the academic and educational enrichment needs of this population. Accountability metrics are established and outcomes are measured and documented for both programs utilizing the prescribed online tools Efforts to Outcomes and Scorecard. Both programs are high performing and have become the standard bearers for AF-OOS programming in the Des Moines metro area. In FY 2013-14 (Jan-Dec) 92 percent of Oakridge K-5 students were absent less than 9 days per semester up from 90 percent the year prior. For this same reporting period 94 percent of Oakridge K-5 students were passing all academic classes up from 93 percent the year prior. The achievement of our middle school students is also encouraging. For the period January 2013 - December 2014, 97 percent of students were absent less than 9 days per semester and 88% were passing all academic classes. *BE REAL* data is not available for 2012-13 as the program was funded effective January 2013. A total of 59 elementary students are currently being served in *Project OASIS* and 28 in the *Be Real Academy*.

## Research

High-quality after school programs play an important role in helping children to grow up safe, healthy, educated, connected and employable. A growing body of evidence shows the after school approach to learning— fun, engaging, project-based, and linked to the school day but not mirroring it—not only boosts in-school success, but contributes to the development of work ready skills such as team work, problem-solving, critical thinking, healthy decision making and more. (Pierce, Hamm, & Vandell, 1999; Posner & Vandell, 1994) A recent study, for example, found that students who participated in afterschool programs had significantly higher reading achievement and were rated by teachers as having a greater expectancy of success than students who did not participate in afterschool programs (Mahoney, Lord, & Carryl, 2005). Further, an analysis of 73 studies concluded that high-quality after school programs that promote personal and social skills were consistently successful in producing multiple benefits for youth including improvements in children's personal, social and academic skills. (Durlak, J. A., & Weissberg R. P., 2007)

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

The body of research on the general benefits of afterschool and summer learning programs is robust and encouraging. Those students who regularly attend well-structured afterschool and/or summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic area increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007; Farmer Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).

As important as quality after school programs can be in meeting student academic and social development needs research indicates that children from high-risk backgrounds including ELLs have the most to gain from after-school programs in terms of educational opportunity and the least access to after-school and out of school (AF-OOS) programs. (Green & Schneider, 1990). The number of school aged children entering Des Moines Public Schools (DMPS) schools speaking little or no English has grown exponentially in the last 10 years. From 2004 to 2014 the total number of ELL in DMPS has grown by 59% from 3,514 in 2004 to nearly 6,000 in 2014. In tandem with these demographic increases, No Child Left Behind accountability measures have spotlighted significant lags in achievement of ELLs in critical academic areas, including reading and mathematics (Garcia & Frede, 2010). ELL student achievement continues to lag behind non-ELL student achievement at all socioeconomic levels, but this gap is most acute for students at the lowest socioeconomic levels (Garcia & Frede, 2010).

Regular participation in high-quality after school programs is linked to significant gains in standardized test scores. It is also linked to significantly improved work habits and reduced behavior problems thus facilitating academic improvements. (Vandell, D., Reisner, E., & Pierce, K., 2007). Overall, participation in afterschool, summer learning, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011).

The Harvard Family Research Study, *Issues and Opportunities in Out-of-School Time Evaluation*, published in 2008, concludes that sustained participation in programming can be cultivated in a number of ways, such as tailoring programs to youth interests, needs and schedules, as well as providing a variety of enriching opportunities for youth to be exposed to new ideas, new challenges and new people. The Harvard study further indicated that programs are more likely to exhibit high quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders especially family, schools and communities. According to the Harvard findings, not only are partnerships important, they are becoming a nonnegotiable element of supporting learning and development across all the contexts in which children learn and grow.

## **Management Plan (20 possible points)**

### **5.1 Plan to ensure effective staffing, Professional Development, effective leadership, and use of volunteers, specifically seniors, to support high-quality programming**

**Management Team:** Each school will have a Student Success Navigator (navigators) assigned. Navigators will serve as site coordinators for each of the two sites. In addition, Navigators will support the needs of the attending student participants; interface with teachers, counselors and building administrators and provide the important school – program connection to insure 21CCLC activities are aligned with the District Comprehensive School Improvement Plan (CSIP), Iowa Core, and school day instruction. These navigators will also be responsible for the coordination of programming at each site and the facilitation of educational enrichment activities as well as the planning and execution of Saturday programming. The navigators will also interface with parents, supporting their needs and facilitating school communication as required. School attendance, behaviors, and grades will be tracked by the navigators with a strong focus on monitoring academic growth, student engagement and overall academic progress. Navigators will be responsible for collecting and compiling all student outcomes data specifically data acquired through formative and state assessments. Navigator recruitment will target individuals with bachelor's degrees in education, human services or related fields with a minimum of 2 years of experience in youth serving programs. Bi-lingual individuals and individuals with specific experience working with high poverty, at risk and ELLs populations will be given preference.

The Project Coordinator in consultation with building principals will facilitate the recruitment and selection of the teaching staff. Recruitment will target partner schools for teachers with the intent of having at least one teacher from each of the participating schools (Edmunds, Callanan and Holy Family) and a minimum of one teacher with an ELL endorsement on staff. Recruitment will target teachers from each of the three aforementioned schools, but will not be limited thus allowing for a broad base from which to select. All teachers will be licensed and certified. The activities of each site will be supported by the Project Coordinator, John Spinks. Mr. Spinks has a B.A in education from Drake University with 25+ years experience in the human services field. Before joining the Oakridge staff in 2012, Mr. Spinks was the Director of PACE Juvenile Justice Center, an alternative educational program with a skill-building component for middle school or high school youth experiencing social, behavioral or emotional problems. In this role Mr. Spinks work closely with Des Moines Public Schools and coordinated the work of teachers and other district specialist assigned to the on-site classrooms for struggling youth who were at risk of academic failure. Mr. Spinks will be supported by Vernon Johnson, Oakridge Youth Programs Director, DMPS 21CCLC Project Coordinator, Heidi Brown, M.A. Ed, and Oakridge CEO and Des Moines Public School Board Member, Teree Caldwell-Johnson and Oakridge Board Director, and DMPS Middle Schools Executive Director, Tim Schott.

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

**Financial Management:** All grant finances will be monitored by the Oakridge Finance Team and its Board Finance Committee. The Accounting Manager supported by the Accounting Assistant will track and monitor all grant funds to ensure the appropriate use of funds, accurate accounting, and fiscal accountability. Student Success Navigators will submit purchase requests on behalf of 21CCLC to be approved by the Project Coordinator and Director of Youth Programs.

**Professional Development:** Lead Oakridge 21CCLC staff will attend a national out-of-school time conference

and lead staff and site coordinators will attend the Impact Afterschool 2015 conference offered by the Iowa Department of Education and the Iowa Afterschool Alliance. All 21CCLC staff will be supported by United Way's literacy coaches. DMPS has agreed to allow Oakridge 21CCLC staff to participate in district professional development opportunities that will be offered throughout the year. All 21CCLC staff will be required to attend at least one hour per month of Professional Development on a variety of topics, such as: poverty, cultural competency, English Language Learners, STEM, YPQA training, brain development, trauma and adverse childhood experiences, literacy math, competency, physical literacy, and qualitative program evaluation.

**Volunteers:** Oakridge regularly utilizes volunteers in the provision of its programming. The organization recognizes value, benefit and expertise volunteers bring to high quality after school programs. In support of the program several faith based partnerships have been established with several local churches. These churches will provide reading buddies to promote increased literacy skills, homework helpers to assist in completion of daily academic assignments and tutors that will provide additional one on one and small group support to students that require additional assistance in mastering the curriculum. They will also support the educational enrichment programming as well as the Saturday programming that is planned. Oakridge also intends to recruit volunteers from its senior housing project – Silver Oaks and to work with United Way of Central Iowa's Retired Senior Volunteer Program (RSVP). In addition, AmeriCorps VISTA (Volunteers in Service to America) staff will be utilized to facilitate both the PAPE and PACT family literacy and parent engagement initiative discussed in Section 3.3. We believe that volunteers will enhance the academic and enrichment components of the program. The Oakridge Security Department will facilitate all background checks and fingerprinting and the Oakridge volunteer policy will guide volunteer recruitment, screening, management and retention.

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

1. Bus transportation to and from programs/ field trips where appropriate
2. Translation of materials through the Oakridge Adult and Family Department and or DMPS staff
3. Collaboration with local community resources and services (see section 7);
4. Collaboration with DMPS Special Education, ELL, Counseling Departments and the District's Office of Schools

Oakridge will use its vans/coaches to facilitate transportation for students who do not already have access to the campus 21CCLC sites via DMPS transportation. This same form of transportation will be used for most field trips.. For students who do not reside on the Oakridge campus and whose parent either do not have transportation or their work schedules will not accommodate pickup, transportation will be provided back to their home school for parent pick up or directly home. From time to time the program will utilize DMPS bus or other contracted transportation for off-site activities where large scale transportation is more efficient and a better use human and financial resources.

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

As a result of its Fair Housing and Equal Opportunity designation from the federal department of Housing and Urban Development, its United Way designation and the organization's governing policies, Oakridge does not discriminate based on race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its its housing or human services programs or its employment practices. Additionally, section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Most of 21CCLC will be housed in the Oakridge Variety Center, Community Center or in the Edmunds Elementary School. Oakridge and DMPS school buildings meet the standards for the Americans with Disabilities Act, and staff will work with students' individual needs to ensure access to programming.

**5.3 Development/ engagement of stakeholder advisory group; leadership structure:** The 21 CCLC will develop an Advisory Council that consists of the Oakridge Project Coordinator, DMPS Project Coordinator as well as principals, Student Success Navigators/Site Coordinators, United Way representative, parents, and community partners. This Council will meet on a quarterly basis to discuss progress/barriers to achieving outcomes including modifications as needed, feedback from parents and students, and partnership opportunities. A Leadership Team will be developed that consists of the Project Coordinator, site coordinators, and teaching staff. This team will meet monthly to discuss program strengths and areas of need, ensuring overall program quality and effectiveness. Parent and student feedback from interest surveys will be shared with these groups to guide programming as well. Please see section 5.1 for program leadership structure.

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

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

Oakridge will build the capacity of the program through one-time purchases of technology, equipment, and materials whose life span will extend well beyond the life of grant funds thus seeding the program and serving as a base for program sustainability. By way of example, Imagine Learning Software for ELL and other literacy and math software, and small capital purchases to include board games, recreation equipment, computers, tablets and other durable equipment purchases will sustain the program after 21CCLC funds are exhausted, providing for a high return on investment.

Additional in-kind and non-financial resources will be considered to help sustain elements of the program, such as in-kind collaborations with community organizations that share mutual goals for youth. For example, the Financial Capability Network will provide free financial literacy classes and curriculum that the program can use long-term. The use of a robust network of volunteers can also provide the valuable human capital necessary in program sustainability. Finally, given the anticipated success of the program and the increased levels of academic success anticipated through 21CCLC efforts, funders including United Way and other corporations and foundation may consider increasing their investment and making initial investments in the ongoing work. Additional funding opportunities will definitely be pursued to support programming.

## 6. Communication Plan

<p>Oakridge Board School Boards (DMPS, Holy Family) 21 CCLC Advisory Council Community Partners Parents, Students, Teachers</p>	<p>Oakridge Board School Boards 21 CCLC Advisory Council Community Partners Parents, Students, Teachers</p>	<p>Youth (K-8) Parents Teachers School Leadership Staff</p>
<ul style="list-style-type: none"> <li>• Quarterly distribution of evaluative reports</li> <li>• Quarterly presentations to School Boards and Advisory Council</li> <li>• Quarterly partner meeting</li> <li>• Mainstream and internal media press (DMPS-TV )</li> <li>• Monthly web postings/Twitter feeds (Oakridge, Holy Fam., DMPS)</li> <li>• Presentation at National 21CCLC Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder meetings to release findings of quarterly reports</li> <li>• Quarterly youth sharing presentations</li> <li>• Quarterly partner meeting</li> <li>• Monthly web postings/Twitter feeds (Oakridge, Holy Fam., DMPS)</li> <li>• Participation in partner conferences, meetings to share success</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys and pre-/post assessments</li> <li>• Utilization of parents/community members as volunteers/outreach for PAPE/PACT</li> <li>• Quarterly student surveys</li> <li>• Academic achievement</li> <li>• Student recognition events</li> <li>• Quarterly youth sharing presentations</li> </ul>
<ol style="list-style-type: none"> <li>1. Increased understanding of the need and value of after-school programs</li> <li>2. Program's promising practices achieve state/national Recognition</li> <li>3. Increased stakeholder support to expand/replicate the program to underserved populations</li> </ol>	<ol style="list-style-type: none"> <li>1. Partners communicate a consistent message about the importance and benefits of CCLC programming</li> <li>2. Increased financial support from diverse sectors: gov't, private foundations, corporations</li> <li>3. Increased collaboration, sustainability through in-kind, volunteer support</li> <li>4. Increased partnerships and collaborative opportunities</li> <li>5. Efficient utilization and leveraging of partner resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased student engagement/participation, sense of ownership</li> <li>2. Responsiveness of program to participant needs</li> <li>3. Increased engagement of families in schools</li> <li>4. Retention of participants</li> </ol>



## 7. Partnerships (10 possible points)

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

Please find letters of support from partners listed below beginning on page \_\_\_\_.

The John R. Grubb YMCA: Doctors have long praised the benefits of exercise toward a child's health growth and development. Research indicates that children who engaged in moderate to vigorous physical activity for at least 60 minutes after school showed improvements in performance, a better ability to pay attention, avoid distraction and master cognitive tasks. The John R. Grubb YMCA will be the recreation and fitness partner for the Oakridge 21CCLC. The Grubb will offer recreational activities, sports leagues, water safety and swimming and other fitness activities for participating youth. Fitness and recreational programming will be offered mostly at the Grubb however some fitness activities will be offered at the Oakridge sites to include Edmunds Elementary school. Seasonal sports leagues will be offered on Saturdays and include flag football, basketball and baseball for all ages and both genders. Volunteers will be responsible for providing instruction and coaching for each team. In addition, 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 participation in youth development programs. Included in this program will be opportunities for youth to participate in YMCA Youth Achiever activities and YMCA Teen Enrichment clubs. Transportation will be a shared responsibility between the Grubb and Oakridge. The Grubb has agreed to provide a significantly reduced rate for participation in sports leagues to the Oakridge 21CCLC participants. In addition, discussions are underway relative to the development of an incentive program that includes free memberships for Oakridge 21CCLC participants who show improvement in grades and attendance.

The Des Moines Art Center- Gateway Dance Theater and Music in the Metro: The importance of the arts in a child's development is recognized by policy makers at the federal and state levels and by administrators and teachers at the school level. Research shows that students who participate in arts learning experiences often improve their overall academic achievement while at the same time increasing their self-esteem and self-confidence. The Oakridge 21CCLC will partner with the Des Moines Art Center, Gateway Dance Theatre and Music in the Metro for after school arts programming. Each entity will offer challenging programs aimed at the development of each student's artistic talents, social skills and self-esteem.

- The Des Moines Art Center will focus on the visual arts including drawing, painting, ceramics and mixed media. Student works will be displayed at the sites regularly and a year-end student art show will be planned to showcase selected works by student participants. Classes will be held at a frequency that best meets the overall 21CCLC schedule but minimally once per month. Classes will run in 1 to 1.5 hour increments.
- Gateway Dance will introduce participants to music and dance cultures of the world and promote intercultural awareness and an appreciation of diversity through dance. Gateway will plan and host at least one 21CCLC performance to showcase the talents of student participants. In addition, parents will be invited to join Saturday classes with their child(ren). Classes will be held at a frequency that best meets the overall 21CCLC schedule but minimally one weekday or one Saturday class per month. Classes will run in 1 to 1.5 hour increments.
- Music in the Metro uses music as a vehicle to create positive opportunities for youth. Through hands-on practice and workshops with award-winning musicians, students learn the basics of recording in a live studio setting and are exposed to a broad spectrum of music industry-related careers. Students will be provided the opportunity to explore rap/spoken word, solo and group instrumental music and vocal music as well as music production, sound and engineering. Each student will be provided the opportunity to produce their own CD and performance opportunities will be built in throughout the year. This program, focused on our middle school participants.
- The Science Center of Iowa programs support the Iowa Core, National Science Standards. The programs brought to our sites will focus on *Physical Science, Life Science, Science and Technology, and Science in Personal and Social*

*Perspective.* Student will participate in field trips to the Science Center. Classes will be held at a frequency that best meets the overall 21CCLC schedule but minimally once per month. Classes will run in 30 minute to 1 hour increments.

- The Blank Park Zoo offers continuing education teacher workshops aligned with the Next Generation Science Standards and the Iowa Core for science, with connections to literacy, math, and social studies. The Zoo's outreach programs are Cross-Curricular activities in science, math, language arts, and social studies. Students will also participate in educational field trips to the Zoo. Classes will be held at a frequency that best meets the overall 21CCLC schedule but minimally once per month. Classes will run in 30 minute to 1 hour increments.

**Other Partnerships:** Faith based partnerships have been established with several local churches. These churches provide reading buddies to promote increased literacy skills, homework helpers to assist in completion of daily academic assignments and tutors that provide additional one on one and small group support to students that require additional assistance in mastering the curriculum. In addition to these and the other opportunities described above, families and students will be able to identify other enrichment programs that would be beneficial to them. Partnerships that could be considered include: Iowa State University Extension (healthy eating and fun family food prep), Fluxx Gallery (Urban and Street Art) Iowa Campus Compact (service learning), Employee and Family Resources (drug and alcohol prevention), Metro Waste Authority (environmental education), CultureALL (cultural and photo-ethnography projects) and Des Moines Public Library (literacy activities).

**7.2 Plan for engaging, recruiting, and maintaining partners over lifetime of grant:** *With input from stakeholders, opportunities for the identification of new prospective community partners will be provided on an ongoing basis. It is anticipated that the Project Coordinator will recruit new partnerships throughout the life of the grant to include additional volunteer opportunities, field trips, career fairs, onsite events and activities, additional grant funding, and in-kind support. The Oakridge organization has some existing external partners that will be considered for 21CCLC partnerships including Bankers Trust and DMACC (career exploration, job shadowing, workforce readiness and college prep); Wells Fargo and the Financial Capability Network (financial literacy and education); and the Northwest Area Foundation (wealth creation, asset building and micro enterprise development for youth). New partnerships that will be pursued in subsequent years of the 21CCLC grant include Connecting Kids and Culture (tickets to Civic Center performances); the Des Moines Community Orchestra, the Des Moines Symphony and Symphony Academy (instrumental music lessons); The Iowa Arts Council (artist in residence). Each school site's current business partners will be considered for relevant partnerships as well. The Project Coordinator will be tasked with seeking out community tables and alliances that will keep him connected with key community initiatives and also facilitate the recruitment of new collaborative partners and new funding opportunities. To retain partners, Oakridge will foster open communication and a continuous feedback loop through ongoing communication and service on the Advisory Council. Partners will be encouraged to share feedback about the program to modify it for the benefit of all involved.*

**8. Evaluation (10 possible points) - Plan for collecting and analyzing data to measure the effectiveness of program goals, activities, and partnerships.**

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

Oakridge will implement a comprehensive evaluation system of qualitative and quantitative measures to assess the impact of the 21CCLC program. The assessment data will guide program design, informing program improvements. Oakridge will contract with a highly qualified external evaluator, Connie Cook to evaluate annual achievement scores (Iowa Assessment) of 21CCLC participants. Ms. Cook holds a B.A. in English and a Masters in Guidance and Counseling and Educational Specialist Degree in Administration from Drake University. She served in increasingly responsible positions in the Des Moines School District for 42 years before retiring in 2010 as Deputy Superintendent.

Along with state assessment results and the use of the external evaluator other quantitative evaluation tools will be utilized. The DMPS Infinite Campus database will provide quantitative monthly data on attendance, behavior (discipline referrals and suspensions), grades, as well as yearly achievement data. Teachers will provide objective data regarding classroom participation and homework completion (monthly), as well as formative assessment data (every 6 weeks). All of this will be coordinated by our Program Coordinator and facilitated by our Student Success Navigators/Site Coordinators.

Additionally, Stone Educational Services will provide external evaluation using certified Youth Development Program Quality Assessment Tool (YPQA) to ensure program effectiveness and compliance with IDE requested data and information. The YPQA will be used to guide program assessment and 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. AYP reports using the PPICS database will be completed yearly. Oakridge will comply with all requirements of the Iowa Department of Education for requested data and 21CCLC program information.

In addition to quantitative data, Oakridge will conduct qualitative evaluation, including surveys of partners, parents, and students. Surveys will be completed at the end of a given enrichment program and family literacy event, and in addition, a minimum twice yearly.

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

The following chart delineates the timeline for completion of evaluation activities. Results from the evaluation findings are analyzed by the program administrators (monthly) and the Advisory Council and Leadership Team (quarterly) to make necessary program modifications and course corrections. Program reports will be available to the public via the Oakridge, DMPS and building level websites on a monthly basis. Reports will be targeted to the public, and as such will be reader-friendly.

**Goal 1: Academic support opportunities to improve academic achievement.**

Objectives	Activities	Indicators and Timeframe
1.1 1.2 1.3 1.4 1.5	<ul style="list-style-type: none"> <li>•Tutoring;</li> <li>•Homework help;</li> <li>• Small group instruction;</li> <li>•<i>Imagine Learning</i>;</li> <li>•English acquisition activities;</li> <li>• Computer assisted instruction in core areas.</li> </ul>	<ul style="list-style-type: none"> <li>•# of sessions provided (ongoing; annually);</li> <li>•Attendance reports (monthly);</li> <li>•Behavioral reports (monthly);</li> <li>•Teacher Reports (homework completion, grades, classroom participation) (ongoing; annually);</li> <li>•Formative assessment data (every 6 weeks);</li> <li>•Leadership Team meetings (monthly);</li> <li>•Teacher survey (annually);</li> <li>•YPQA results (annually);</li> <li>•Iowa Assessments scores (annually).</li> </ul>

**Goal 2: Educational enrichment opportunities that complement academics, promote positive youth development, and encourage student engagement.**

Objectives	Activities	Indicators and Timeframe
2.1 2.2 2.3 2.4 2.5	<ul style="list-style-type: none"> <li>• Recreation and Fitness</li> <li>• Dance</li> <li>• Visual Art</li> <li>• Music</li> <li>• STEM</li> <li>• Gender Specific Groups</li> </ul>	<ul style="list-style-type: none"> <li>•Contracts with Partners (ongoing);</li> <li>•Leadership Team meetings held (monthly);</li> <li>•Advisory Council meetings held (quarterly);</li> <li>•# of sessions provided (quarterly y);</li> <li>•YPQA results (annually);</li> <li>•Student surveys (end of each program session);</li> <li>•Parent surveys (2x/year);</li> <li>•Attendance reports (monthly);</li> <li>•Teacher Reports (homework completion, grades, classroom participation) (ongoing; annually).</li> </ul>

**Goal 3: Family literacy programming**

Objectives	Activities	Indicators and Timeframe
3.1 3.2	<ul style="list-style-type: none"> <li>• Parents as Partners in Education</li> <li>• Parent and Child Together</li> </ul>	<ul style="list-style-type: none"> <li>•# of events held and # in attendance (quarterly);</li> <li>•Participant surveys (end of each module);</li> </ul>

**9. Budget Narrative (10 possible points)**

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

Formula: # students x # of days x \$7.50 for after school OR # students x # of days x \$10.00 for non-school days

**The Oakridge 21CCLC request**

**K-5 Site \$150,000 Total Request 160 Days x 125 Students x \$7.50 = \$150,000**

**6-8 Site \$94,500 Total Request 180 Days x 50 Students x \$7.50 = \$67,500**

**40 Saturdays x 50 Students X \$10.00 = \$20,000**

**14 Days(Breaks/PD days) x 50 Students x \$10.00 = \$7,000**

**Personnel:** Teachers and Site Coordinators: Teacher salary will be \$30.00/hour which is consistent with the DMPS collective bargaining agreement. This will allow Oakridge to be competitive with other 21CCLC programs.

**K-5 Site:** Site Coordinators will be paid at the same rate as teachers or \$30/hour. Up to 5 teachers/site x \$30/hour x 10 hours/ week (average) x 42 weeks = \$63,000 (32 academic calendar weeks and 10 summer weeks)

**6-8 Site:** Site Coordinators will be paid at the same rate as teachers or \$30/hour. Up to 3 teachers/site x \$30/hour x 15 hours/ week (average including 2 Saturdays/month) x 32 weeks = \$28,800 (32 academic calendar weeks no summer weeks)

**Youth Department Director:** This will be an in-kind contribution from Oakridge.

Salary (plus benefits) = \$71,540 x 5% of his time = \$3,577 (in-kind) per year.

**Project Coordinator:** Each site will contribute an equal percentage of funds to support the Project Coordinator Salary (plus benefits) = \$58,667 sites (2 new sites) = \$29,333.50 per site. Total of \$58,667 per year across both sites.

**Van/Coach Drivers:** \$10/hour x 20 hours/week x 32 weeks x 2 drivers = \$9,600 across 2 sites

**Enrichment Activity Partner Stipends:**

**Staff Travel:** Each site will have funds allocated to cover the cost of local travel to collaborate with community partners, meet with grant management, and attend local Professional Development activities. This has been calculated at \$150 per site per year (\$125 for the student program; \$25 for the family literacy component). Total of \$300 per year across both sites.

**Professional Development:** 21CCLC funds will be used to purchase Professional Development materials like books to support best instructional practices, parent engagement, quality extended-learning out-of-school time programs and best after school program practices. In addition, funds will be spent to cover the proportional costs of any consultants DMPS may retain to deliver Professional Development to 21CCLC staff, teachers, and community partners. Finally, Project and Site Coordinators will have the opportunity to participate in additional state or national Professional Development opportunities. Professional Development requirements for 21CCLC staff includes at least 1 hour per month on topics such as YPQA Training, Cultural Diversity, ELL, and other topics as discussed in section 5.1.

**K-5 Site:** 1 hour/person/month x \$30/hour x 6 staff x 12 months = \$2,160.00

**6-8 Site:** 1 hours/person/month x \$30/hour x 3 staff x 8 months = \$ 720.00

**Continuing Education programs provided by Blank Park Zoo** All workshop activities are aligned with the Next Generation Science Standards and the Iowa Core for science, with connections to literacy, math, and social studies

**K-5 Site:** 6 programs x \$20.00 per program x 10 staff = \$1,200.00

**6-8 Site:** 6 programs x \$20.00 per program x 3 staff = \$360.00

Additionally, the Project Coordinator and both Site Coordinators will attend a national out of school time conference and the State Conference annually. Conference expenses include: \$1800/person/conference x 3 people = \$5,400  
Total Professional Development costs = \$2,980 + \$5,400 + \$1,560 = \$9,940 across 2 sites.

**Student Access and Transportation:** Funds will be available for Oakridge vans and coaches to transport children home after programming ends each day, as needed. Funds will be available for transporting students/families to community-based programs, field trips, and family literacy programming, as needed. Grant funds will also be used to access community recreational and cultural activities, as needed. See Personnel - Van Drivers = \$9,600.00 Gas provided by Oakridge in-kind.

**Evaluation:** Funds will be used to support the collection and evaluation of data for each site and the creation and printing of reports for use in continuous improvement. The Project Coordinator will work with the Oakridge contracted external evaluator (Connie Cook) to develop ongoing and annual reports to be presented to the school staff and parents, Advisory Council, DMPS administration, the community, and the Iowa Department of Education. External Evaluator expenses will total \$5,000

*K-5 Evaluation Costs = \$3,571.50 and 6-8 Evaluation Costs = \$1,428.50*

The Project Coordinator, in conjunction with the Site Coordinators will provide other quantitative data reports and evaluations (attendance reports, behavior reports, formative assessment reports, etc.). *Stone Educational Services will provide qualitative evaluations of the YPQA results at \$1,250 per year per site (\$2,500 total).*

**Administrative/ Indirect Costs:** Oakridge is requesting administrative expenses to cover administrative and indirect costs related to grant administration activities. *Community Partners (MOU Partners) K-5 Site= \$4,500 per year 6-8 Site = \$2,800 per year Indirect rates of 5% K-5 Site= \$7,500 6-8 Site = 4,725 Indirect rate = \$12,225 Total - \$19,525 across 2 sites.*

**Materials and Supplies:** At each 21CCLC site, the Project Coordinator, site coordinator, principals, teachers, and curriculum coordinators will determine what materials will be purchased, based on the programs to be implemented. 21CCLC funds have been allocated to each site for the purchase of program materials like: Physical Literacy equipment (\$5,000 per site will be allocated); *Imagine Learning* software; instructional materials; books for leisure 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 activities; and other materials as determined by building teams. 21CCLC funds have also been allocated for family literacy activities such as curriculum materials, parent involvement materials, and family activities.

*K-5 Site Materials = \$30,678 per year 6-8 Site Materials = \$13,390 per year Total across both site \$44068/year*

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

Oakridge will use funds from 21 CCCLC to supplement, not supplant existing services and funds. Currently Oakridge retains two licensed teachers (1 per program) and non-teaching staff to support each program. These teachers and staff will be maintained and funded by United Way dollars. The overall 21CCLC staffing plan calls for increasing the teaching staff by seven positions to accommodate the increase in student count, and the addition of a full time Project Coordinator, two part-time site coordinators funded by 21CCLC grant. Mr. Spinks will be moved to the Project Coordinator position and his position will be back filled utilizing other funding streams.

Oakridge utilizes restricted fund to segregate designated grant funds from our general operating accounts. The accounting manager supported by the accounting assistant will track and monitor all grant funds and generate all financial reports for the same. In addition, the Board Finance Committee reviews financial statements for all funds on a monthly basis. Funds will create the capacity for us to more than double the number of youth being served and expand out-of-school time programs that offer extended learning opportunities for children and their families. Funds will be used to provide intensive academic support and enrichment activities, staff (site coordinators), family literacy programming, and contracts with community partners for enrichment activities, and program materials that could not be provided by the organization without these grant funds.

# Edmunds Elementary School

950 15<sup>th</sup> St.  
Des Moines, Iowa 50314  
515-242-8406

[jaynette.rittman@dmschools.org](mailto:jaynette.rittman@dmschools.org)

December 5, 2014

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

Dear Teree;

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

We are proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those supportive services that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement. The majority of these students are English language learners.

We are committed to assisting with this project by utilizing our facility, staff and resources by collaborating and communicating academic programming needs to increase student achievement above and beyond our school day and look forward to contributing to its success. Edmunds Elementary and Homes of Oakridge are in partnership to ensure we are meeting the needs of our students and families within the school as well as the community. We appreciate and are grateful for this wonderful opportunity to improve the lives of our students and make an impact in their lives.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at Edmunds: 242-8406 if I can be of any further assistance.

If you have any questions, feel free to contact me.



Jaynette Rittman

Edmunds Principal

As a community, Edmunds Elementary provides high quality education and engaging curriculum for all students and celebrates cultural diversity in a positive and respectful environment to prepare life-long learners for success.



*Callanan Middle School  
3010 Center Street*

*Des Moines, IA 50312-3722*

*(515) 242-8101*

*Fax (515) 242-8103*

*Dawn Stahly Principal*

*Josh Griffith, Vice Principal*

*Ryan Daugherty, School Improvement Leader*

*Becky Pool, Counselor*

*Sone Lovan, Nurse*

*Wendy Hopwood, Office Manager*

**December 8, 2014**

**Teree Caldwell-Johnson**

**CEO**

**Oakridge Neighborhood Services**

**1401 Center Street**

**Des Moines, Iowa 50314**

**Dear Teree;**

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

**We are committed to assisting with this project and partnering with Oakridge on this unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those supportive services that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement. The majority of these students are English language learners.**

**I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. I look forward to contributing to these vital outcomes. Please contact me at 515-242-8101 if I can be of any further assistance.**

**Sincerely,**

***Dawn Stahly***

**Dawn Stahly**

**Principal**

**Callanan Middle School**

***Mission Statement***

***Callanan Middle School is a diverse learning community committed to providing a meaningful, challenging curriculum in a caring, respectful environment.***



HOLY FAMILY CATHOLIC SCHOOL  
1265 E. 9<sup>TH</sup> STREET  
DES MOINES, IA 50316  
(515) 262-8025  
www.holyfamilyschoolsma.com

December 9, 2014

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

Dear Teree;

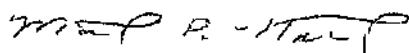
I am writing this letter to support Oakridge Neighborhood Services in its application for a 21<sup>st</sup> Century Community Learning Center grant.

We are proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those supportive services that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement. The majority of these students are English language learners.

We are committed to assisting with this project and look forward to contributing to its success.

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

Sincerely,



Martin P. Flaherty

Principal



**FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

December 11, 2014

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

Dear Teree;

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

We are a proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those supportive services that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement. The majority of these students are English language learners.

The YMCA has a long history of commitment to strengthening community through youth development, healthy living, and social responsibility. Through our partnership with Oakridge Neighborhood Services, we are can provide students with opportunities which empower them to become healthy, confident, connected and secure. We are committed to assisting with this project by providing sports, recreation and physical fitness programs and opportunities through the John R. Grubb YMCA and look forward to contributing to its success.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at level that equal or exceed the performance of their peers. Please feel free to contact me at 515-471-8515 or [vernon.delpesce@dmymca.org](mailto:vernon.delpesce@dmymca.org) if I can be of any further assistance.

Sincerely,

Vernon Delpesce  
President/CEO

**YMCA OF GREATER DES MOINES**  
101 Locust Street, Des Moines IA 50309  
P (515) 471-8518 F (515) 471-8558  
[www.dmymca.org](http://www.dmymca.org)

EDMUNDSON ART FOUNDATION, INC.  
4700 GRAND AVENUE DES MOINES, IOWA 50312-2099  
515.277.4405  
[www.desmoinesartcenter.org](http://www.desmoinesartcenter.org)



entirelyunexpected

December 11, 2014

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

Dear Teree;

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

We are proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while providing supportive services to aid students in overcoming obstacles that will allow them to reach their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out, and a high propensity for system involvement. The majority of these students are English language learners.

We are committed to assisting with this project by offering literacy and art classes during the summer program, EduCamp. Each year the students are introduced new children's literature and then work together to create art inspired by the story. We are looking forward to another successful year with children at Oakridge.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at by phone at 515.271.0347 or email at [tduran@desmoinesartcenter.org](mailto:tduran@desmoinesartcenter.org) if I can be of any further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracy Duran".

Tracy Duran  
Studio Education and Outreach Manager  
Des Moines Art Center  
4700 Grand Avenue  
Des Moines, IA 50312  
Phone: 515.271.0347  
[www.desmoinesartcenter.org](http://www.desmoinesartcenter.org)



To provide education, training and arts outreach  
to promote intercultural awareness through  
professionally directed experiences

315 East 5<sup>th</sup> St. Suite 12  
Des Moines, IA 50309  
515-283-8383  
info@gatewaydance.org  
www.gatewaydance.org

... moving to the rhythms of the world

21st. Century Community Learning Grant Program Committee:

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

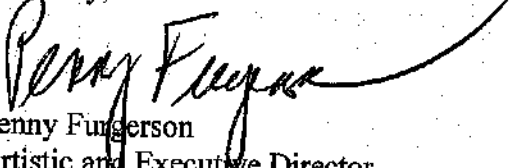
We are proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those enrichment activities that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

We are committed to assisting with this project to provide family-friendly programs based on the concept that involvement in the arts is essential to a complete education- it communicates, educates and heals. We will provide dance, music, drama, visual and literary arts, theatre, fitness and wellness, presented with an emphasis on building self-esteem, team work, discipline, awareness, creativity, confidence and an appreciation of diverse art forms and cultural traditions.

We will offer all aspects of the performing arts especially dance/movement. One of the projects we plan to implement with the Oakridge community is a STEM based theme. To create new choreography using the *Carbon imprint*, as its theme, involving the reactions of "*photosynthesis*", a process used by plants and other organisms to convert light energy normally the Sun, into chemical energy. This is the source of converting *Carbon Dioxide to Oxygen*, the O<sub>2</sub> we breathe, and thus, a significant factor in the concerns about deforestation, a global environmental issue. This multi-media project will challenge and showcase the ability of the students at Oakridge to produce such a project. They will exhibit their talent, knowledge and expertise in the arts and academics, and will enable them to make presentations at schools and other institutions. We look forward to contributing as a partner in the success of the program.

Gateway Dance Theatre enthusiastically supports the proposed program, and gives its fullest endorsement. We believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at 515-283-8383 or penny@gatewaydance.org, if I can be of any further assistance.

Sincerely,

  
Penny Furgerson  
Artistic and Executive Director  
Gateway Dance Theatre

# Music To Grow On

Music In The Metro

Des Moines, IA

[www.musicinthemetro.com](http://www.musicinthemetro.com)

## MISSION STATEMENT

Music In The Metro is a multi-culture music institute reaching out to kids across the country bridging the gap between the dreams of youth and the music industry, and taking life experiences and turning barriers into opportunities.

*To help make a difference in the lives of youth*

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

We are proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those enrichment activities that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement.

We are committed to assisting with this project by offering students music and instrument lessons, production, recording, songwriting, lyric writing, live stage performance, dance and choreography and finally intro to the entertainment industry. By participating in this program, students will learn the value of working well with others, meeting studio deadlines and zero tolerance for bullying. Music In The Metro looks forward to contributing to its success.

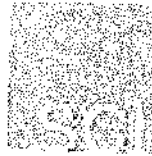
Youth development research consistently demonstrates that students who study music production, voice, or instrument enhance their critical thinking skills and their ability to work together as a team. They are more engaged in school and less likely to drop-out and they do much better in their academics.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me by phone at 515.240.2296 or email at [musicinthemetro@gmail.com](mailto:musicinthemetro@gmail.com) if I can be of any further assistance.

Richard Galbreath  
Music In The Metro  
515-240-2296  
[musicinthemetro@gmail.com](mailto:musicinthemetro@gmail.com)



*Providing youth the opportunity of a lifetime to make a difference through music.*



**SCIENCE  
CENTER  
OF IOWA**  
a BLANK IMAX  
DOME THEATER

October 3, 2014

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

To whom it may concern:

Dear Teree;

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

We are proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those supportive services that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement. The majority of these students are English language learners.

We are committed to assisting with this project by providing afterschool STEM experiences through our Science @ Your Site workshops, as well as provide access, with secured funding, to the Science Center of Iowa to engage and inspire these students in their STEM learning. We look forward to contributing to the success of this learning center.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at [renee.harmon@sciowa.org](mailto:renee.harmon@sciowa.org) if I can be of any further assistance.

Sincerely

Renee Shull Harmon  
VP Science Learning  
Science Center of Iowa



WINNER OF 2014 ENCORE AWARD  
PRESENTED BY BRAVO GREATER DES MOINES

IOWA'S WILDEST ADVENTURE

Blank Park Zoo Foundation, Inc • 7401 SW 8<sup>th</sup> Street • Des Moines, Iowa 50315  
Phone 515 974 2573 Fax 515 974 2590 amshimerdla@blankparkzoo.org

December 10, 2014

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

Dear Terece;

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

We are proud to partner with Oakridge on a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools while also providing those supportive services that may stand in the way of students achieving their full potential. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement. The majority of these students are English language learners.

We are committed to assisting with this project by scheduling programs and welcoming Oakridge Place participants to the zoo for life science experiences. As a nonprofit, the zoo is grateful to Oakridge Place for building in program fees. The zoo is committed to going above the regular programming in order to provide additional experiences to participants in the form of staff time, content expertise and additional unique program time in order to make this program successful. Life experiences are vital to capture the interest of these students and the zoo can provide such unique and captivating experiences.

I give the proposed program my fullest support and believe it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers. Please contact me at (515) 974-2573 if I can be of any further assistance.

Sincerely,

Anne Shimerdla  
Director of Guest Operations and Education

MARK VUKOVICH,  
PRESIDENT AND  
CHIEF EXECUTIVE OFFICER

**BOARD OF DIRECTORS**  
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Billie Ray  
Terry Rich  
Loretta Sieman  
Tim Urban  
David Wallace



1401 Center St. | Des Moines, IA 50314 | 515.244.7702 (T) | 515.244.2604 (F)

December 9, 2014

Dear Mr. Jaras and 21<sup>st</sup> Century Community Center Grant Committee,

As the supervisor of the Oakridge Family Literacy Initiative's VISTA team, I am writing this letter to support Oakridge Neighborhood Services in its application for a 21<sup>st</sup> Century Community Learning Center grant.

The Oakridge Family Literacy Initiative (OFLI) has engaged four AmeriCorps Volunteers in Service to America (VISTAs) with the goal of reducing poverty through increased family literacy. The students served by Oakridge are at the highest risk of school failure, including low academic performance, risk of dropping out and a high propensity for system involvement. According to research conducted by our AmeriCorps VISTA members in the inaugural year of OFLI, one of the keys to these students' academic success is increasing parental engagement and supporting parents' advancement of literacy skills.

Though most of the parents surveyed by VISTAs report an interest in helping their children succeed, many parents feel they lack the skills and resources to fully engage in supporting their children academically. Given the tremendous linguistic, cultural and educational diversity of Oakridge's residents, OFLI VISTA members have developed and are delivering two workshop series to help parents support their students' success. Parents as Partners in Education (PAPE) is designed to provide newcomers to the U.S. with cultural orientation to help them understand schools' expectations for parents and students. The second component is a series of weekly Parent and Child Together (PACT) workshops, which introduce techniques that parents of all language proficiency levels can use to develop their children's benchmark-supporting skills. During PACT, parents have an opportunity to learn the importance of parental engagement and practice exercises with their children under the guidance of a skilled facilitator.

I believe that the coordination of the activities of OFLI and the proposed activities in this 21<sup>st</sup> Century Community Learning application will yield an increase in parental engagement and efficacy, in turn supporting greater academic achievement of our youth.

It is without reservation that I endorse this application and commit to integrating the VISTA team in this effort. Please feel free to contact me with any questions or concerns regarding this support.

A handwritten signature in black ink, appearing to read "Leslie Olson".

Leslie Olson  
VISTA Supervisor, Oakridge Family Literacy Initiative  
[lolson@oakridgeneighborhood.org](mailto:lolson@oakridgeneighborhood.org)  
(515) 244-7702 x 129





December 10, 2014

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

Dear Teree,

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

United Way is proud to partner with Oakridge on many community initiatives including supporting quality afterschool and out-of-school-time programming. We understand that you are undertaking a unique program that will reinforce the curriculum being taught in the Des Moines Public Schools and will offer supportive services to reduce barriers that may stand in the way of students achieving their full potential. Data shows that students served by Oakridge are at the highest risk of school failure, including low academic performance, the risk of dropping out, and a high propensity for involvement with the juvenile justice system, including mainly English language learners.

Being a United Way funded organization is a rigorous process that demands an extensive review of the programs receiving funding. Organizations undertake ongoing evaluations to retain their funding status. Being a United Way funded organization is earned, requirements must be met and community impact proven. Through our program evaluation process, I can assure you that the organizations we fund are exemplary in quality, accountable for positive results and make a real difference **in people's lives; I include** Oakridge Neighborhood Services in this category.

United Way gives the program our support and believes it has the potential to work toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers.

Sincerely,



Elisabeth Buck  
Chief Community Impact Officer

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Oakridge Neighborhood Services Variety Center</b>		
<b>Site Address: 1401 Center Street</b>		
<b>City, State, Zip: Des Moines, Iowa 50314</b>		
<b>Phone: 515-244-7702</b>		
<b>Site Contact Person: John Spinks</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Edmunds Elementary School	0490	125
<b>21CCLC Site Name: Oakridge Neighborhood Services Community Center</b>		
<b>Site Address: 926 Oakridge Drive</b>		
<b>City, State, Zip: Des Moines, Iowa 50314</b>		
<b>Phone: 515-288-0192</b>		
<b>Site Contact Person: John Spinks</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Callanan Middle School	0209	50
<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 21CCLC 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 21CCLC program

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

**FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS**

**Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 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.

**Part C: Supplement, not Supplant**

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

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

**Part D: Fiscal Control and Accounting Procedures**

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

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

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

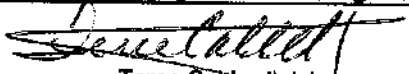
**Part M: Private and Public School Consultation**

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


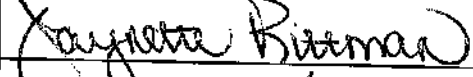
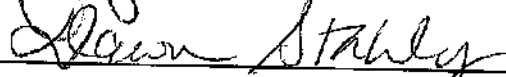
**Part N: Grant Termination (Additional conditions in appendix D)**

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
 Tere Caldwell-Johnson	Oakridge Neighborhood Services

**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
	Edmunds Elementary School
	Callanan Middle School

## FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Heidi Brown, 21CCLC Coord.	Agency	Des Moines Public Schools
Signature	<i>Heidi Brown</i>	Address	901 Walnut
		City/Zip	DSM 50309   Phone 242-7561
Name/Title	Allyson Vukovich	Agency	Des Moines Public Schools
Community Partnership Coordinator		Address	901 Walnut
Signature	<i>Allyson Vukovich</i>	City/Zip	DSM 50309   Phone 864-1049
Name/Title	Siobh Nguyen	Agency	SNIPS
Signature	<i>Siobh Nguyen</i> ELL PROGRAM COORD.	Address	901 Walnut St.
		City/Zip	Des Moines   Phone 515 242 7853
Name/Title	Vanessa Howell	Agency	Des Moines Public Schools
Signature	<i>Vanessa Howell</i> Community Partnership Liaison	Address	901 Walnut
		City/Zip	DSM 50309   Phone 242-7561
Name/Title	Martin Flaherty, Principal Holy Family School	Agency	Holy Family
Signature	<i>Martin Flaherty</i>	Address	1265 E 9th Street
		City/Zip	Des Moines 50316   Phone 515 262 8025
Name/Title	Penny Ferguson, President Gateway Dance Theatre	Agency	Gateway Dance Theatre
Signature	<i>Penny Ferguson</i>	Address	315 East 5th St. #12
		City/Zip	Des Moines 50309   Phone 515-283-8383
Name/Title	Anne Shimerda, Dir. Guest Ops & Education	Agency	Blank Park Zoo
Signature	<i>Anne Shimerda</i>	Address	7401 SW 9th St.
		City/Zip	Des Moines   Phone 515-974-2573
Name/Title	Penée Harmon	Agency	Science Center of Iowa
Signature	<i>Penée Harmon</i>	Address	401 W. Martin Luther King Jr. Parkway
		City/Zip	Des Moines, IA 50319   Phone 515-274-6868
Name/Title	Mary Madison, President	Agency	Des Moines Chapter - The Links, Inc.
Signature	<i>Mary Madison</i>	Address	
		City/Zip	Phone

### FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation
Name/Title: Jaynette Bittman, Edmunds Signature: <i>Jaynette Bittman</i>	Agency: Principals Des Moines Public Schools Edmunds Address: 950 15th St City/Zip: Des Moines, IA 50311 Phone: 242-8406 (515)
Name/Title: Jordan Wilber Signature: <i>Jordan Wilber</i>	Agency: Fluxx Collective Address: 1114 33rd City/Zip: 50311 Phone: (515) 864-8216
Name/Title: Executive Director Signature: <i>Ruth Dellella</i>	Agency: Music in the Metro Address: 6871 Jack London Dr City/Zip: Johnston Phone: 515 240-2296
Name/Title: Vernon DelPasce, CEO Signature: <i>Vernon DelPasce</i>	Agency: YMCA of Greater Des Moines Address: 571 Grand Ave. City/Zip: Des Moines 50309 Phone: 515-282-9123
Name/Title: Tracy Duran, Studio Education & Outreach Manager Signature: <i>Tracy Duran</i>	Agency: Des Moines Art Center Address: 4700 Grand Ave City/Zip: Des Moines 50312 Phone: 515 271-0347
Name/Title: Dawn Stally - Principal Signature: <i>Dawn Stally</i>	Agency: Callanan Middle School (DAPS) Address: 3010 Center Street City/Zip: Des Moines Phone: 515-242-8101
Name/Title: Leslie Olson - VISTA Supervisor Signature: <i>Leslie Olson</i>	Agency: Oakridge Neighborhood - VISTA/OFLI Address: 1701 Center St City/Zip: Des Moines, 50317 Phone: 515-244-2702
Name/Title: Bonnie Cook - Evaluator Signature: <i>Bonnie Cook</i>	Agency: Independent Consultant Address: 4039 Grand Ave City/Zip: Des Moines, 50310 Phone: 515-778-4394
Name/Title: Billie Stone - Consultant Signature: <i>Billie Stone</i>	Agency: Stone Educational Services Address: 9501 Meredith Drive City/Zip: Urbandale, Iowa Phone: 515-331-0785





FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application: 2	Total number of students being served (all sites for one year): 175	Total three-year funding request (all sites): \$733,500.00
	Total first-year funding request (all sites): \$244,500.00	

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION						
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.						
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year	
Oakridge Neighborhood Services Variety Center	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	125	
Oakridge Neighborhood Services Community Center	\$94,500.00	\$94,500.00	\$94,500.00	\$283,500.00	50	
	\$	\$	\$	\$		
	\$	\$	\$	\$		
	\$	\$	\$	\$		
	\$	\$	\$	\$		

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

**Applicant Agency:**  
Oakridge Neighborhood Services

**Site:** Oakridge Neighborhood Services Variety Center

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 125

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$96,292		\$96,292		\$96,292		\$288,876
Staff Travel	\$150		\$150		\$150		\$450
Materials	\$30,477	\$1,451	\$30,477	\$1,451	30,477	\$1,451	\$95,784
Professional Development (minimum 4% per year)	\$6,060		\$6,060		\$6,060		\$18,180
Student Access, Transportation etc. (maximum 8% per year)							
Evaluation (about 4% per year)	\$3,570		\$3,570		\$3,570		\$10,710
Administrative/ Indirect Costs (maximum 8% per year)	\$12,000		\$12,000		\$12,000		\$36,000
<b>Totals</b>	\$148,549	\$1,451	\$148,759	\$1,451	\$148,749	\$1,451	\$450,000

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

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

**Applicant Agency:**  
Oakridge Neighborhood Services

Site: Oakridge Neighborhood Services Community Center

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 125

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$66,976		\$66,976		\$66,976		\$200,928
Staff Travel	\$150		\$150		\$150		\$450
Materials	\$12,139	\$1,252	\$12,139	\$1,252	12,139	\$1,252	\$40,173
Professional Development (minimum 4% per year)	\$3,780		\$3,780		\$3,780		\$11,340
Student Access, Transportation etc. (maximum 8% per year)							
Evaluation (about 4% per year)	\$2,678		\$2,678		\$2,678		\$8,034
Administrative/ Indirect Costs (maximum 8% per year)	\$7,525		\$7,525		\$7,525		\$22,575
<b>Totals</b>	\$93,248	\$1,252	\$93,248	\$1,252	\$93,248	\$1,252	283,500

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

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

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

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

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

Three months of funding for this project would be  $(150,000.00 - \$94,500.00) / 4 = \$61,125.00$   
Oakridge Neighborhood Services has an account at the Community Foundation of Greater Des Moines that they would be able to access for 3 months of startup funds.

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

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

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

## FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: 

Title: CEO

### Definitions

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

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

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

**"Disability"** does not include any of the following:

(a) Homosexuality or bisexuality.


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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

**FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG**

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date December 9, 2014</b>  <b>Time 9:00 a.m.</b>  <b>Location Holy Family School, 1265 E 9th St, Des Moines, IA 50316</b></p>
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**Meeting called by:** Teree Caldwell-Johnson      **Type of meeting:** Programming Needs  
**Attendees:** (Attendance sign-in sheet attached)

----- Agenda Topics -----		
<p><b>Welcome</b> Teree Caldwell-Johnson      20 minutes</p> <p><u>Discussion:</u> Explanation of current After School and out of school programing at Oakridge followed by an explanation of how we would like to expand the program with a 21<sup>st</sup> Century Community Learning Centers Grant. Martin Flaherty followed up with a description of their student body and their needs, and what they currently offer. Mr. Flaherty shared that they are interested in the possibility of working with Oakridge 21CCLC in order to provide afterschool and family literacy resources to their students. Discussions will continue. _____</p> <p><u>Conclusions:</u> It was agreed that Holy Family School students and families could benefit greatly by collaborating on this program. Teree Caldwell-Johnson will contact Martin Flaherty in the event that a 21CCLC grant is funded and additional planning will take place at that time. Mr. Flaherty will contact Ms. Caldwell-Johnson with any other questions or concerns before that time.</p>		
<p><u>Action Items:</u></p> <p>Contact when grant awarded _____</p>	<p>Person responsible:</p> <p>John Spinks _____</p>	<p>Deadline:</p> <p>April 2015 _____</p>
<p><b>Resources for Non-Public Schools</b> Teree Caldwell-Johnson and Martin Flaherty 15 minutes</p> <p><u>Discussion:</u> It was noted in discussion that resources could be made available for schools within the designated area of 21CCLC program sites. Ms. Brown shared with Dr. Gubbels and Ms. Melcher that there could be a variety of different ways in which Oakridge and Holy Family School could collaborate. Transportation for Holy Family students to and from programming could be arranged. Holy Family offers a free clinic at their site once a month and they would like to open it up to the proposed program. Mr. Flaherty assured Ms. Caldwell-Johnson that the sharing of information would not be an issue. _____</p> <p><u>Conclusions:</u> Several different ideas for sharing of resources were discussed, with no conclusions made at this time. Upon funding, more detailed discussions will be had regarding the exact program design. _____</p>		
<p><u>Action Items:</u> Contact when grant awarded</p>	<p>Person responsible:</p> <p>John Spinks</p>	<p>Deadline:</p> <p>April 2015</p>

**Consultation Procedures** Teree Caldwell-Johnson 10 minutes

Discussion: In the event that a 21CCLC grant is funded monthly meetings will be held at the building level and quarterly meetings will be held with the Program Coordinator and building principals to monitor progress and overall program effectiveness. A Student Success Navigator from Oakridge will be assigned to Holy Family School to provide support and assistance to AF-OOS teachers, coordinate and facilitate enrichment activities and Saturday programming.

Conclusions: Mr. Flaherty agreed that this would not be a problem and that he would do whatever is necessary to make this collaboration a success.

<u>Action Items:</u> Program Coordinator will follow up with Mr. Flaherty regarding the status of 21CCLC grant.	<u>Person responsible:</u> _John Spinks_	<u>Deadline:</u> _April 2015_
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**Questions** All Staff [15 minutes]

Discussion: \_No questions at this time. Will follow up as needed.\_

Conclusions:

<u>Action Items:</u> No action items	<u>Person responsible:</u>	<u>Deadline:</u>
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**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.



**Holy Family School and Oakridge Neighborhood Services**  
**21st Century Community Learning Centers Grant Program Meeting**

Tuesday, December 9, 2014

**Attendees**

Martin Flaherty                      Holy Family School Principal



Sarah Wiser                              Holy Family School Inner-City Youth Foundation



Teree Caldwell-Johnson              Oakridge Neighborhood Services CEO



Randy McNeal                              Oakridge Neighborhood Services Consultant

