

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

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

Mail Applications to:

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400 E 14th Street
Des Moines, Iowa 50319-0146

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent: Dubuque Dream Center

County: Dubuque		Amount Requested: \$ 150,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc): Robert Kimble, Executive Director		Grant Contact/Project Director: Cori Lieb	
Agency Name: Dubuque Dream Center		Agency Name: Dubuque Dream Center	
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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 4
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: 81-1062794

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.

X Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card.*** *5 additional points awarded*

Documentation: According to the Iowa Department of Education School Report Card, Prescott Elementary one of the Title 1 Schools the Dream Center will serve is rated "Needs Improvement."

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

X 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: Signature from the Dubuque School District Superintendent, Principals from both Fulton and Prescott Elementary School is provided in application. MOU's are also provided in application from School District and both Principals.

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

BEFORE YOU APPLY

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: **Dubuque Dream Center (Dream Center is the site) (Fulton and Prescott are the Feeder Schools)**
 - Free and Reduced Lunch Rate Percentage: 98% at Dream Center
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
- **Funding Formula: Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):**
 - **100 number of children x 160 days x \$7.50 (just afterschool) per day = \$120,000**

Summer School Formula

- **90 children x 43 days = (minimum 30 days) x \$10.00 = \$38,000 (total funding amount for summer)**
- **Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.**

Funding Request for Year One: \$150,000
Funding Request total for Three Years: 450,000
Number of Children Served in Year One: 100
Number of Children Served in Three Years: 300

(*Please note: The actual project cost is \$158,000 per year, however, the balance will be covered by students sponsors and donors.)

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1. Program Abstract

The Dubuque Dream Center is a nonprofit organization committed to advancing Dr. Martin Luther King's dream of transforming communities by embracing, empowering, and unifying all community members. The Dream Center works to mobilize and engage disconnected youth and families through "in your life" mentoring. Programming connects youth to caring adults who guide them in improving academic achievement and building character. Program structure includes an academic center, character development curriculum, club enrichment, athletics, and arts. With critical support from 21st CCLC funding, and a broad base of community partners including the Dubuque Community Schools (DCS), the Dream Center will expand its programming to serve Fulton and Prescott Elementary Title 1 schools through after-school and summer learning programs. Programs work with under-achieving students in grades K-5 from 3:30-6:30pm during after school hours and 9:00am-4:30pm during the summer. 21st CCLC funding will ensure the Dream Center can continue to build its high-impact programs while it grows its financial sustainability.

Alarming data reveals a critical need for Dream Center programs. Dubuque experiences significant disparity among scores for Title 1 schools compared to non-Title 1 schools, particularly among minority students and students in poverty. In 2015, district wide, 70.5% of Dubuque students were proficient in reading by 3rd grade and 69.1% were proficient in math. However, only 42.9 % of Fulton students were proficient in reading by 3rd grade and 38.8% in math by 3rd grade. 30.3% of Prescott students were proficient in reading by 3rd grade and 28.6% in math by 4th grade (3rd grade data not available) (2015). District wide, only 33% of African American students were proficient in reading and 25% in math. In 2015, Prescott Elementary School ranked lower academically than 100% of elementary schools in Iowa. It also ranked last among 13 elementary schools in the DCS. According to 2014-2015 statistics from the Campaign for Grade Level Reading, of the 50% of students not reading at grade level in Dubuque, (apart from students with Individualized Academic Plans), low achieving percentages are overwhelmingly black male students.

While several out of school time programs operate successfully in Dubuque, all struggle with engaging minority students. Dubuque experienced a significant shift in youth population in 2000-2010 with an increase of non-white children by 124.3%. Dubuque's Title 1 schools also experienced the highest minority increases. According to the 3rd Grade Reading Initiative in partnership with DCS in a Summer Reading Academy, 427 students were targeted for their summer reading program, and 180 students actually attended. The majority of students who didn't participate were youth of color.

The Dream Center, however, has built trust and cultural connections with the changing demographics of downtown Dubuque and presently serves over 90% minority students living in poverty. The Dream Center experiences incredible success with youth it currently serves only two afternoons a week and Saturdays. In fact, 70% of Dream Center students in 2015 improved academic achievement enough to be listed on their school honor rolls. Additionally, students report a closer connection to school and community through enrichment activities at the Dream Center – particularly its "spark" programming in athletics and arts.

The Dream Center is fortunate to partner with a broad-base of community partners, supporters, and stakeholders in its organizational structure. The board of directors includes many community leaders from the public and private sector including City of Dubuque, Community Foundation of Greater Dubuque and significant donors. A 21st CCLC advisory group will be formed on the receipt of funding support from the Department of Education and include members of the community including: Dubuque Community Schools officials and teachers, City of Dubuque staff, Iowa State Extension, six parent representatives and two Dream Center students, a volunteer mentor, and neighborhood supporters. (5.3)

The City of Dubuque, Iowa State Extension, the Community Foundation, Dubuque Dream Center Board Members, Steeple Square, and business community leaders are working together to develop a long-term sustainability plan for the Dubuque Dream Center. The Dream Center currently administers 5+ grants from public and private sources. The board includes more than five significant community business leaders who have committed their own time and over \$120,000 of funding and resources including two program buses to ensure organization sustainability and proper financial administration.

21st CCLC funding would not supplant, rather it would supplement current funding sources. In fact, grant funding would support a critical need of the Dream Center to continue to build its program and staff. (5.4)

The Dubuque Dream Center partnerships are extensive and continue to expand. The center has harnessed a collaborative partnership that reflects its mission of building community. Partners, parents, youth, community members, religious leaders, teachers, representatives from social services and direct service agencies, will be involved in program planning.

Dubuque Community Schools will partner with the Dream Center in sharing a professional outside evaluator to assess program goals and effectiveness. Dale Lass holds an MA in Educational Administration and is committed to providing qualitative and quantitative evaluation of Dream Center programs and partnership effectiveness. At the end of each program evaluation, Mr. Lass will compile and present results, and provide feasible bi-annual improvement recommendations. (8.1)

The Dream Center is requesting \$150,000/year for one site. Serving 90 additional students during the summer (\$10/student/43 days) and 100 students during the school year (\$7.50/student/160 days) at 10:1 student to staff ratio from Fulton and Prescott Elementary Schools.

The Dream Center is rapidly gaining community and financial support. Sustainability is bolstered with support from the following grants and community organizations: City of Dubuque Purchase of Service, McDonough Foundation, USDA Food Service grant, Dubuque Food Pantry, Department of Human Services, Annual Board pledges, Community Foundation of Greater Dubuque, and more. (9.2)

2. Student Needs Assessment

The Dubuque Dream Center, with Dubuque Community Schools (DCS), My Brother's Keeper (MBK) Dubuque Community Action Committee, the Community Foundation of Greater Dubuque, and the Urban Alternative Adopt-a-School Initiative surveyed teachers, parents, and students reading below grade level to develop best practice programming to instill the value of education, improve student academic proficiency, and build confidence and community among underserved youth.

The Dream Center evaluated the Community Foundation of Greater Dubuque's 3rd Grade Reading Community Solutions Action Plan and the MBK Community Challenge Action Plan in addition to key state and national studies which reinforced the critical need for the unique, effective programs provided by the Dream Center. (2.2)

Reading and math proficiency data from DCS in 2014-2015 reveals a significant disparity among scores for Title 1 schools compared to non-Title 1 schools, particularly among minority students and students in poverty. Since 2010, local student reading and math proficiency scores have dramatically decreased. In 2010, 3rd grade reading proficiency was 78.7%, and dropped to 70.5% in 2015. Math proficiency decreased from 79.3% in 2010 to 69.1% in 2015.

According to the Campaign for Grade Level Reading, of the 50% of students not reading at grade level, other than students with Individualized Education Plans, low achieving percentages are overwhelmingly young black males. While several other out of school time programs operate successfully in Dubuque, they all struggle with engaging minority students. A study conducted by the University of Iowa Urban and Regional Planning reveal that Dubuque experienced a significant shift in youth population in 2000-2010 with an increase of non-white children by 124.3%. Dubuque's Title 1 schools also experienced the highest minority increases.

According to the 3rd Grade Reading Initiative in partnership with DCS in a Summer Reading Academy, 427 students were targeted for their summer reading program, and 180 students actually attended. The majority of students who didn't participate were youth of color. The Dream Center, however, has built trust and cultural connections with the changing demographics of downtown Dubuque and presently serves over 90% minority students living in poverty.

The effects of childhood poverty on learning are well-documented. An evaluation of DCS data reveals that schools with a higher poverty rate have far fewer 3rd grade students reading at a proficient level. In addition to academic achievement, these students often struggle with social and developmental problems, and lack access to books. Students who haven't reached proficiency in reading by 3rd grade are more likely to fail academically, drop out of school, and struggle for years to come.

Further data compiled from the Inclusive Dubuque initiative in their Equity Profile launched in February 2015 based on 600 dialogue participants and input from over 2,000 surveys, reported increased local poverty rates for blacks (59%), Latinos (39.8%) and those who identified as two or more races (43.1%). This is higher than the State of Iowa average.

Through the proposed program, the Dream Center will specifically serve Fulton and Prescott Elementary School students. Fulton currently has 362 students enrolled and Prescott has 270. Dream Center programming will serve 100 students after-school during the academic year and 90 during the summer. The Fulton student body is made up of 63% minority students, a 75% student mobility rate, and 87% free and reduced lunch rate. While 70.5% of Dubuque students were proficient in reading by 3rd grade and 69.1% in math (2015), only 42.9 % of Fulton students were proficient in reading by 3rd grade and 38.8% were proficient in math by 3rd grade (2015). Fulton presently has the highest free and reduced lunch rate in the city, and low grade level achievement rates in all subjects. The student body at Prescott is 55.9% minority, with a free and reduced lunch rate of 80.8%. 30.3% of Prescott students were proficient in reading by 3rd grade and 28.6% in math by 4th grade (3rd grade data not available) (2015). In 2015, Prescott Elementary School ranked lower academically than 100% of elementary schools in Iowa. It also ranked last among 13 ranked elementary schools in the Dubuque Community School District.

In addition to these challenges, Fulton and Prescott report chronic absenteeism, high mobility, and behavior challenges. In addition, minority students have the highest chronic absenteeism rate at these schools. Data from the Iowa Department of Education reflect an alarming trend in Dubuque among minority students. Suspensions for African-American youth increased by 31.3%, while suspensions for white youth decreased by 45.9% between 2011 to 2015. African-American youth comprised 20% of the suspensions in 2011, and comprised 33% of the suspensions in 2015. During the same report period, Dubuque Juvenile Court reported, that overall arrests in Dubuque declined 19.4%. However, African-American youth arrests increased by 24% during the report period, while arrests of white youth decreased 40.7% during the reporting period.

This connects to a growing number of youth being unsupervised during after school and summer hours. In particular a high number of youth and poverty and minority youth are reportedly unsupervised during these hours. Over 95% of youth presently served at the Dream Center are from single parent home families. In fact, 80% of current registered Dream Center students are documented to be responsible for themselves to walk home after program or take care of younger siblings during or after school hours.

The Dream Center provides a safe, structured environment for these students with caring mentors, homework help, and a myriad of enrichment activities. However, currently we can only offer these services two afternoons a week and on Saturdays during the school year. With 21st CCLC assistance, we can expand our school year programming to five afternoons per week and enhance our summer offerings.

Students from Dubuque area Title 1 schools were surveyed to determine the top activities desired in an out of school program. Urban Alternative Adopt-a-School Initiative survey was distributed to over 100 students. A discussion group that included students from five Title 1 Schools was conducted. Top activities chosen were basketball, football, volleyball, dance, and performing arts.

A Community Equity Profile from February 2016 reported that none of Dubuque neighborhoods are considered “location-efficient” – meaning they have close access to jobs, healthcare, grocery

stores, businesses, etc. While the City of Dubuque has assessed the challenges for residents in poverty and provided an affordable system for students to access transportation through the City Transit system, the hours of transportation are a barrier for the growing residents in poverty. The last pick up for city buses near Title 1 schools is before 6 p.m. K-5th students who leave the Dream Center at the scheduled time of 6:30 p.m. cannot access public transit. In order to meet these needs, the Dream Center is within walking distance for over 50% of targeted youth and families. For students who need transportation, the Dream Center owns two of its own buses that transport students to their homes. These buses are also used for field experiences. (2.1)

DCS' CSIP and strategic priorities include ensuring students have the necessary skills to be 21st Century College and Career Ready. An initial measure towards the success of this goal will be the percentage of 3rd and 6th grade students proficient in reading, followed by percent of students graduating 21st Century College and Career Ready (graduation rate). Dream Center programming aligns with these goals as it fosters the development of the whole child. Programming will provide a safe environment with certified teachers, para-professionals, and caring adult mentors with "in your life" mentoring support. This includes a foundation of building trusting relationships with mentors who are strategically connected to students around an Individualized Plan to provide a child with the Assets (Search Institutes 40 Developmental Assets) they need to be successful in school and life.

The need for Dream Center programming in Dubuque is clear. While four other organizations provide academic support and out-of-school time programming, none offer the depth and breadth of enrichment through in-your-life mentoring. Additionally, the Afterschool Alliance After 3PM Special Report demonstrated that vulnerable youth are not benefitting from afterschool and summer learning programs, which have a proven track record of success helping students succeed in school and in life, because these programs are in short supply in communities of concentrated poverty (CCPs). The Alliance found that 24 percent of children living in CCPs participate in an afterschool program, compared to 18 percent of children overall in the United States. Yet supply is not nearly enough to meet the demand, with parents reporting that 56% of children in CCPs who are not in afterschool programs would be enrolled, if programs were available.

The Dream Center has grown tremendously since its inception in 2013 and it helps students to succeed. At the end of the 2014-15 academic year, 27 of 39 middle school students who had participated since 2013 (beginning as elementary students) finished the year with honor roll status averaging a 3.0 GPA or above, and over 70% of those students improved in their reading and math proficiency. During the 2014-15 school year, the Dream Center expanded to serve 15 youth in 3rd/4th grade. All youth were reading below grade level. In spring 2016, 30% of the 15 youth who originally registered as 3rd and 4th graders in Dream Center programming during the 2014-15 school year were meeting grade level expectations according to the Dibels composite scores. These impacts were accomplished with two program days each week.

Now, with a model of success based on its existing programming in partnership with Dubuque Community Schools, the Dream Center will grow its impact to reach students in need from Fulton and Prescott Elementary Schools through critical academic mentoring, character development, club enrichment activities, and community connection.

3. Project

With the support of 21st Century funding, the Dream Center will expand its services to students K-5th at Fulton and Prescott Elementary Title 1 schools identified in the needs assessment achieving below grade level in reading and math. Current Dream Center programming runs two days/week, three hours/day from 3:30-6:30 p.m. and does not serve identified students from Fulton and Prescott. 21st Century funding will support this expanded programming to five days/week including weekends as needed for performance and competition activities. Summer program will run five days/week in the summer from 9 a.m.-4:30 p.m.

In order to address a wide range of needs identified in the needs assessment, the Dream Center uses diverse curriculum in academics, enrichment, and family engagement and literacy. A best-practice program model uses research from the Search Institutes 40 Developmental Assets to build school and community partnerships to impact academic achievement gaps and character development of students. A key piece of the Dream Center program model is based on the Search Institute's identification that students with "sparks" and related developmental support have better results on both developmental and academic outcomes. A "spark" is defined as "an interest and/or passion young people have within them that light a fire in their lives and express the essence of who they are and what they offer to the world." The two most commonly identified sparks for 66% of more than 13,000 students surveyed nationally were sports and arts. Students register for Dream Center programming through referrals from school administrators and teachers, but students are further motivated to enroll in Dream Center programming because of their "sparks" or activity interest. Students are required to meet a standard of school attendance, reduced office referrals, and academic achievement standards to continue participation in competition or performance opportunities offered through the Dream Center.

The Dream Center's program is structured to strategically impact students through Academic Centers, Spark Activities/Enrichment, and Family Engagement. This holistic approach is dubbed as an "In Your Life Mentoring" system -- connecting caring adults to impact academic outcomes and character development of at-risk and underserved youth. The Dream Center also provides healthy meals and snacks each program day through USDA guidelines and resources. Dream Center program is structured by stations. Youth rotate hourly to the Academic Center, Spark Activity, and Food Service Center. During the summer program a daily field experience component is added as an additional station.

Academic Center - To participate in Spark activities, students must comply with an Individual Academic and Character Development Plan. A key piece of effectiveness in improving student academic achievement is the creation of these individualized plans for every student that are made in partnership with Dream Center education staff and Dubuque Community Schools. This center curriculum aligns with school CSIPs but doesn't duplicate school-day strategies.

"School Connectors" (teachers/paraprofessionals) are trained in reading prescriptions and math improvement strategies utilized by District educators to continue teaching strategies and programs applied to students during the school day. Students are assigned to groups of three or four and paired with a tutor who guides student in homework help, Lexia, ST Math, Play Away Books, and other school-day connected curriculum. In addition to these tutors, "In Your Life" mentors follow students to all stations and encourage and oversee the tutors/coaches. Stations

include academic center, school or summer club sports, activity Sparks, and the Food Service Center that provides breakfast, lunch, and dinner (summer) and snack and meal (academic year). The Dream Center partners with the Community Foundation of Greater Dubuque to implement strategies to enhance Grade-Level Reading Initiatives. The Foundation will attend family literacy events and provide free books and resources for youth and families, and provide staff/volunteers with best practice strategies to impact School Readiness, School Attendance, and Summer Learning. (3.1, 3.2, 3.4, 3.5)

Academic Goal 1: *Motivate students to read through implementation of comprehensive reading prescriptions.*

Strategies: *Accelerated Reader, Lexia, Play Away Books, Favorite Book and Group Lessons, point/reward system, Spark activity permission*

Academic Goal 2: *Improve student proficiency in math through implementation of strategic math enrichment.*

Strategies: *ST Math, interventions, counting collections, STEM activities, Interactive Board, Spark activity permission.*

Academic Goal 3: *Increase homework completion rate among enrolled students.*

Strategies: *Weekly homework instruction sheets from school-day teacher; daily tutoring*

Academic Objectives:

70% or more of registered students will be proficient on ITP after one full year in program.

60% of enrolled students will meet growth target on MAP test for reading and math.

80% of K-1st grade students will fall in the typical age range on Teaching Strategies Gold.

70% of the students in grades 3, 4, and 5 will be proficient on the Iowa Testing Program reading test.

More than 50% of students in grades 2, 3, 4, and 5 will meet their RIT growth target from fall to spring on the NWEA MAP test.

All enrolled students will participate in a minimum of three hours/week of focused and guided reading.

Spark Activities/Enrichment, Character Development, Family Literacy/Engagement

Spark Activities include Club Sports, Music/Arts, Food Service Center, STEM, and Competition Teams. Performance and competition opportunities teach youth responsibility, discipline, respect for authority and peers, and team work. It also fosters connection to school, decreasing absences and behavioral issues. The Dream Center selects programs that can carry on through high school to assist students in connection to school, community culture, academic achievement and character development.

- **Club sports** presently include basketball, baseball, boxing, and volleyball.
- **Performing Arts Club** includes performances in acting, dancing, singing, and slam poetry.
- **STEM/Science Center** including small robotic constructions, wing generators, and electrical wiring.
- **Food Service Center** influences youth to value the importance of healthy food and active lifestyles. Includes basic cooking skills, opportunities to serve meals they have prepared, clean-up, and earning of “dream center bucks” for rewards.

- **Dare to be King/Queen** character development curriculum is in place for 4th/5th grades. This is a Survival Curriculum for students in poverty who may have experienced trauma. It addresses topics such as having no father, dealing with anger, bullying, peer pressure, healthy interaction with law enforcement, boundaries, and healthy relationships.
- **Daily field experiences** each summer include: swim lessons, nature preserve outings, museums, sports, Lego and chess leagues, and more. (3.1, 3.2, 3.5)

Enrichment Goal: *Dream Center students will increase positive connection to community and school, and build character/personal development.*

Strategies: *Spark activities (arts, club sports, STEM), Food Service Center, Dare to be King/Queen, close parent/teacher/coach engagement. (3.3)*

Enrichment Objectives:

- *100% of students utilize activities as Sparks towards academic achievement and character development.*
- *100% of students will participate in STEM activities.*
- *60% of students will participate in Food Center activities.*
- *60% of enrolled students will miss less than 9 school days annually.*
- *60% of enrolled students will miss less than 9 Dream Center days annually.*
- *75% of enrolled students will receive two or less office referrals or suspensions annually.*

Family Engagement: The Dream Center organizes fall and summer registration as family and community events that give parents, teachers, and students an opportunity to socialize and connect beyond the ‘business’ of school. These events guide and support families and are required for parents. The Dream Center partners with Northeast Iowa Community College, the Community Foundation, and school administration, to offer literacy programs that include strategies of reading to children and promoting the value of education. These partners provide free books and materials, and provide a brief presentation on resources parents can access for educational, job and career, or financial support for themselves. The year-end Awards Ceremony serves as a great motivator for youth to reach academic and character goals and bring families, teachers, volunteers and the community together. The Dream Center has a Buck System, in which students can earn points through attendance, academic achievement, character demonstrations, and service. Students can earn prizes and rewards throughout the year, but ultimate recognition and prizes are culminated at the end of the year through this event, which has grown into one of the most popular and well-attended events in the community. Many parents have noted the Dream Center ceremony is the only public positive reinforcement their children receive. (3.1, 3.2, 3.5)

Family Engagement and Literacy Goal: *Increase parent partnership with school and Dream Center, and engage in literacy with child:*

Strategies: *Required attendance at registration events, reminders and encouragement on program Facebook, provide transportation on program buses.*

Objectives: *100% of parents attend registration; 75% of students and families participate in Spark activities or events (open to community), 80% of parents attend awards ceremony.*

4. Research Base

The Dream Center is a member of the My Brother's Keeper Community Challenge Action Committee. According to the Action Plan, nationally, youth of color and youth in low-income families continue to fall behind in many areas – and Dubuque is no exception. Based on the research done by the committee, the Dream Center is working with strategic partners, including the City of Dubuque and Inclusive Dubuque to take the resources and the networks that already exist in the community and work together strategically and collectively to remove the barriers that are getting in the way of youth meeting their potential. As a member of the 3rd Grade Reading Coalition led by the Community Foundation of Greater Dubuque, the Dream Center partners with a team that continues to determine best practices for out of school programming.

A key component of Dream Center programming is based on the Search Institute's 40 Developmental Assets, designed to minimize risk factors and increase protective factors while focusing on asset building as opposed to liability management. Developmental Assets ensure that the whole child receives cultivation in order to live a happy, successful life. Assets are divided into external and internal categories. **External assets** establish appropriate boundaries and connect the family, school, and neighborhood to children to encourage responsible behavior. They also help youth to use their time constructively in structured activities and programs. **Internal Assets** focus on character development -- instilling values, increasing skills in social competencies like decision making and conflict resolution, and foster a sense of positive identity, and value in education. This system is the model of the Dream Center strategy to impact youth through "In Your Life Mentoring." A mantra of the Dream Center is centered on Frederick Douglass' quote: "It is easier to build strong children than to repair broken men."

Additionally, helping young people identify "sparks" as defined by the Search Institute, and providing opportunities to pursue and develop those sparks are important additions to the more overtly "academic" steps schools take to promote students' success. Sparks promote healthy, positive development and contribute to psychological well-being and resilience. Students with sparks engage in fewer risk-taking behaviors, such as substance use or violence or unsafe sexual behaviors, than other students. They are less depressed, less worried, and more satisfied with their lives overall.

The Dream Center program model is strongly affirmed by additional research from the Afterschool Alliance and National Summer Learning Association. Evidence indicates that after-school and summer programs contribute to positive academic and social growth, while working with the community through diverse partnerships increases youth connection to their own community.

Based on this research, the Dream Center works to actualize its mission of impacting youth, strengthening families, and building community. (4)

5. Management and Sustainability Plan

The Dream Center works with Dubuque Community Schools to ensure the recruitment and retention of highly qualified staff. The Dream Center has dubbed these licensed teachers as “connectors” who help to ensure alignment of school day curriculum with the after-school programming in exciting, hands-on activities. Curriculum is developed in partnership with certified teaching staff. Student/staff ratio is 10:1, and this decreases even more when volunteer mentors are included.

Volunteer “In Your Life mentors” are a crucial component of the Dream Center’s program. Working with approximately 70 mentors annually, these individuals go through background checks and mentor training. Mentors are aligned with students to cultivate relationships and to share success. The Dream Center has a partnership with the AARP that also connects retired teachers to the program, enriching programming further. (5.1)

While unconventional, a primary strategy for recruitment and retention of quality staff and mentors is the Dream Center’s “Sparks.” Youth are often first attracted to the Dream Center because it offers team sports that have grown into successful teams celebrated by the community in the past three years. In order for students to participate in sports and other enrichment activities, however, they must comply with academic and character development regimens. This process enables the Dream Center to not only recruit students, but recruit former coaches and community volunteers who might not normally consider mentoring. (5.1)

Staff participate in professional development in partnership with the Community Foundation of Greater Dubuque, local education agencies, organizations that train educators in working with students in poverty, and more. Dream Center will continue to expand its professional development opportunities with 21st CCLC support. (5.1)

The Dream Center is located on 16th and White streets in the center of the City of Dubuque and in the heart of the community’s most economically challenged, culturally diverse, and disconnected district: The Washington Neighborhood. In this, a vast majority of our students have the opportunity to walk to the Center. The Dream Center has also invested in two of its own buses that are driven by CDL licensed drivers with background checks. (5.2)

The facility is safe, secure, and has accessible space for students and staff with disabilities. The Dream Center is working in close partnership with the City of Dubuque on an accessibility assessment to ensure that there are no accessibility issues for students with disabilities. (5.2)

The Dream Center is fortunate to partner with a broad-base of community partners, supporters, and stakeholders in its organizational structure. The board of directors includes many community leaders from the public and private sector including City of Dubuque, Community Foundation and significant donors. A 21st CCLC advisory group will be formed if the Dream Center receives funding support from the Department of Education. This group will include members of the community already committed including: Dubuque Community Schools officials, City of Dubuque staff, three parents and two Dream Center students, a volunteer mentor, and neighborhood supporters. (5.3)

The Dubuque community has rallied behind the significant visible impact the Dream Center is making on at-risk youth. Children that were once falling behind, are now engaged and succeeding in academics, learning focus, structure, teamwork, and confidence on local winning athletic teams, and engaging with the community through program enrichment and service. In this, without a development officer, in the past three years, the Dream Center has been able to operate its \$158,000 program largely with the support of donations of time and money from community members.

As part of its strategic plan, the Dream Center will begin to grow its development team and widen its net of potential funding sources to ensure program sustainability.

- Dream Center success is a priority of the City of Dubuque which funds programming through its Purchase of Service grant.
- Dream Center Programming is also a key focus of the Community Foundation at which the Dream Center has an established endowment fund.
- Many of center board members have contributed and made commitments to the program with pledges up to \$50,000.
- Support in USDA funding enables the Dream Center to feed students healthy meals.
- Emerging neighborhood nonprofit Steeple Square has added the Dream Center as a focus of its grants committee, and board members are beginning research into ways it can help to identify and secure funding for Dream Center needs.
- 21st CCLC funding would not supplant, rather it would supplement current funding sources. In fact, grant funding would support a critical need of the Dream Center to continue to build its program and staff. (5.4)

The Dream Center currently administers over five grants from public and private sources. The board includes more than five significant community business leaders who have committed their own time and resources to ensure organization sustainability and proper financial administration.

The Dream Center aims to continue working with local agencies who provide similar services such as St. Mark Youth Enrichment, the Boys and Girls Club and Multicultural Family Center to ensure that services are not duplicated and together, the organizations can reach as many youth and families in need as possible.

6. Communication Plan

The Dream Center continues to grow and refine efforts to recruit families/students and share mission/results with the community partners.

Presently, the Dream Center works closely with its own database and close relationship with Dubuque Community Schools to reach families and students who require Dream Center services. Because the Dream Center has built trust and respect in the Washington Neighborhood with local families, programs continue to expand and recruitment is not a challenge. DCS works in the classrooms of targeted schools to send information home with parents and they also provide the Dream Center with all necessary academic and character development information.

DCS and the Dream Center outreach and communicate with targeted youth and parents through two events: Summer Family Engagement and Back to School Fall Registration. These are community wide events that are designed to register returning and new prospects, but community groups are invited to set up Resource Stations. New prospects are identified by partner Title 1 school principals or school connectors and are invited to attend registration events. Registration is required. Individual meetings are scheduled for those with conflicts. The Dream Center does accept walk-ins who receive registration information and are placed on our waiting list.

Presentations are provided at registration events from the Dream Center Parent and Community Committee comprised of a diverse representation of parents, students, coach/mentors, teachers, and volunteers. Presentations contain highlights of academic achievement gap data, Dream Center/community/parent engagement strategies to impact achievement gaps, parent and student testimonials through promotional video, program expectations and registration instructions. Northeast Iowa Community College and Community Foundation representatives provide literacy, education, job training and career information.

Program staff and volunteers will receive a handbook at orientation that provides program overviews, outlines, schedules, position responsibilities, expectations, policies/procedures including communication, confidentiality, attendance, snack, transportation, safety, behavior and, anti-harassment and discrimination, first aid, mandatory reporter, tracking time, enrichment/sparks calendar. Weekly staff meetings are scheduled to review student plan progress and outcomes, program operations, and budget reviews.

The Dream Center works to share information with the community in the following ways: social media, quarterly newsletters, a comprehensive annual report, website, local newspaper, radio broadcast, local news channels, scheduled presentations, and promotional videos sharing the good work of the organization on YouTube.

A donor and board member continues to sponsor a billboard on behalf of the Dream Center. Staff partners with other organizations in the community that include My Brother's Keeper, Community Foundation Every Child Every Promise and Third Grade Reading Initiative, DCS, Resources Unite, the City of Dubuque, and local churches. (6)

7. Partnerships

The Dubuque Dream Center thrives on the support of its partners and is grateful for these existing relationships in the community that assists the Center in impacting at-risk youth. The Center has harnessed this collaboration of groups who are made up of parents, youth, community members, religious leaders, teachers, and representatives from social services and direct service agencies, to be involved in program planning.

Current organizational committees and their purpose include: The Dubuque Dream Center Youth Committee: meets quarterly to discuss and advise on how the Dream Center can best serve youth through program structure. They give advice on strategies to motivate youth towards academic achievement, family engagement, and activities to best serve their demographic. The Committee has an age range of members that includes youth 4th-8th grade.

The Dream Center Parents and Partner Committee: meets quarterly to discuss, advise, and develop strategies towards parent engagement, volunteer needs, fundraising strategies, academic outcomes and school partnership strategies, and community awareness.

Dubuque Dream Center Academic Center Teachers and Volunteers: meets following each school trimester to review the Center's program academic, attendance, and school referrals reports provided by Fulton School and discuss, advise, and develop strategies towards improving achievement gaps of Dubuque Dream Center participants.

These three committees will absorb the 21st Century portion of the program into their program administration efforts, as they already assess current programming at the Dream Center.

The groups described below are existing and new partners who will provide a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs, which will reinforce and complement the regular academic program of participating students.

City of Dubuque – Leisure Services (Pool): The Center and the City's Leisure Services department are working together to develop a program to promote healthy lifestyle habits in school aged children during the summer months. The goals of the partnership is for the children of the Center to learn basic swimming and water rescue skills, and give the participants an opportunity to engage in community activities during the summer season at a discounted rate.

Community Foundation of Greater Dubuque: The CFGD and the Center will work together to support academic enrichment activities for youth in the community such as high-quality reading activities and other family literacy events.

Dubuque Community Schools: The Dubuque Community Schools approves the Center's remediation plans for Fulton and Prescott Elementary Schools and both organizations will also ensure that no services are duplicated and that they will serve different youth in their respective 21st CCLC programs.

Dubuque Science and Technology Learning Center (DSTLC): The DSTLC and the Center will work together for the purpose of creating nontraditional educational opportunities in the areas of

Science, Technology, Engineering and Math (STEM) for K-5 students enrolled in the out of school program.

Fulton Elementary School: The Center and Fulton Elementary School will work together through the after and summer school program to assist students in reaching program goals and outcomes. The school will have a “connector,” who will increase communication between the school and the Center.

Prescott Elementary School: The Center and Prescott Elementary School will work together through the after and summer school program to assist students in reaching program goals and outcomes. The school will have a “connector,” who will increase communication between the school and the Center.

Northeast Iowa Community College: The Center and NICC will work together to provide literacy education opportunities, job and career options, and guidance for child literacy to the target population.

The organizations below illustrate full support of the Dubuque Dream Center’s efforts:

City of Dubuque: The City considers the Dream Center an important partner in the City Council priority to create a more viable, livable and equitable community.

City of Dubuque – My Brother’s Keeper: The Dubuque Dream Center is a partner of the City’s MBK Community Challenge program, which focuses on supporting school achievement for low income youth, especially ensuring success with youth of color. The partners of this local network collaborate on reducing disparities based on race and ethnicity around the following milestones in students’ lives: 1) reading at grade level by third grade; 2) graduating from high school; and 3) being employed when not in school.

The Jule: The Jule is the Transit Division of the City of Dubuque, providing bus service that allows residents to access employment, educational, and recreational opportunities throughout the community. Jule staff attended the Dream Center youth orientation to provide information on bus routes to and from the Center as well as offer the opportunity for families to sign up for The Jule’s annual youth bus pass. When considering route changes, staff keep the Dream Center and other youth-focused locations in mind as many of the youth participating utilize public transportation to access those programs.

These supportive partners serve as a foundation to the Dubuque Dream Center’s mission of serving and benefitting at-risk youth. The program partners will be meaningfully engaged over the lifetime of the grant when the project is awarded. The partners will meet quarterly with representatives from the organizational committees above, to discuss progress and activities related to the program goals and objectives. The partners will also be involved in program assessment, outside evaluation, and decision-making in an effort to improve the out-of-school programming. The partners will also be involved in facilitating and attending community events to promote the program as well as cultivating new partnerships and identifying volunteer opportunities through their individual networks. The Dubuque Dream Center Director is continuously networking through his many community connections and has a board full of cheerleaders, which serve as critical connections to engaging potential partners.

The partners will seek grants, on-going funding from the school district, investigate in-kind and volunteer support opportunities, and corporate and private donations. Please refer to section 5 for more details on plans for program sustainability.

8. Evaluation

Dubuque Community Schools will partner with the Dream Center in sharing a professional outside evaluator to assess program goals and effectiveness. Dale Lass has over 42 years-experience in education, holds an MA in Educational Administration, and is committed to providing qualitative and quantitative evaluation of Dream Center programs and partnership effectiveness. At the end of each program evaluation, Mr. Lass will compile and present results, and provide feasible bi-annual improvement recommendations. (8.1)

Both ongoing monitoring and long-term evaluation techniques with staff and community partners are utilized in order to improve programming. Personnel and partners will record outcome-based data for evaluation purposes focused on results in academic performance, attendance changes and character development. Surveys are completed by parents, students, mentors and staff bi-annually.

The evaluation team and advisory committee evaluate academic, enrichment, and character development curricula to ensure that all students are receiving the attention they need to succeed. The Dream Center staff maintains a daily attendance and monitors this to evaluate progress and positive connection to school.

The Dream Center will communicate evaluation results to the community, parents, and students at family engagement registration events, end of year awards ceremony, fundraising events, partner committee meetings, and organization website. This will convey progress through describing student achievement, activities and enrichment impact, and community partner involvement. Dream Center staff will also conduct self-evaluations annually.

9. Budget narrative

The Dream Center is requesting \$150,000/year for one site. Serving 90 additional students during the summer (\$10/student/43 days) and 100 students during the school year (\$7.50/student/160 days) at 10:1 student to staff ratio from Fulton and Prescott Elementary Schools. Programming will run five days/week with additional weekend activities. Funding would not be used to supplant existing programs and services as the Dubuque Dream Center is presently transitioning to expand programs and services to more underserved youth in the low-income community and Title 1 schools in grades K-5th. The Dream Center is strategically planning to expand capacity of an underserved demographic in the Dubuque community. Projected annual expanded program operation cost is approximately \$300,000. The Dream Center currently has an operational budget of \$158,000 that supports direct student service of 85-90 youth 3rd-8th grade and additional in-kind support and donations that value approximately \$85,000.

The Dream Center is rapidly gaining community and financial support. Sustainability is bolstered with support from the following grants: City of Dubuque Purchase of Service, McDonough Foundation, USDA Food Service grant, Dubuque Food Pantry, Community Foundation, DHS, Annual Board Pledge, United Way support, and more. The Dream Center receives cash and in-kind support from AmeriCorps, Dubuque Community Schools, churches, My Brother's Keeper, Community Foundation, John Deere, City of Dubuque Leisure Services Department, and more. (9.2)

Program personnel, benefits, staff travel: *\$333,000/3 years.* Hiring certified, quality staff is essential to student success. This ensures best practices and academic improvement. 74% of funds are allocated for staff, including a director of programs, two program coordinators, one academic center coordinator, three certified teachers and six para-educators. The director of programs is responsible for recruiting, hiring, supervising, and retaining staff and volunteers, and parent education/ engagement. Coordinators are responsible for academic and enrichment curriculum development. Salaries and benefits are included. These salaries are \$98,000 combined with an expected 3% yearly living wage increase. Support staff and para-educators will be paid \$10/hour and certified teachers will be paid \$13/hour. \$1,000 per year allocated for staff in partnership with NICC, for preparation, set up, and working with program parents during family registration and literacy education events. \$3,000/year will be allocated for staff travel that consists of mileage, airfare, hotel accommodations. A portion of this funding will also be allocated towards expenses for special guest presenters.

Materials: *\$18,000/3 years.* 4% of the budget will fund materials that include; school supplies, family literacy materials, enrichment curriculum, software and head phones for district play away books and interactive math software, books, workbooks, equipment for activities, school supplies and incentives prizes. Teachers from partner schools in collaboration with the Dream Center Academic Coordinator select all materials that are in line with school goals and student needs to assist students towards grade level academic achievement. DCS, St. Mark Youth Enrichment and NICC will also donate additional books, educational materials, and school supplies.

Professional Development: \$18,000/3 years. 4% of the budget will fund professional development, including ongoing training for all Dream Center program staff related to both academic and enrichment activities. Training includes District teaching strategies for Lexia, think aloud, and co-teaching models. Student engagement, de-escalation strategies, and behavior strategies related to working with youth in poverty. The Dream Center partners with DHS, DCS, and Keystone AEA for staff to receive youth development training and safety certifications.

Student Access/Transportation: \$36,000/3 years. 8% of the budget allocated to student access/transportation. The Dream Center has two buses, but plans to partner with the City of Dubuque for students to be transported after school to the Dream Center site. Dream Center buses will be utilized for weekly enrichment, educational field trips, performance and competition activities. Dream Center will also transport parents attending activities. Funding will support one part-time bus driver, yearly bus inspection, and gas expenses.

Evaluation: \$18,000/3 years. Assessment and evaluation of Dream Center programming makes up 4% of the budget. Thorough evaluation improves programs and sustainability. Funding will pay evaluator/consultant Dale Lass in partnership with the Dubuque Schools as well as administrative costs of tests and resource materials and required local/state evaluations.

Administration: \$27,000/3 years. Administrative costs make up 6% of the budget, including administrative costs to manage registration, attendance, and training documents. Expenses for managing 21st CCLC grant funds in partnership with Community Foundation, employee time to balance the budget, annual review of finances, office supplies, marketing and website updates, training supplies, outreach, printing costs and postage. \$2,000/year will be allocated towards administrative hours for outreach, planning, and organizing for family engagement and literacy events.

In-Kind: The Dream Center has developed and is rapidly increasing our in-kind support. *Volunteer tutoring* that includes college education majors, retired teachers, local churches, and community. *Activity and enrichment support* that includes local college sports teams, science and technology organization, City of Dubuque Leisure Services, University of Dubuque arts and performance department, and community volunteers. *Service support* that includes meal service and cleaning groups from local businesses, high school students and teacher groups, local church groups, and John Deere service groups. *Facility support* that includes free volunteer repair and renovation services, additional space and facilities from the City of Dubuque and DCS. *Professional development* from the DCS, DHS, and MBK. *Fund Development support* from the Community Foundation of Greater Dubuque that provides administrative and training support for annual fundraisers at no cost. Dream Center In-kind support estimates approximately \$85,000/year.

MOUs/Letters of Support



Dubuque
COMMUNITY SCHOOLS

Stan Rheingans | Superintendent of Schools
srheingans@dbqschools.org | P 563/552-3012 | F 563/552-3014
2300 Chaney Road | Dubuque, Iowa 52001-3059 | www.dbqschools.org

Memorandum of Understanding

Between

The Dubuque Dream Center and the Dubuque Community School District

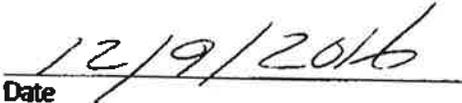
The Dubuque Community School District approves the Dubuque Dream Center's remediation plans for Fulton and Prescott Elementary School students through the Dubuque Dream Center's 21st Century Community Learning Center out-of-school educational and enrichment program. The District and the Center will also be utilizing the same evaluator for their 21st Century grant programs, maximizing his time regarding student data reporting, compliance, and evaluation on both programs.



DDC Signature



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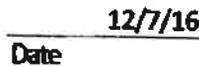
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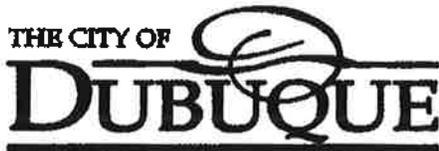
Partner Signature

Stan Rheingans

Print



Date



Masterpiece on the Mississippi

Dubuque



2007 • 2012 • 2013

Leisure Services
2200 Dunker Hill Road
Dubuque, Iowa 52001-3010
Office (563) 589-4268
Fax (563) 589-4391
TTY (563) 690-6678
parkrec@cityofdubuque.org
www.cityofdubuque.org

MEMORANDUM OF UNDERSTANDING

between

Dubuque Dream Center

and

City of Dubuque Leisure Services Department

This Memorandum of Understanding sets forth the terms and understanding between the Dubuque Dream Center and the City of Dubuque Leisure Services Department.

Purpose

The two organizations are working together to develop a program to promote healthy lifestyle habits in school aged children during the summer months. The goals of the partnership is for the children of the center to learn basic swimming and water rescue skills, and give the participants an opportunity to engage in community activities during the summer season at a discounted rate.

Reporting

Both organizations will be conducting independent record-keeping of attendance and admission during the various activities; the Dream Center will be responsible for providing accurate rosters for swimming lessons, while the Leisure Services will be responsible for reporting performance reports regarding skill levels.

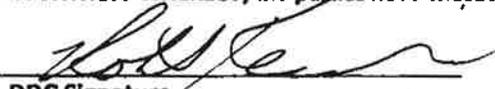
Funding

The Dubuque Dream Center will be allowed to purchase group tickets for the participants and volunteers/staff at a discounted rate of \$70 for 60 admissions. The Dubuque Leisure Services Department will provide free swimming lessons to the children of the center.

Duration

The Memorandum of Understanding is at-will and may be modified by mutual consent of authorized officials from the Dubuque Dream Center and/or the Dubuque Leisure Services Department. It shall become effective May 27, 2017 and will remain effective each summer season until modified or terminated by the two parties.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date hereinabove set forth.



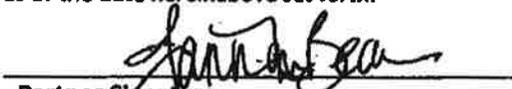
DDC Signature



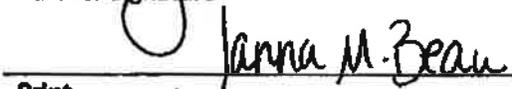
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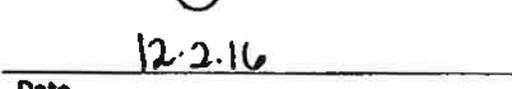
Date



Partner Signature



Print



Date

Memorandum of Understanding
The Dubuque Dream Center
and
Community Foundation of Greater Dubuque

Program: The Dubuque Dream Center and Community Foundation of Greater Dubuque are entering into this Memorandum of Understanding (MOU) for the purpose of supporting academic enrichment activities for youth in the community of Dubuque, Iowa.

Duration: The term of this MOU shall be from May 27, 2017 and continue until either party chooses to resolve it. Either party may terminate the contract upon default, if not cured within 60 days, following a written notice of the default.

The Dubuque Dream Center agrees to:

- Provide academic goals and objectives submitted in the 21st Century Community Learning Centers grant to the Community Foundation of Greater Dubuque.
- Provide reading data to the Community Foundation of Greater Dubuque.
- Facilitate and attend Family Literacy events during the school year and summer.
- Support joint communication efforts including regular participation in meetings as well as sharing data with the Community Foundation of Greater Dubuque.
- Facilitate and attend events regarding the Foundation's initiatives that impact families of the target population such as Project Hope, Vision to Learn, and Every Child-Every Promise.

The Community Foundation of Greater Dubuque agrees to:

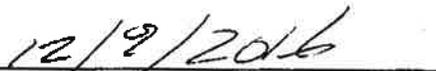
- Support academic goals and activities submitted on the 21st Century Community Learning Centers grant application that includes high-quality reading activities through the Foundation's Grade-Level Reading Program.
- Provide support to the Dubuque Dream Center in the three areas that significantly impact reading achievement: School Readiness, School Attendance, and Summer Learning.
- Attend Family Literacy events during the school year and summer and provide free books and resources at these events.
- Support joint communication efforts including regular participation in meetings as well as sharing information on the Grade-Level Reading Facebook page, monthly newsletters, and press/radio communication.
- Upon request, disseminate information appropriately regarding the Foundation's initiatives that impact families of the target population such as Project Hope, Vision to Learn, and Every Child-Every Promise.



DDC Signature



Print



Date



Partner Signature

Nancy Van Milligen, President / CEO

Print

12/9/16

Date



Impacting Youth, Strengthening Families, Building Community

1600 White Street • Dubuque, IA, 52001
Mailing: PO Box 871, Dubuque, IA 52004
(563) 484-0387

Memorandum of Understanding
The Dream Center
and
Dubuque Science and Technology Learning Center

Program: The Dream Center and Dubuque Science and Technology Learning Center (DSTLC) are entering into this Memorandum of Understanding (MOU) for the purpose of creating nontraditional educational opportunities in the areas of Science, Technology, Engineering and Math (STEM) for K-5 students registered in Dream Center Programming.

Duration: The term of this MOU shall be from Jun 1, 2017 and continue until either party chooses to resolve it. Either party may terminate the contract upon default, if not cured within 60 days, following a written notice of the default. Notice shall be deemed to the address set forth below.

The Dream Center agrees:

- Provide adequate building space for STEM education projects.
- Provide computer and internet access.
- Provide staff to assist with supervision of program participants.
- Meet monthly with DSTLC to track program outcomes

Dubuque Science and Technology Learning Center agrees:

- Provide guidance with STEM education opportunities throughout the summer.
- Provide assistance with STEM specific materials necessary for hands on learning.
- Assist with creation of Dream Center STEM competition teams.
- Meet monthly with the Dream Center to track program outcomes

DDC Signature

Partner Signature

We are an exempt organization as described in Section 501(c)(3) of the Internal Revenue Code; EIN 81-1062794. All donations to the Dubuque Dream Center are tax deductible.



Impacting Youth, Strengthening Families, Building Community

1600 White Street • Dubuque, IA, 52001
Mailing: PO Box 871, Dubuque, IA 52004
(563) 484-0387

Robert Kimble

Print

12/18/16

Date

Adam J Ploas

Print

12/8/16

Date

We are an exempt organization as described in Section 501(c)(3) of the Internal Revenue Code; EIN 81-1062794. All donations to the Dubuque Dream Center are tax deductible.



Chris Nugent
Principal
Fulton Elementary School
2540 Central Avenue
Dubuque IA 52001-3309

Phone (563) 562-3880
Fax (563) 562-3891

Memorandum of Understanding

BETWEEN

Fulton Elementary School

&

The Dubuque Dream Center

THIS AGREEMENT is made between Fulton Elementary School (and on behalf of the school connector) and the Dubuque Dream Center for the purpose of working together through an after-school and summer school program at the Center to assist students in reaching program goals and outcomes. Each school will have a "connector," who will increase communication between the school and the Dream Center.

THE DURATION of this MOU shall be from May 27, 2017 and continue until either party chooses to resolve it. Either party may terminate the agreement upon default, if not cured within 60 days, following a written notice of the default.

Dubuque Dream Center agrees to:

- Coordinate and conduct 3 parent meetings a year: the back-to-school registration day at the beginning of the year and the program assessment meeting mid-year, summer program registration, and family literacy and engagement activities.
- Provide resources for an Academic Center Coordinator to manage academic, behavior, and school attendance data between the school and Dream Center.
- Provide resources, training, and management for In Your Life Mentors and programming to enhance Dream Center and School outcomes. (Teacher/Connector/Coach).
- Dream Center Mentors schedule school visits to encourage students and promote positive school environment.
- Provide representation to serve on 21st Century and School Committees.
- Provide healthy meals and snacks each program day through USDA guidelines and resources.

Fulton Elementary School Principal agrees to:

- Attend at least 1 meeting a year. (Either the back-to-school meeting or the school assessment meeting.)
- Participate in planning meetings with the Dream Center staff and other principals.
- Communicate regularly with your *school connector*.
- Facilitate communication between the Dream Center and the school.
- Coordinate student recruitment at beginning and end of each school year.



Chris Nugent
Principal
Fulton Elementary School
2540 Central Avenue
Dubuque IA 52001-3303

Phone (563) 582-3880
Fax (563) 582-3881

Fulton Elementary School Principal will ensure the School Connector:

- Attends the Dream Center a minimum of 1 hour a week.
- Communicates information from teachers to the Dream Center on a regular basis. This information includes behavior, attendance, homework, academic strengths/weaknesses, etc.
- Builds relationships with students and become a student advocate in the school.
- Strengthens communication between school and family.
- Facilitates student recruitment at the beginning and end of each school year.
- Distributes activity schedules to teachers.
- Plans Dream Center volunteer activities, e.g., school-sponsored meal opportunities.


Dubuque Dream Center Signature

Robert Temple
Print

12/9/2016
Date


Partner Signature

Christina Nugent
Print

12/9/16
Date

Memorandum of Understanding
The Dream Center
and
Northeast Iowa Community College

Program: The Dream Center and Northeast Iowa Community College (NICC) are entering into this Memorandum of Understanding (MOU) for the purpose of literacy education opportunities, job and career options, and guidance for child literacy to the community in Dubuque, Iowa.

Duration: The term of this MOU shall be from May 27, 2017 and continue until either party chooses to resolve it. Either party may terminate the contract upon default, if not cured within 60 days, following a written notice of the default. Notice shall be deemed to the address set forth below.

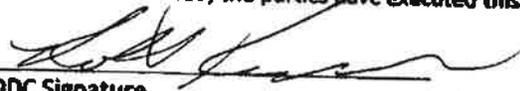
The Dream Center agrees:

- Provide registrants information about the Adult Education and Literacy program at NICC.
- Provide child literacy guidance for parents of youth K-8th grade.
- Provide registrants information about NICC job and career training opportunity programs.
- Closely communicate with NICC staff to make both parties aware of struggles and successes of each of the students being worked with.
- Provide computer access.
- Be an active participant during Family Meal and Literacy nights three times a year, before each school trimester.
- Be an active participant during Family Meal and Literacy nights monthly during summer months.
- Share data with NICC as necessary and with appropriate releases
- Track outcomes for the program
- Meet quarterly with NICC to track program outcomes

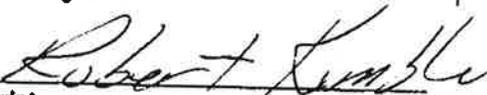
Northeast Iowa Community College agrees:

- Promote the Adult Education and Literacy Development program at the Dream Center during the summer and back to school registration.
- Provide the Adult Education and Literacy Development Instructor to provide strategies and tips for parents by promoting literacy awareness through different activities.
- Provide intake services at the Dubuque Center or Dream Center to welcome and address barriers of the participants
- Provide Information on material being covered in class regarding each student's study plan.
- Be an active participant during Family Meal and Literacy nights three times a year, before each school trimester.
- Be an active participant during Family Meal and Literacy nights monthly during summer months.
- Share data as necessary with appropriate releases
- Track outcomes for the program
- Meet quarterly with the Dream Center to track program outcomes

IN WITNESS WHEREOF, the parties have executed this agreement as of the date hereinabove set forth.



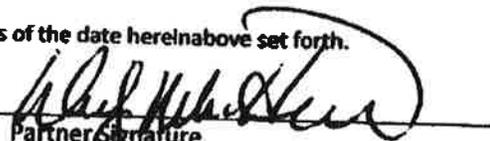
ODC Signature



Print

12/13/2016

Date



Partner Signature



Print

12.2.16

Date



1151 White Street
Dubuque, Iowa 52001
Vicki Sullivan, Principal
vsullivan@dbqschools.org
563-552-4200

December 2, 2016

Memorandum of Understanding

BETWEEN

Prescott Elementary School

&

The Dubuque Dream Center

THIS AGREEMENT is made between Prescott Elementary School (and on behalf of the school connector) and the Dubuque Dream Center for the purpose of working together through an after-school and summer school program at the Center to assist students in reaching program goals and outcomes. Each school will have a "connector," who will increase communication between the school and the Dream Center.

THE DURATION of this MOU shall be from May 27, 2017 and continue until either party chooses to resolve it. Either party may terminate the agreement upon default, if not cured within 60 days, following a written notice of the default.

Dubuque Dream Center agrees to:

- Coordinate and conduct 3 parent meetings a year: the back-to-school registration day at the beginning of the year and the program assessment meeting mid-year, & summer program registration.
- Provide resources for an Academic Center Coordinator to manage academic, behavior, and school attendance data between the school and Dream Center.
- Provide resources, training, and management for In Your Life Mentors and programming to enhance Dream Center and School outcomes. (Teacher/Connector/Coach)
- Dream Center Mentors schedule school visits to encourage students and promote positive school environment

Prescott Elementary School Principal agrees to:

- Attend at least 1 meeting a year. (Either the back-to-school meeting or the school assessment meeting.)
- Participate in planning meetings with the Dream Center staff and other principals.
- Communicate regularly with your *school connector*.
- Facilitate communication between the Dream Center and the school.
- Coordinate student recruitment at beginning and end of each school year.

Prescott Elementary School Principal will ensure the School Connector:

- Attends the Dream Center a minimum of 1 hour a week.

The members of the Prescott Learning Community will empower each child to achieve to his/her highest potential and to become strong contributing members of the community.

- Communicates information from teachers to the Dream Center on a regular basis. This information includes behavior, attendance, homework, academic strengths/weaknesses, etc.
- Builds relationships with students and become a student advocate in the school.
- Strengthens communication between school and family.
- Facilitates student recruitment at the beginning and end of each school year.
- Distributes activity schedules to teachers.
- Plans Dream Center volunteer activities, e.g., school-sponsored meal opportunities.

Robert Kimble
 DDC Signature
Robert Kimble
 Print
12/12/2016
 Date

Vicki Sullivan
 Partner Signature
Vicki Sullivan
 Print
Dec. 9, 2016
 Date

The members of the Prescott Learning Community will empower each child to achieve to his/her highest potential and to become strong contributing members of the community.



December 7, 2016

Mr. Vic Jaras
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

Greetings:

I would like to express support of the **Dubuque Dream Center** and recommend full funding of their application for the 21st Century Community Learning Centers grant program. The proposed project will assist the Dream Center in expanding their out of school programming from two days a week to five days a week during the school year, as well as enhance their summer programming. The project will serve at-risk students from Fulton and Prescott Elementary Schools.

The Dubuque Community School District has a longstanding partnership with the **Dream Center** and has appreciated their work with some of our more at-risk students in the areas of healthy living, social and emotional development, academic assistance and family engagement.

Out of school programming is greatly needed for the target population, as the **Dream Center** is currently able to offer academic enrichment and recreational opportunities two afternoons a week and on Saturdays during the school year, and has a growing waiting list. The proposed program will help students meet state and local standards in core academic subjects such as math and reading; offer students a broad array of enrichment activities which will complement their regular academic programs, and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project provides tremendous value to the urban core of the community and supports the **Dream Center's** commitment of building on Dr. King's dream of transforming communities by embracing, empowering, unifying and mobilizing youth and families.

Sincerely,

A handwritten signature in blue ink, which appears to read "Stan Rheingans". The signature is fluid and cursive, written over a white background.

Stan Rheingans



City Manager's Office
City Hall
50 West 13th Street
Dubuque, Iowa 52001-4805
Office (563) 589-4110
Fax (563) 589-4149
TTY (563) 690-6678
ctymgr@cityofdubuque.org
www.cityofdubuque.org

November 30, 2016

Mr. Vic Jaras
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

Greetings:

I would like to express support of the Dubuque Dream Center and recommend for funding their application for the 21st Century Community Learning Centers grant program. The proposed project will assist the Dream Center in expanding their out of school programming from two days a week to five days a week during the school year, as well as enhance their summer programming. The project will serve at risk students from Fulton and Prescott Elementary Schools.

The City considers the Dream Center an important partner in the City Council priority to create a more viable, livable and equitable community.

Out of school programming is greatly needed for the target population, as the Dream Center is only currently able to offer academic enrichment and recreational opportunities two afternoons a week and on Saturdays during the school year, and has a growing waiting list. The proposed program will help students meet state and local student standards in core academic subjects such as math and reading; offer students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project provides tremendous value to the urban core of the community and supports the Dream Center's commitment of building on Dr. King's dream of transforming communities by embracing, empowering, and unifying and mobilizing youth and families.

Sincerely,

Michael C. Van Milligen
City Manager

MCVM:jh

November 22, 2016

Vic Jaras
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

Dear Mr. Jaras:

I am writing this letter in support of the Dubuque Dream Center's application for a 21st Century Community Learning Center Grant. I have worked with the Dubuque Dream Center since late 2014, when Mayor Roy Buol designated me as the lead staff person coordinating the My Brother's Keeper (MBK) Community Challenge here in Dubuque. Our local MBK effort is focused on supporting school achievement for low income youth, with a focus on ensuring efforts are successful with youth of color. The partners who are part of our local network, including the Dubuque Dream Center, are working to reduce disparities based on race and ethnicity around the following milestones in students' lives: 1) reading at grade level by third grade; 2) graduating from high school; and 3) being employed when not in school.

The Dubuque Dream Center's "In Your Life" mentoring philosophy and their place-based approach have proven successful in the few short years they have been in operation. The Center operates within a neighborhood where 84% of the youth served by the neighborhood school are free and reduced lunch eligible and nearly 50% are youth of color. The Center has been particularly successful in reaching and working with youth of color, engaging the youth through positive role models, behavioral and academic supports, and club sports. They have a close partnership with the neighborhood school, to the point that teachers serve as volunteer tutors, building strong out-of-school relationships with youth. Teachers frequently testify to the difference they are witnessing in the behavior and academic performance of the youth who participate in Center activities.

A good deal of the program's success is attributable to the leadership of The Dream Center's Executive Director, Robert Kimble. I have known Robert for many years and am familiar with his personal dedication to the academic and social success of the youth that he serves. For

Robert, this work is a vocation more than a career. He is successful, in part, because he is able to relate to many of the struggles youth of color face growing up in our largely white community, while simultaneously challenging them to never accept limitations that others may place upon them.

I wholeheartedly support the Dubuque Dream Center as a Community Learning Center and hope you will give their application favorable consideration.

Sincerely,

A handwritten signature in cursive script that reads "Kelly Larson".

Kelly Larson, Director



Mr. Vic Jaras,
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

December 2016

Greetings:

This letter is in support of the Dubuque Dream Center application for the 21st Century Community Learning Centers grant program. The proposed project will assist the Dream Center in expanding their out of school programming from two to five days a week during the school year, as well as enhance their summer programming. The project will serve at risk students from Fulton and Prescott Elementary Schools.

The Jule is the Transit Division of the City of Dubuque, providing bus service that allows residents to access employment, educational, and recreational opportunities throughout the community. Jule staff attended the Dream Center youth orientation to provide information on bus routes to and from the Center as well as offer the opportunity for families to sign up for The Jule's annual youth bus pass. When considering route changes, staff keep the Dream Center and other youth-focused locations in mind as many of the youth participating utilize public transportation to access those programs.

Out of school programming is greatly needed and expansion of the Dream Center's sought after programming will help students meet state and local student standards in core academic subjects while offering enrichment activities and educational services to the families of participating youth.

The proposed project provides tremendous value to the urban core of the community and The Jule will continue to support the Dream Center's activities through additional opportunities for partnership.

Sincerely,

Candace Eudaley-Loebach
Transit Manager, Jule Transit



The Jule

Required Forms

FORM A: SITE INFORMATION

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

21CCLC Site Name: Dubuque Dream Center		
Site Address: 1600 White St		
City, State, Zip: Dubuque, IA 52001		
Phone: 563-845-7591		
Site Contact Person: Robert Kimble		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Fulton Elementary	472	New application (50 students)
Prescott Elementary	520	New application (50 students)
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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



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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<i>Robert Kemble</i>	<i>Dubuque Dream Center</i>

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Steve Abney</i>	<i>Dubuque Community School District</i>
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>[Signature]</i>	<i>Fulton School</i>
<i>Dicky Sullivan</i>	<i>Prescott School</i>



FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Mae Hingtgen Learning supports - Equity	Agency	Dubuque Comm. School District
Signature	Mae Hingtgen	Address	2300 Chaney Road
		City/Zip	Dubuque 52001 Phone 563-552-3105
Name/Title	Debra Stork, PhD, Head, EDU @UofDubu	Agency	UNIVERSITY of Dubuque
Signature	Debra Stork	Address	1430 S. Hawthornwood St 2000 Univ. Ave
		City/Zip	Dubuque, 52001 Phone 563-589-3453
Name/Title	Mathewae McFarlin Economic Opportunity VISTA	Agency	Human Right Department
Signature	Mathewae McFarlin	Address	1300 Main Street
		City/Zip	Dubuque Phone 847-302-5649
Name/Title	James Sizer, Director of Student Multicultural Engagement	Agency	University of Dubuque
Signature	James Sizer	Address	2000 University Ave
		City/Zip	Dubuque 52001 Phone 563-589-3129
Name/Title	John Stewart Board President MULTICULTURAL FAMILY CENTER	Agency	MULTICULTURAL FAMILY Center
Signature	John Stewart	Address	1157 Central Ave
		City/Zip	DUBUQUE 52001 Phone 563-582-3681
Name/Title	Kaitlin Kellogg Eval & Data Mgmt Coordinator	Agency	St. Mark Youth Enrichment
Signature	Kaitlin Kellogg	Address	1201 Loast St.
		City/Zip	Dubuque, 52001 Phone 563-582-6211
Name/Title	Calrice Jones President	Agency	The Fountain of Youth Program
Signature	Calrice Jones	Address	170 Peterson Dr. Peosta, IA
		City/Zip	52068 Phone (713) 440-2228
Name/Title	Anderson Sainci	Agency	Black Men Coalition
Signature	Anderson Sainci	Address	c/o MFC 1157 Central Ave
		City/Zip	Phone
Name/Title	Kelly Larson	Agency	City of Dubuque My Brother's Keeper
Signature	Kelly Larson	Address	1300 Main Street
		City/Zip	Dubuque 52001 Phone 563-589-4190



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	Adam Ploessel / Organizer	Agency	Dubuque Science + Technology Learning Center
Signature	<i>[Signature]</i>	Address	P.O. Box 135
		City/Zip	Dubuque 52004
		Phone	563-663-9110
Name/Title	Gabrielle Sullivan / Fulton School Teacher	Agency	Community and Parent Committee
Signature	<i>[Signature]</i>	Address	1426 Wingate Drive
		City/Zip	Dubuque 52002
		Phone	563-599-8160
Name/Title	Tammy Rhins / Parent	Agency	PDC Parent Committee
Signature	<i>[Signature]</i>	Address	1600 White St
		City/Zip	Dubuque
		Phone	563-495-3432
Name/Title	Angie K Alloway / Parent	Agency	PDC - Parent
Signature	<i>[Signature]</i>	Address	2840 Burlington
		City/Zip	Dubuque
		Phone	563-495-2653
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>1</u>	100	\$ 150,000	\$ 450,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	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
Dubuque Dream Center	\$ 150,000	\$ 150,000	\$ 150,000	\$ 450,000	100
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 100

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

Applicant Agency: _____

Site: Dubuque Dream 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: 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$107,000	\$1,000	\$107,000	\$1,000	\$107,000	\$1,000	\$324,000
Staff Travel	\$3,000		\$3,000		\$3,000		\$9,000
Materials	\$6,000		\$6,000		\$6,000		\$18,000
Professional Development (minimum 4% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Student Access, Transportation etc. (maximum 8% per year)	\$12,000		\$12,000		\$12,000		\$36,000
Evaluation (about 4% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$7,000	\$2,000	\$7,000	\$2,000	\$7,000	\$2,000	\$27,000
Totals	\$147,000	\$3,000	\$147,000	\$3,000	\$147,000	\$3,000	\$450,000

Required: One form D2 per site. Please reproduce this page for each site included in the application.

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.)*

- Checking - \$56,000 (US Bank)
- Radius Church Dubuque and South Carolina Chapter reserve funding support - \$180,000 (US Bank)
- No Loan Dept, owner of Facility

***** The Dream Center is an outreach ministry of a non-denominational chain of churches titled – Radius Church. There are 9 chapters that primarily include Iowa and South Carolina. Radius churches have a compacity to support the Dream Center in the case of an emergency

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

According to the Campaign for GLR, of the 50% of students not reading at grade level, other than students with Individualized Education Plans, are overwhelmingly young black males. A University of Iowa Urban and Regional Planning study revealed that Dubuque experienced a significant shift in youth population between 2000-2010 with an increase of non-white children by 124.3%. Dubuque's Title I schools also experienced the highest minority increases. While several other out of school time programs operate successfully in Dubuque, they all struggle with engaging minority students. According to the 3rd GLR Initiative in partnership with DCS in a Summer Reading Academy, 427 students were targeted for their summer reading program, and 180 students actually attended. The majority of students who didn't participate were youth of color. The Dream Center, however, has built trust and cultural connections with the changing demographics of downtown Dubuque and presently serves over 90% minority students living in poverty.

- 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: **Robert Kimble**, Title: Executive Director

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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



Private School Consultation Meeting Log

Date: November 10, 2016

Time: 2:30pm

Location: Dubuque Community School District - Forum

Meeting called by: Stan Rheingans, Superintendent

Type of meeting: Consultation/Collaboration

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----

Welcome [Stan Rheingans and Robert Kimble] [5 minutes]

Discussion: Representatives from Holy Family Catholic School Carol Trueg, Chief Administrator and Todd Wessells, Curriculum Director were informed of Dream Center and School District partnership.

Stan discussed the purpose of the meeting, 21 Century grant, Public School District needs assessment data and students that would qualify for 21st Century grant services.

Potential partnership opportunities and options were proposed for private school youth that qualify to access grade level reading and math proficiency support and enrichment opportunities through the School District and the Dubuque Dream Center.

A follow up call was made to Carol Trueg on December 13th by Robert Kimble from the Dubuque Dream Center to determine if Holy Family Private in particular Holy Ghost School had concluded their decision to partner in order to offer services to students that qualify for 21st Century services through the Dubuque Dream Center.

Conclusions:

Holy Family Catholic representatives communicated following the initial meeting that they would follow up if interested in services. No follow up was made to the Dubuque Dream Center.

After the follow up call from the Dubuque Dream Center, there was still no follow up or return communication to the Dream Center.

<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
_____	_____	_____
-		

Resources for Non-Public Schools [Insert Name] [Insert time allocation]

Discussion: _____

<u>Conclusions:</u> _____ _____ -		
<u>Action Items:</u> _____ -	<u>Person responsible:</u> _____ -	<u>Deadline:</u> _____ -

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

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

Other Information

Resource persons:	
Special notes:	

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

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

	<p>Private School Consultation Sign In</p> <p>Date: November 10, 2016 Time: 2:30 pm Location: Dubuque Community School District - Forum</p>
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Attendees:

NAME	AGENCY	TITLE
Robert Kimble	Dubuque Dream Center	Executive Director
Mae Hingtgen	DCSD	Learning Supports/Equity
Carl Jung	HFCS	CHIEF ADMINISTRATOR
Zoh Werned	HFCS	Director of Curriculum
Kam Meyer	DCSD	Superintendent