

**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:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Boys & Girls Clubs of Central Iowa

County: Polk		Amount Requested: \$92,500 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Jodie Warth		Grant Contact/Project Director: Amelia Gibson	
Agency Name: Boys & Girls Clubs of Central Iowa		Agency Name: Boys & Girls Clubs of Central Iowa	
Address: 1421 Walker St.		Address: 1421 Walker St.	
City: Des Moines	Zip: 50316	City: Des Moines	Zip: 50316
Phone: 515-242-7925	FAX: 515-242-8531	Phone: 515-242-7925	FAX: 515-242-8531
Email: jwarth@bgcci.org		Email: agibson@bgcci.org	
DUNS Number: 043242122			
Data Collection and Evaluation Contact: Mariann Culver		Fiscal Contact: Andy Ball	
Address: MHBC Solutions, LLC, 1225 28 th Place		Address: 1421 Walker St.	
City: West Des Moines	Zip: 50266	City: Des Moines	Zip: 50316
Phone: 515-205-2086	FAX: -	Phone: 515-242-7925	FAX: 515-242-8531

BEFORE YOU APPLY

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

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

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

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

- Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years? Yes _____ No x
- Did you meet your attendance goals for the past two years? Yes _____ No X
- Provide your last enrollment number(s): 86
- Provide your last average daily attendance: 38
- Did you meet your academic goals for the past two years? Yes X No _____
- How many of your local evaluation goals did you meet over the past two years? 100% _____ 90- 55% _____ Over 50% _____ Less than 50% _____ None X
- How much have office referrals been reduced over the past five years of your grant? Over 75% _____ Over 50% _____ Less than 50% _____ None _____
- Have you provided children with the required snack? Yes x No _____
- Have you exceeded the snack requirement? Yes x No _____
- How many parent engagement meetings did you have in the past year? 3
- How many field trips did you provide in the past year? 14
- After 5 years, how many community partners for sustainability have been recruited? More than 50 _____ 25 _____ Less than 25 _____ Less than 10 X
- Have you participated in required committee work in the last year? Attended: _____ All Meetings _____ Some Meetings (3-5) x Rarely Participated (1-2) _____ None
- Have you attended required Professional Development in the last year? Attended: _____ All Meetings _____ Some Meetings(5-9) x Rarely Participated(1-4) _____ None

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

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):

- **What is the Free and Reduced Lunch Rate for each site?** List below:
 - Site/Building Name: East High School
 - Free and Reduced Lunch Rate Percentage: 81.85%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
 Yes X No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only (minimum 30 days)
 - Afterschool Only (maximum 180 days)
 - Before and After School
 - Before and After School and Summer
 - ☒ Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY20 Request for Applications):
 - 50 number of children x 180 days x 7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$67,500
 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 50 children x 50 of days = (minimum 30 days) x \$10.00 = \$25,000
 (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.
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$92,500
 Number of Children Served in Year One: 50

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 56
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: <u>42-607138</u> <i>OR</i> Enter School District Code _____
--

<i>(If applicable)</i> Enter Child Care License #: _____

COMMUNITY TYPE

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

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

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation (2 pieces required): Our MOU with Des Moines Public Schools and the Iowa school report card for East High school are included in our application.

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

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

Documentation: _____

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

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

Documentation: _____

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

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

Reporting Year: 2018

East High School

[MORE DETAILS](#)

DES MOINES INDEPENDENT CSD

HEARTLAND AEA

ABOUT

Principal

Morris Leslie

School Type

High

Enrollment

2,237

County

Polk County

Grade Levels

09, 10, 11, 12

OVERALL PERFORMANCE

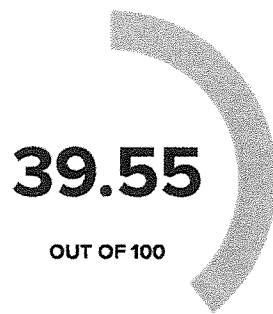
PRIORITY

ESSA Performance Category

Comprehensive Status: **Not-Met**

Targeted Status: **Targeted**

Black/African American, English Learners (EL), Low Socio-Economic Status (FRL), Hispanic, Students with Disabilities (IEP), White



State Average: 54.91

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

DEMOGRAPHICS

SHOW/HIDE

PERFORMANCE IN EACH AREA

Accountability View

Accountability view: This view provides information about the performance of students who are included in the accountability score (N=20).



◆ State Average

PERFORMANCE DETAIL

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
<u>Assessment Participation Reading</u>	96.24	5.00	5.00	5.00
<u>Assessment Participation Math</u>	94.71	0.00	5.00	0.00
<u>Percent Proficient Reading</u>	58.06	32.90	5.29	1.74
<u>Percent Proficient Math</u>	53.62	29.81	5.29	1.58
<u>Average School Achievement Reading</u>	42.61	42.61	5.29	2.26
<u>Average School Achievement Math</u>	41.49	41.49	5.29	2.20
<u>Growth Reading</u>	36.00	33.70	21.18	7.14
<u>Growth Math</u>	37.00	37.68	21.18	7.98
<u>Progress toward ELP Composite</u>	51.05	46.00	10.59	4.87
<u>Graduation Rate 4-Years</u>	86.94	44.28	7.94	3.52
<u>Graduation Rate 5-Years</u>	86.75	40.99	7.94	3.26
				39.55
				Total Points

**Summing the Weighting Percentage column may not equal 100 due to rounding calculations.*

**IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS RFA FY20
BOYS & GIRLS CLUBS OF CENTRAL IOWA**

TABLE OF CONTENTS

Proposal Abstract.....	1
Student Needs Assessment	2-4
Project	5-8
Research Base	9
Management and Sustainability	10-12
Communication Plan	13
Partnerships	14-15
Evaluation	16-17
Budget Narrative	18-19
Memoranda of Understanding or Letters of Support and Required Forms	
Appendix A: Required Forms	
Form A: Site Information	7
Form B: Assurances and Agreements	8-9
Form C: Collaborative Signatories	10-11
Form D1: Funding Requirements	12-13
Form D2 & D3: Budget Forms	Spreadsheets D2, D3
Form D4: Applicant Agency Fiscal Resource Information	15-16
Form E: Minority Impact Statement	17-18
Form F: Non-Public Consultation Documentation Template	19-21
Form G: Previous Sustainability Form.....	22-28
Appendix H: Sustainability Plan and MOU Template.....	29-31

PROPOSAL ABSTRACT

Boys & Girls Clubs of Central Iowa (BGCCI) proposes to establish a 21st Century Community Learning Center (21CCLC) to serve high school students who attend East High School and Flex Academy. These schools are both part of the Des Moines Public School District and have student populations with significant academic and socio-emotional needs.

For 55 years, BGCCI has provided a safe, supportive environment to high-risk youth in Central Iowa who could benefit from a dedicated space and caring, professional adults who provide personalized supports that utilize research and evidence-based programming shown to have positively affected our members' academic success and socio-emotional development. We have extensive experience providing high-quality educational experiences for youth of all ages, using a youth development strategy grounded in five components: a safe, positive environment; activities that are fun and engaging (high-yield); opportunities for skill development; supportive relationships; and recognition of growth and achievement.

BGCCI will engage this youth development approach at our new Clubhouse, housed at East High School, serving 50 9-12th grade students in the 2020-2021 school year and summer of 2020. We have worked closely with school leadership and instructors to identify those students who could best benefit from our services – those who are not meeting proficiency levels in their core subjects; those who struggle to maintain consistent school attendance, and those who are disengaged in school. BGCCI collaborated with community stakeholders to help us design the new Clubhouse, identify the academic and socio-emotional needs of our target population, and seek out local partners who can provide enriching experiences and skill development that address these needs. Meetings and surveys were used to identify the needs of our incoming, inaugural group of participants.

21CCLC programming will focus on developing the academic proficiency and socio-emotional development of our youth, as well as deepening the engagement of family members in their child's learning. All programming will be designed and implemented by BGCCI and community partners, who will hire highly-skilled staff who are experienced youth development professionals and have experience working with our target population. The goals of the 21CCLC are:

Goal 1: To increase our families' abilities to support their child's engagement with school and extracurricular activities

Goal 2: To increase reading and math proficiency among our target populations

Goal 3: To enrich learning experiences for participants

All program elements are evidence-based and have been selected to align with the school-day programming and Iowa State Standards. 21CCLC staff will collaborate directly with school staff to ensure a seamless transition from school day to the after school. To increase Club and school engagement, the 21CCLC will offer enrichment opportunities that spark curiosity, interest and joy, such as career exposure events, college tours, cooking, STEM projects, and art club.

Our Advisory Committee, made up of school and community stakeholders, will meet regularly to gauge our successes and progress toward meeting our stated goals. The committee will support sustainability efforts, such as fundraising and membership development, to ensure that the 21CCLC will thrive after grant funds expire.

IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS RFA FY20

STUDENT NEEDS ASSESSMENT

2.1 Boys & Girls Clubs of Central Iowa (BGCCI) will implement a 21st Century Community Learning Center (21CCLC) on the campus of East High School, the largest high school in Iowa with more than 2,200 students, and the oldest high school in Des Moines. BGCCI conducted a thorough needs assessment of school, student, and community data focusing on factors affecting academics proficiency, test scores, English Language Learners (ELL), students with disabilities, and high-risk populations. Based on the results of our needs assessment, BGCCI has determined that East High students require year-round academic, enrichment, and family engagement services in order to help bridge the existing achievement and opportunity gaps. Our 21CCLC programming will serve 9-12th grade students and include 180 days of after-school programming from 3:00-7:00pm Monday-Friday; and summer programming for 50 days, from 8:00am-6:00pm.

East High School is situated in a neighborhood in Des Moines that has a crime rate of 45.9%, higher than the national average. On a scale from 1 to 100, violent crime in the 50316 zip code rates 54.5 (the national average is 22.7); while property crime is 71.1 (national average is 35.4). This data underscores the need to provide a safe place for students to gather and learn in the out-of-school time hours.

East High serves a diverse population who is African-American (21%); Asians (8%); Latinx (26%); Multiethnic (6.5%); and White (37.9%). The majority of students are eligible for free and reduced price lunch (80.6%); 18.7% of students have an IEP; and 20.5% are English Learners. Many populations are not meeting state standards in math and English Language Arts. Overall, 58% of East High students are proficient in reading, compared to a 77% average statewide. In math, only 54% are proficient, compared to the state average of 78%. Graduation rates at East High are lower than the state average, with 86.94% of students graduating in four years, compared to Iowa's average of 90.98%. When comparing data from specific ethnic groups, we see the achievement gap grow significantly in all areas, as seen in the charts below.

Tables 1 and 2 illuminate the need for academic enrichment that supplements the school day curriculum and can increase proficiency rates among these populations. BGCCI will implement *Project Learn*, an evidence-based approach to homework help and tutoring that utilizes high-yield activities to help students increase understanding and skill level. East High School is a Targeted school, due to low proficiency levels among high-need populations.

BGCCI proposes to serve 50 students from East High School and Flex Academy, a smaller, school-within-a-school program located on the East High School campus, which serves students in need of credit recovery.

Table 1: East High Reading Proficiency 2018

Student Populations	Proficient	State Average
All Students	58.06%	77.04%
English Learners	29.89%	33.58%
FRPL* eligible	54.07%	63.73%
Students w/IEPs	27.78%	33.29%
African-American	43.85%	49.53%
Latinx	52.86%	62.43%
Asian	61.30%	78.24%
White	64.83%	81.02%
Multi-Ethnic	78.26%	72.61%

*Free and Reduced Price Lunch

Table 2: East High Math Proficiency 2018

Student Populations	Proficient	State Average
All Students	53.62%	78.26%
English Learners	29.89%	39.41%
FRPL* eligible	48.89%	64.31%
Students w/IEPs	20.89%	36.87%
African-American	35.16%	46.60%
Latinx	51.74%	62.98%
Asian	65.06%	81.46%
White	57.59%	82.67%
Multi-Ethnic	67.39%	70.97%

School and Community-based Resources

At East High, there are few after-school programs that address the academic needs of our target population. Currently, students do not have opportunities to receive free, daily homework help and tutoring, nor do they have community programs that offer college and career exploration. Based on a recent survey, 71.9% of teachers felt that absenteeism was the biggest behavior problem at East High. We believe that our dynamic programming will encourage participation and result in greater school attendance rates. There are a few after-school programs that speak to the interests and needs of East High’s students, such as debate, Science Bound, Movement, Yearbook and Journalism, to name a few. However, the students to be served in the 21CCLC require more one-on-one academic support to increase their proficiency in core subjects, as well as socio-emotional support to help them engage in school and begin to plan college and career after graduation. The 21CCLC was designed with these interests and needs in mind.

Transportation

The 21CCLC program will occur at East High School, negating a need for transportation to the program. Students from Flex Academy are on the East High School campus, in a building .2 miles away, and are able to walk from their classes to the 21CCLC. Students can request bus passes or rideshare vouchers from BGCCI to get home, if needed. BGCCI will provide transportation to field trips and all off-campus activities during summer programming.

Safety

At our 21CCLC site, we will provide a safe, supervised program environment with clear safety expectations for our participants. As previously stated, the city of Des Moines has a crime rate that is 54.53% higher than the national average. We know that youth who spend dedicated time in safe and supportive environments are more likely to make better choices. According to the Afterschool Alliance, among parents who have children in after-school programs, 77% believe that these programs have improved their child’s behavior. Additionally, the 21CCLC staff at East High School will receive training in BGCCI’s Safe Passage Policy, which outlines end-of-day procedures regarding parent permission to allow youth over age 12 to go to and from the program on their own. All 21CCLC staff must pass a mandatory background check to work

directly with youth. The 21CCLC will be ADA compliant and safe for youth of all abilities. As well, the 21CCLC will address emotional safety, offering programming aimed at supporting positive peer-to-peer relationships and setting guidelines and norms – in collaboration with youth participants – that emphasize respectful behavior.

BGCCI will lead fire and tornado drills monthly during after-school programming in compliance with the district-wide safety policy. 21CCLC staff will carry key cards that provide access to all three entry points of the center and the school. BGCCI employs a Membership Coordinator who will be based at the 21CCLC full-time and will be the first point of entry for every member and visitor between the school's entryway and the 21CCLC program. The program is set behind a secure door, ensuring that only youth and staff in the program are allowed in.

Accessibility

The 21CCLC site meets all ADA requirements and is safe for all youth, with a floor plan that accommodates individuals with physical disabilities and provides equitable access to all areas of the center, including an elevator (the 21CCLC is located on the first floor).

More than 18% of students at East High School have an IEP. 21CCLC staff will work closely with those students and their families to ensure that we are identifying and providing programs (with necessary modifications) that best fit their learning styles. 21CCLC staff will work closely with classroom teachers, counselors and intervention specialists to ensure the 21CCLC program is providing seamless supports that align with those provided during the school day. 21CCLC staff may also attend IEP meetings as part of the student's IEP team, in order to stay on top of any new developments or suggestions for services, and align these with after-school programs.

Slightly more than 20% of East High students are English Learners. BGCCI will ensure that all materials going home will be translated into languages spoken at home, and we will make every effort to have at least one bilingual staff person in the program at all times. 21CCLC staff will work closely with classroom teachers to make sure they are addressing the specific learning and socio-emotional needs of English Learners.

2.2 Engagement with Community Stakeholders

The design of the 21CCLC at East High School was informed using input and feedback from a wide range of stakeholders, including the East High School's principal, teachers, BGCCI staff, and students. BGCCI administered a survey for teachers and students at East High School that helped identify the greatest needs the program must address. For example, when asked how often they need help with their homework, students answered 57.8% of the time; however, when asked who helps them complete their homework, 51.9% answered no one. The vast majority of student respondents said that homework help, tutoring, math, writing and science enrichment were all very important parts of an after-school program, underscoring not only the need for these services, but a strong desire on the part of East High students. The 21CCLC will offer homework help daily, with staff and volunteers working one-on-one or in small groups with students to ensure they understand their assignments and can complete their homework. The 21CCLC has built each of these components into our daily offerings.

PROJECT

3.1 Our needs assessment highlighted the importance of bridging both the achievement gap and opportunity gap for those student populations that are not performing at grade level in their math and ELA classes. As well, survey results from students told BGCCI that they want more information and opportunities about their post-secondary education and career options after high school graduation.

BGCCI is in the process of building a state-of-the-art 21CCLC inside East High School, using feedback from students and families to guide our programs, offerings, and physical space. The new center is 5,000 square feet, has a Learning Kitchen, a new STEM Lab, and a dedicated space for art classes. The Clubhouse will also have access to three classrooms and the indoor gym. Grant funds will only be used for programmatic costs; BGCCI has raised the necessary funds for all construction costs and supplies.

Students and teachers made clear to BGCCI staff that students need a safe, consistent space for homework completion and support. In their responses, students indicated that their family members would participate in engagement activities that are relevant to their lives and touch upon interesting topics. BGCCI staff, in partnership with DMACC instructors, will design four engagement evenings directly based on feedback from families.

To meet these broad needs, the 21CCLC will offer programs and activities including, homework help and tutoring, that help youth improve school attendance, behavior, and skill development in core subjects. Partnerships with local agencies and experts will enhance our enrichment offerings and introduce career exposure opportunities while providing students with hands-on learning. Family engagement nights will provide family members with interactive and engaging workshops on topics that are relevant and interesting, enabling them to support their child's academic and socio-emotional development and enhance their own learning.

3.2 The new site will host numerous evidence and research-based programs that have been proven to have significant impact on the academic, physical and mental health, socio-emotional behavior, and leadership development of adolescents.

Academic Success

Students across the board are performing below state average in math and literacy. The high-yield activities offered as part of *Project Learn* will increase students' academic metrics, by reinforcing classroom lessons in fun and engaging ways, thereby helping students understand and retain information and prevent summer learning loss. The *Project Learn* program engages adolescents through academic support, homework help, tutoring, academic enrichment, and remedial education. Through *Project Learn*, 21CCLC staff form lesson plans addressing those state standards where their students struggle, helping them prepare for classwork and standardized testing. *Project Learn* incorporates high-yield learning activities to help students increase their literacy and math proficiency, such as STEM projects, journal writing, and cooking. *Project Learn* activities will be offered daily during the school year and summer.

Enrichment

Based on feedback, students want more opportunities to hone their interests and talents, explore their city and the educational and career opportunities it offers, and develop their leadership

skills. The new 21CCLC is directly influenced by this feedback and the following programs and activities will be offered to address these needs:

STEM Lab: The 21CCLC will host a cutting-edge STEM Lab, designed by Kemin Industries, a nutritional ingredient company headquartered in Des Moines, stocked with state-of-the-art equipment for hands-on learning and creative self-expression. The STEM Lab will host guests from different businesses to lead lessons and speak about career opportunities in a variety of science fields.

Art Club: The Art Club will offer opportunities to learn and practice a range of artistic mediums and styles. Here, members will be able to express their creativity, improve their skills, and display their talents in the Boys & Girls Clubs of Central Iowa's annual Fine Arts competition as well as local art exhibits.

DJ Booth: This is a direct response to students' interest in music and the music industry. A BGCCI board member works for a local radio station and will introduce students to careers in radio and production, as well as connect students to local musicians, technicians, producers, etc.

Health & Well-being

Learning Kitchen: The new 21CCLC hosts a new Learning Kitchen, equipped with three full cooking stations with proper cookware and energy efficient stoves and appliances. BGCCI will partner with the Polk County 4-H Club who will provide staff to teach 21CCLC participants how to prepare healthy meals and instruct our students on the importance of maintaining a healthy diet. Grant funds will support this programming which aligns with our Triple Play curriculum (see below) that emphasizes physical activity and healthy habits. Through our Learning Kitchen, members will learn useful and life-long skills, discover new career paths, and prepare delicious meals for their friends and families.

Triple Play: In addition to the lessons learned in the Learning Kitchen around good nutrition and meal preparation, Triple Play also provides participants with opportunities to participate in a variety of sports and physical activities, including soccer, yoga, basketball and swimming. Additionally, Triple Play includes non-competitive games and activities, aimed to provide daily moderate-to-vigorous activity to help prevent obesity and heart disease, as well as develop coordination and team spirit.

Socio-Emotional Learning (SEL): BGCCI leads same-sex, age-appropriate discussion groups that allow youth to discuss issues relevant to them in a safe and supportive space. Facilitated by a BGCCI staff member trained in the curriculum, staff members lead Passport to Manhood for our male participants and SMART Girls for our young women. Specific content, such as self-esteem discussions through SMART Girls and character lessons in Passport to Manhood, will help students develop into kind, responsible and compassionate adults.

College/Career Exploration

Career Launch: As stated earlier in this proposal, East High students graduate at a lower rate than the state average (86.94% vs 90.98%). Career Launch aims to encourage on-time graduation by helping students gain the skills and competencies – such as grit and perseverance – to see bright possibilities for their future. Through this program, members will learn how to research careers online, prepare resumes and cover letters, prepare for job interviews, and learn on-the-job

best behaviors and expectations. Members will visit local workplaces and hear from professionals in a wide range of careers, who will speak about the different paths they took to reach their current careers. The new Club site is furnished with 20 new iPads and a docking station for this research.

Post-secondary Education Exploration: Club members will go on field trips to post-secondary institutions, including public and private, and trade/technical schools. Entrance exam support will be provided during *Project Learn* and BGCCI staff will lead Financial Aid/Scholarship workshops for students and families in the evening hours.

Leadership Development: Club members will volunteer to join Keystone Club, the Boys & Girls Clubs' leadership club for high school students. Keystone offers youth opportunities to identify a community need and plan and implement service projects to address these needs. During this process, youth develop leadership and project management skills, along with compassion and a sense of responsibility for their community. Keystone members will make up our youth-led Advisory Board, which will help inform and improve upon our 21CCLC program.

Healthy Snacks and Meals

The 21CCLC will provide healthy food that meets the USDA guidelines every day. All students will receive snack and dinner during the school-year after-school program; and breakfast, lunch and snack during the summer program. Snacks and meals will be provided through the Children and Adult Care Food Program (CACFP) and purchased through the Food Bank of Iowa at a discounted rate.

Summer Program

The summer program will serve 50 East High School students and run from 8am-6pm, Monday-Friday for 7 weeks and a day (50 days total) at the 21CCLC in East High School; and consist of academic programming in the morning hours and enrichment offerings in the afternoon. BGCCI will utilize Summer Brain Gain, an evidence-based program aimed at preventing summer learning loss. Summer Brain Gain utilizes a project-based learning approach to reinforce skills in reading, writing, math and STEM. In addition, participants will take numerous field trips to local institutions, such as the Science Center of Iowa, Neil Smith Prairie Life Learning Center, and area colleges. BGCCI will provide transportation to off-site activities and field trips.

Family Literacy/Engagement Services

Described in more detail below, BGCCI will provide quarterly opportunities for our families to gather and learn together. Instructors from our partner, the Des Moines Area Community College will lead workshops on a wide range of topics, such as financial literacy, College 101, navigating the Des Moines Public School District, Healthy Habits, and more.

3.3 Family Engagement

BGCCCI understands that it becomes increasingly difficult to engage family members of older students; however, we have designed our family engagement goals and practices with the needs and interests of our families in mind. The goals for our family engagement approach are: (1) To create a space where families of diverse backgrounds feel welcome and supported; (2) To help families gain access to local resources that can provide a variety of social services and supports; and; (3) To help families find ways to be involved in their children's lives and support their healthy development and academic improvement.

To meet these goals, BGCCI will hold quarterly evening workshops for families and Club members, each focused on different themes and community building. Each evening will start off with a dinner, made by students in their Learning Kitchen. These meals together will build community and create a warm and welcoming space. Club staff will offer conversation topics so families can get to know one another.

Instructors from BGCCI and Des Moines Area Community College (DMACC) will lead workshops on topics generated from family surveys during the needs assessment process. Topics can include: How to select the right college for your child; Navigating the financial aid and scholarship process; and How to find workforce training/adult education programs, among others. Translators will be on hand. During these workshops, BGCCI staff will solicit feedback on the 21CCLC, its impact on their child and suggestions for improvements.

3.4 Based on the Needs Assessment, BGCCI has designed the following goals for the 21CCLC:

- (1) Increase our families' abilities to support their child's engagement with school and extracurricular activities
 - (a) Objective: 50% of parents/guardians will show an increase in their ability to support their child's academic success, as measured by participation and surveys
- (2) Increase reading and math proficiency among our target populations
 - (a) Objective: 60% of 21st CCLC participants will show 5% growth in both math and reading within the first year of the program (academic school year and summer) as measured by MAP exams.
- (3) Enrich learning experiences for participants
 - (a) Objective: 70% of youth attending the program will show increase in Club connectedness and school engagement based on program attendance.
 - (b) Objective: 50% of youth attending the program will attend three or more college visits.

3.5 Alignment with School Day

For the past three years, BGCCI's administrative offices have been housed within East Side High, allowing our staff to build strong relationships with school staff. During the school year, the Site Supervisor will attend staff meetings, meet with teachers and counselors, and work on recruitment and outreach efforts. The Site Supervisor will meet with the principal quarterly to discuss progress toward our work and address any concerns or joint programming. 21CCLC staff will communicate at least weekly with students' teachers to align our academic offerings and create a seamless transition from school day to after-school.

3.6 Organizational Experience

For 55 years, BGCCI has provided a safe, supportive environment to youth who need us most, with research and evidence-based programming that has positively impacted our members' academic success and socio-emotional development. BGCCI makes a lasting and significant impact on children's lives: 98% of Club members are on grade level; 92% of Club members regularly participate in physical activity; and 86% of Club members say they help when they see someone in need. Members last year saw a 6% rise in math scores and 85% of members say they want to pursue a post-secondary education.

RESEARCH BASE

BGCCCI utilizes research and evidence-based youth development, academic and enrichment programs that have been shown to have made significant and positive impacts on the academic success and socio-emotional growth of our target populations. These programs have been assessed by external evaluation firms, as cited below. BGCCI provides year-round training to program staff on the goals and implementation strategies of these programs so they are practiced with fidelity and tailored to meet the unique needs of our Club members.

Project Learn: Project Learn is based on the research of Reginald Clark, (Clark, Reginald. (2002) *Building Student Achievement: In-School and Out-of-School Factors*. Policy Issues, North Central Regional Educational Laboratory, Issue 13), who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities. An evaluation of *Project Learn* was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in participants: improved verbal and writing skills, increased enjoyment and engagement in reading, and improved grades.

Summer Brain Gain: Summer Brain Gain is modeled on research into the effective type of youth development and out-of-school time program. A multiple-year evaluation of Summer Brain Gain was completed in 2015 (Scuello, M. and Wilkens, D. (2015). *Evaluating Summer Brain Gain: 2015 Study Report* (New York, N.Y.: Metis Associates), using a study design that included rigorously matched control groups. Midstream results documented the following improvements in participants: improved math skills for 4th, 5th, and 6th graders, and improvements in reading skills for 5th and 8th graders. Results documented that participants experienced a notable increase in math performance and suffered no significant summer learning loss. We will be modifying the curriculum to acquire these results in our high school population.

Triple Play: Triple Play is a proven wellness and health program. An evaluation of Triple Play was conducted by Youth Development Strategies, Inc., (Gambone, Michelle, et al. (2009) *Promoting Healthy Lifestyles: The Impact of Triple Play on Healthy Eating, Exercise Patterns, and Developmental Outcomes*. Youth Development Strategies, Inc.), using a randomized experimental approach with treatment and control groups. The evaluation documented that those youth who attended Clubs implementing Triple Play for 1.5 years were more likely to eat healthier foods, exercise more often, and rate their peer interactions as more positive than youth attending Clubs that were not implementing Triple Play.

SMART Girls and Passport the Manhood: These social-emotional same-sex programs offer health and fitness awareness, prevention education promoting positive behaviors, reinforce character and leadership development and build self-esteem and confidence. Using a risk and resilience approach, a study in Children and Youth Services Review examined the impact of participation in these programs and those like it offered by BGCA, and found a significant relationship with the decrease of poor self-concept and a correlation between these BGCA programs and an increase in positive self-concept to help decrease vulnerability and problem behaviors. (<http://cayci.osu.edu/wp-content/uploads/2015/03/Participation-in-Boys-Girls-Clubs-vulnerability-and-problem-behaviors.pdf>).

MANAGEMENT AND SUSTAINABILITY PLAN

5.1. Effective Staffing

At Boys & Girls Clubs we recruit, train and retain highly qualified and skilled staff members who serve as positive role models for our youth. BGCCI will hire several full and part time 21CCLC program staff who will be based at the East High School 21CCLC. BGCCI regularly recruits staff through outreach at local colleges and universities, through word of mouth, and by attending job fairs in the community. We post all open positions on our website (<http://www.bgcci.org/clubcareers>) and on job-seeking sites such as Indeed, Career Builder, and our Club's Facebook page. The following positions will be responsible for programming at the East High Clubhouse:

The current **21CCLC Program Director** (.15 FTE) will manage the staffing plan along with our Chief Operations Officer. The Program Director will supervise the Site Supervisor and ensure all program requirements are met through weekly site-based check-ins. The Program Director will oversee all program partners, schedule staff development opportunities, manage the Advisory Council, and hold bi-weekly staff meetings.

The current **Site Supervisor** (1 FTE) will manage the school-year and summer programming of the 21CCLC and is responsible for planning, scheduling and facilitating all site-based activities. The Site Supervisor's responsibilities include: ensuring that all youth-staff ratios are met, supervising all Club staff, overseeing the site budget, purchasing supplies, tracking program attendance, building relationships with community partners, coordinating with our external evaluator, and reporting on progress toward 21CCLC goals to all stakeholders.

Additionally, the Site Supervisor will maintain alignment with school day instruction through regular communication and collaboration with school instructors. The Site Supervisor will be at East High during the school day, building relationships with staff, attending staff meetings and trainings, interacting with students, and developing programming with instructors that aligns to school day work and has built in modifications for students struggling to reach grade level proficiency.

BGCCI will hire four part-time **Youth Development Professionals** (YDPs) who will work directly with Club members, leading all programming during the school year and summer program. To ensure we are maintaining required staff-youth ratios (1:15), we will hire four YDPs for our 50 students. When seeking qualified YDPs, BGCCI will look for staff who have obtained an Associate or Bachelor's degree, or working toward a degree, and have had successful experience working with our target population. We will look for YDPs who have interests and talents that they can share with their Club members, such as cooking, yoga, STEM-related hobbies, sports, chess, etc. YDPs will run all programs mentioned previously in this application, as well as plan and chaperone all off-site visits to colleges and other field trips.

BGCCI's current **Volunteer Coordinator** (.05 FTE) will recruit, train, and support program volunteers who will tutor and mentor our Club members and help lead enrichment activities. In order to volunteer with BGCCI, individuals must pass a criminal background check, be at least 16 years of age, commit to a minimum of 30 hours, and attend a volunteer orientation. Our Volunteer Coordinator recruits volunteers through our website, the United Way's volunteer page, college fairs, and local businesses. Volunteers play a vital role in our Clubhouses, serving as role

models and mentors to our youth who often have few consistent and stable adults in their lives. Retired volunteers make excellent partners, as they are typically more consistent and dedicated due to their schedule. We recruit senior and retired volunteers from local volunteer agencies, such as RSVP 55+ through the United Way of Central Iowa. Our volunteers are able to inspire our youth to consider new possibilities, such as attending college and exploring new career paths.

Training and Retention: BGCCI conducts orientations for all new staff and volunteers to introduce them to our Club culture, their roles and responsibilities as a BGCCI staff person, and our youth development approach. To become a staff member, every individual must pass a background and drug test. All staff members are provided with an employee handbook, detailing the organization's policies and procedures. Mandatory trainings for all staff include: Mandatory Reporting, Universal Precautions, Child and Adult Care Food Program, First Aid, and CPR. Our training department holds quarterly training sessions for all full-time staff, where they can come together to share best practices, successes and challenges and receive support and training where they are struggling.

Professional Development Plan: BGCCI understands how important it is to retain and support staff, so that they are reaching their potential as youth development professionals, and they are developing the skills that will help them be successful in this job and in their next job. BGCCI works closely with the Iowa Afterschool Alliance to provide quarterly professional development training and opportunities for our staff at our administrative offices. All 21CCLC full-time staff will participate in Iowa Afterschool Alliance trainings, and attend the Alliance's annual IMPACT After School Institute, and participate in subsequent IMPACT bi-monthly committees and regional workshops. Training topics will include school-day alignment best practices; data collection and analysis; and program implementation, among others. BGCCI staff are encouraged, and compensated, to participate in other trainings such as Boys & Girls Clubs of America conferences and online learning, and workshops with community partners.

5.2 Transportation and Accessibility

The East High School Club is located on the campus of the high school, which meets the standards of the Americans with Disabilities Act (ADA). East High School has an elevator for those who need this service to attend the Club, located on the first floor. The Club will provide a safe and comfortable space for individuals with physical disabilities both on campus and during off-site activities, using a van that accommodates wheelchairs, if necessary.

Students will be coming to the Club in the after-school hours directly from their classes on campus, so transportation to the Club is unnecessary. In our experience serving high school students, we know that many of them either opt to walk home at the end of Club programming or drive themselves home. Therefore, the Club is not offering transportation home. However, we will provide free bus passes to any student who needs to take the bus home. BGCCI will also provide rideshare vouchers if needed. BGCCI will provide transportation to all field trips during the school year and the summer programming, both from the Club and returning to the Club. BGCCI has a 2014 15-passenger van that receives maintenance annually.

5.3 Sustainability and Advisory Group

BGCCI will implement end-of-year surveys and other assessment tools to ensure that our 21CCLC is making progress toward our goals and to gauge the experiences of our stakeholders. We will use this feedback to inform the program and make adjustments, if necessary, with

guidance from our Advisory Committee. The Advisory Committee will oversee fundraising efforts to support the long-term sustainability of the 21CCLC once this grant ends.

The Advisory Committee will be made up of 6-8 representatives in this first year from our community partners and stakeholders, including Heidi Brown, the Before and After School Coordinator at the Des Moines Public Schools (DMPS), and Allyson Vukovich, the DMPS Director of Community Schools. BGCCI will enlist East High School and Flex Academy parents and Club members to participate in the Advisory Committee as well. The principal from East High School, and at least one classroom teacher from each school, will be on the committee. The goal of the Advisory Committee is to provide vision, goal-setting, fundraising efforts and oversight to the 21CCLC. The committee will meet monthly, in the evening, with dinner provided, to encourage parent participation. The Site Supervisor will serve as the Advisor to the committee and will facilitate the meetings, in partnership with the 21CCLC Program Director. We will provide this group with monthly progress reports, tracking attendance and academic metrics to help the committee see where we are on track and where we can mitigate challenges.

5.4 Sustainability Plan

BGCCI has been serving Des Moines youth for 55 years. In this time, we have built a strong infrastructure and resource base that has helped sustain our operations and helped us grow tremendously over the past decades, where we now serve over 2,000 K-12 youth at six locations across the city. Our FY20 budget is \$3,577,109.00, which is supported through grants, donations, government contracts, and special events. BGCCI does not use membership fees as part of our sustainability model; membership costs only \$10/per academic year, but we do not turn anyone away for their inability to pay. We will not charge a fee for participation in this proposed 21CCLC.

Additional funding sources for 21CCLC programs include our local partners such as: Meredith Corporation, Wells Fargo, and Principal Financial Group. We will use our resources to make the most effective use of public funds. Our Advisory Committee will seek out new partners in the corporate, public and private funding spheres to assist with sustainability efforts. We will provide meals and snacks for our participants through the Child and Adult Care Food Program (CACFP). Currently, BGCCI uses community partnerships and volunteers to leverage resources for our programming. We will engage our current partners and forge at least two new partnerships every year for our 21CCLC. Our community partners allow us to use their facilities, collaborate on program offerings, and serve as an educational destination for summer field trips.

COMMUNICATION PLAN

To ensure program success and share our program's strengths and challenges with our stakeholders, BGCCI will develop simultaneous outreach strategies to reach our enrollment and attendance goals, and regularly communicate new initiatives, upcoming events, special activities, and our impact with program participants, families, 21CCLC staff, East High staff, and key stakeholders in community, including funders and community partners.

BGCCI's longstanding partnership with DMPS and the staff of East High School will be instrumental in effectively communicating to students and parents. We understand that we need to be savvy when reaching out to high school students, as they have more choice and independence about where and how they spend their free time. Therefore, building trust and strong relationships is critical to our outreach strategy. Our Site Supervisor will spend the school day at East High, interacting with youth and talking about the benefits and opportunities to be found at the new Club.

In the spring of the 2019-2020 school year, our Site Supervisor will begin reaching out to instructional staff, counselors, after-school staff, and intervention specialists to identify those students who could benefit most from our comprehensive programming. Our Site Supervisor will reach out to students directly, during classroom breaks, lunch, and after-school to gauge their interest in the program. The Site Supervisor will also distribute flyers about the new 21CCLC program at the Main Office, and during all-school events, such as Talent Shows, theatre performances, and sporting events. BGCCI will post bi-lingual information and registration links to the 21CCLC on our school's website, newsletters, and social media sites.

BGCCI will share information on the 21CCLC program to community partners and stakeholders in a variety of ways. We will post updated information on our website (www.bgcci.org) and on our organization's social media platforms. We will include 21CCLC program information and impact results in our quarterly newsletter that reaches over 4,700 individuals in the Des Moines community. To communicate the program details to the community as a whole, we will share a press release with media outlets to reach a wider audience.

Through quarterly meetings with school administrators, the Site Supervisor will ensure that staff are up to date on 21CCLC program activities, success, challenge and concerns, and bring staff feedback to the Club to make improvements. The Site Supervisor will hold bi-weekly Club staff meetings and use this time to share real time data that demonstrates progress toward our goals. Using data in this way shows where we are successful and where we need to make improvements to reach our projected outcomes. These meetings help demonstrate that all staff are responsible for the success of the program, and provides opportunities to address challenges, both program-wide and individual, and celebrate successes.

BGCCI will share program results with all 21CCLC stakeholders through quarterly newsletters to parents, funders and community partners. Additionally, all evaluation results from the 21CCLC program will be made available to partners and the public on our website and as part of our annual report, sent to over 4,700 BBCCI supporters. These results will include student achievement data, attendance, enrollment, discipline data, and qualitative data describing different aspects of program and how we met each of our program objectives.

PARTNERSHIPS

7.1 Partnerships are essential for BGCCI – they leverage community resources, allowing Club members to participate in a wide range of educational and enriching activities, programs, and opportunities they may have access to otherwise. Community partners also provide an additional opportunity for our Club youth to build positive relationships with adults that they may not meet in their daily lives. This exposure to new people, new ideas and new experiences broadens their horizons and allows them to see the possibility of new paths toward a bright future. For this new Club, we have deepened some current partnership and built new ones, as we take into consideration the needs and interests of our high school population. We have attached MOUs for each partnership described below.

Des Moines Public School District (DMPSD) – The DMPSD and BGCCI have had a long and supportive relationship, as we have worked closely together to ensure that our school-based Club programs are open to all students and successful for our members. At the East High School Clubhouse, the district will provide use of the facility, both inside and outside, hosting our school year and summer programming. The district will also provide curriculum consultants to work with our Site Supervisor to ensure the 21CCLC educational and enrichment activities will align with district and state standards and all necessary benchmarks. DMPSD will allow time for school administrators to update 21CCLC staff of students’ needs and refer at-risk students who are in need of after-school supplemental services.

Des Moines Area Community College (DMACC) – Last year marked the beginning of our partnership with DMACC, whose knowledgeable staff from the Workforce Training Academy led workshops for family members during our quarterly family engagement evenings. We will continue this successful partnership this year at the East High School 21CCLC, where DMACC instructors will continue to lead adult education workshops on a quarterly basis, based on feedback from our needs survey. Workshop topics will include: providing assistance with financial aid applications and/or scholarships; providing resources for adults who wish to return to school or switch careers; financial literacy; and how to support the academic progress of their children. BGCCI will host a Career Night at the East High 21CCLC and staff from the DMACC will be available with information on their course offerings and potential career paths for our high school members and their parents/guardians.

Des Moines Art Center – The Club will offer visual arts programming. An art instructor from the Des Moines Art Center will lead art classes once a week, introducing different tools and mediums, and guiding members to create their own unique pieces. These art classes will help members express themselves, tap into their creativity and build self-confidence. The art instructor will also help prepare Club members for the annual Boys & Girls Clubs of Central Iowa art contest. Our Site Supervisor will invite local artists to speak with members about careers in the arts and help our prospective artists prepare portfolios for college applications. Youth will take field trips to the Art Center during summer programming.

Kemin Industries- Kemin Industries, a global nutritional ingredient company, is based in Des Moines and has been a key partner to our new high school Clubhouse. Kemin staff will help design the STEM Lab and advice on the state-of-the-art materials and equipment needed. Kemin employees will also serve in an on-going volunteer capacity to help lead programming in the lab.

We are thrilled to have local engineers leading hands-on discoveries and projects at the Club, which we believe will boost interest in careers in science, math, technology and engineering fields. We are working with Kemin to recruit a balance of male and female volunteers, to help encourage our young women to participate in the STEM Lab and serve as role models to the young women at our Club, as research has shown that there are far fewer women in STEM fields than their male counterparts.

Polk County 4-H-The Club has a brand new teaching kitchen where students will learn how to prepare healthy meals for their peers, Club staff, and families during Family Engagement Nights. The kitchen is fully equipped with state-of-the-art appliances and students will go shopping together to select healthy ingredients for their meals. Polk County 4-H staff will lead the Cooking Club at the 21CCLC, introducing members to careers in the culinary field.

7.2. BGCCI has invited representatives from all of the above partner organizations to serve on our Advisory Committee, which will provide regular opportunities for 21CCLC staff and committee members to share program updates, and give and receive feedback on progress towards our goals. Regular feedback from Club members, 21CCLC program staff, families, and school staff (based on informal conversations, meetings and surveys), will inform Advisory Committee members on what program offerings our students are interested in, and committee members will be tasked with finding new partners in the community to meet these needs. As well, this feedback will help inform current programming, underscoring best practices and directing 21CCLC staff to areas that may need improvement. Advisory Committee meetings will occur monthly. Each partner will agree to help recruit additional Advisory Committee members in years 2 – 5 and will assist with the sustainability of the program in the long term (see sustainability section). We will aim to engage at least 25 partners, including such agencies like RSVP 55+, within the five-year grant period through our Advisory Committee. Additional partners will be sought from such organizations as local colleges and universities and local companies.

BGCCI will invite our partners to Family Engagement Evenings, to lead presentations on their work with our members, and give examples of how our families can engage with their work. Our Site Supervisor will meet with each partner lead monthly, to gather feedback for continual program improvement, and learn how we can continue to support one another with the goal of providing meaningful experiences for our members that allow them to explore new careers, learn something new, and find a new passion and interest.

EVALUATION

8.1 BGCCI will employ an external evaluator, Mariann Culver, Ph.D. Dr. Culver will conduct an evaluation of program effectiveness of our 21CCLC site at the local level and in cooperation with the Iowa Department of Education. Dr. Culver earned her Ph.D. from Iowa State University and has 30 years of experience in evaluation, assessment, data visualization, and reporting. She has worked at local schools, area education agencies, universities, and on the state level and is one of the recommended evaluators for the state of Iowa. She will complete a comprehensive, rigorous local evaluation of our 21CCLC program. Additionally, Dr. Culver will complete a state evaluation and provide all requested data and other information as requested to the United States Department of Education and the Iowa Department of Education. Dr. Culver is employed with MHBC Solutions, LLC and can be reached at mhculver@yahoo.com.

8.2 BGCCI and Dr. Culver will use all data (see below) to study progress toward our stated goals and form action plans for staff as recommendations to improve the experience for our participants. Staff will capture all necessary data for Dr. Culver, including individual attendance, program activities, program goals and objectives, and assessment results. East High School and Flex Academy have agreed to provide student-level data annually, including the measures in the table below. This data will enable accurate assessment of the impact of our 21CCLC program. BGCCI will provide all requested data and program information to the Iowa Department of Education.

Dr. Culver will compare academic outcomes for students who did and did not participate in the 21CCLC program. Dr. Culver's data measures shall align, but are not limited to, those provided in the RFA. The following methods will be employed to evaluate and measure progress toward our stated goals:

Goal	Objective	Data	Collection Methods	Timeframe
Increase our families' abilities to support their child's engagement with school and extracurricular activities	50% of parents/guardians will show an increase in their ability to support their child's academic success	Participation in quarterly family engagement nights; Survey results	Sign-in attendance sheets at each family engagement event; administer surveys at engagement events and online	Quarterly family nights; pre & post surveys will be available at each family night
Increase reading and math proficiency among our target populations	60% of 21 st CCLC participants show an increase of 5% in math and reading within the first year of the program	MAP scores	MAP scores can be utilized through data sharing agreements with the district and school leadership will collect	MAP assessments are taken annually in the spring.

			participant MAP scores	
Enrich learning experiences for participants	(a) 70% of youth attending the program will show increase in Club connectedness and school engagement (b) 50% of youth attending the program will attend 3 or more college visits	Program attendance; student surveys; field trip attendance records	Attendance is tracked in BGCCI's Member Tracking System; students will take the BGCCI survey annually	Attendance is tracked daily and collected weekly by Site Supervisor; students will take the BGCCI survey in the spring (after-school participants); and at the end of the summer (for summer participants)

The 21CCLC Site Supervisor will share our evaluation results with the public by posting our impact reports online, translated into the top languages spoken by our students and families. Our program stakeholders, including Des Moines Public Schools, Des Moines Area Community College, Polk County 4-H, the Des Moines Art Center, and Kemin Industries, will receive our evaluation reports during an end-of-year, in-person assessment of the program, as well as through presentations at our end-of-year Advisory Committee meetings. These results will also be shared with BGCCI stakeholders, including families, supporters, community partners, and potential donors. These results will be posted on our website, shared through a press release, and documented in our Annual Report.

BUDGET NARRATIVE

9.1 The following line item budget includes cost estimates, partner contributions and aligns with our management and sustainability plan. All of the following line items are an estimate of the necessary items for program implementation and reasonable in their cost estimates. BGCCI will submit an annual budget at the beginning of each program year.

PERSONNEL: BGCCI employs high-quality staff who will serve 50 students for 180 days during the school year and 50 days during summer programming. The following costs are those associated with the 21CCLC as outlined in the accompanying narrative.

The **Site Supervisor** manages the day-to-day operations of the 21CCLC, build relationships with school staff and community partners, supervises 21CCLC staff, and supports program implementation. The Site Supervisor spends 100% of his/her time at the 21CCLC during the school year and summer, dividing this time between programmatic work (70%) and administrative responsibilities (30%). The Site Supervisor reports to the Program Director. BGCCI is requesting \$30,000 to support the full-time salary of \$50,000 for this position.

The **Program Director** reports to the BGCCI Chief Operations Officer, and acts as the liaison to the Advisory Committee and the school, overseeing program implementation and facilitating collaborations. Grant funds will cover \$10,000, or 17%, of the full salary (\$60,000).

Youth Development Professionals (YDPs) work directly with youth, leading daily homework help and tutoring and facilitating enrichment programming such as SMART Girls, Passport to Manhood, Triple Play, Career Launch, Project Learn and others. YDPs also lead summer programming and take students on field trips. YDPs report to the Site Supervisor who conducts on-site training, observations and evaluations for each YDP.

Fall Youth Development Professionals:

3 YDPs at \$7/hr x 4 hours x 180 days = \$15,120

Summer YDPs:

4 YDPs at \$7/hr x 8 hours x 50 days = \$11,200

PERSONNEL SUBTOTAL: \$66,320

Benefits: \$1,170 (1.765% of \$66,320)

PERSONNEL TOTAL: \$67,490 (73% of our 92,500 eligible grant)

MATERIALS & SUPPLIES: This category includes those materials and supplies necessary for supporting enrichment and academic programming across the school year and summer for 50 students. These include STEM equipment, art supplies, kitchen supplies and food, resource books and materials, and office supplies such as pencils, pens, paper, and notebooks. This category also covers materials for quarterly Family Engagement Nights (\$500), and translations of all materials to ensure accessibility for speakers of other languages - **\$7,500**

FIELD TRIPS: Staff will take students on at least four field trips to local colleges and universities as well as other trips during the school year and summer for career exposure

opportunities, job fairs, science exhibitions and participation incentives. The budget includes the cost of bus rentals and food. Total costs for Field Trips - **\$5,000**

PROFESSIONAL DEVELOPMENT: Professional development is crucial for retaining and promoting high-quality staff. BGCCI will provide in-person and online trainings throughout the program year for all staff, on relevant topics such as Youth Development Best Practices, mental health, emotional safety, program quality and implementation, recruitment, staff supervision, and expectations and accountability, among other topics. Costs also include staff orientation materials and outside trainings that have relevancy for our staff. Total costs for Professional Development this year - **\$4,625**.

EVALUATOR: Evaluation is essential for program improvement and sustainability. The program will use an independent evaluator recommended by the State Department of Education. The itemized budget for evaluation is as follows:

Task	Hours	Total Cost	21CCLC Expense
Establish benchmarks, data collection procedures and timeline	10 hours	\$1,000	\$1,180
Transcription	7 hours	\$700	\$1,000
Data Analysis	30 hours	\$3,000	\$1,500
Reporting	25 hours	\$2,500	
Total	72 hours	\$7,200	\$3,680

ADMINISTRATIVE/INDIRECT COSTS: BGCCI staff will provide administrative support for the 21CCLC grant through fiscal management, hiring and training, fundraising efforts to ensure sustainability and conducting quarterly reports on progress toward our goals, in partnership with our evaluator. Total administrative costs amount to 3% of the total grant amount = **\$2,905**.

9.2 The 21CCLC will provide quality programming for 50 East High School students during the after-school and summer hours. These students currently do not have access to high-quality out-of-school programming that meet their academic needs and provide the skills and opportunities critical to post-secondary success. 21CCLC funds will be used to open a new Club within East High School serving solely high school students. As such, funds will not supplant any existing service at the high school, but will be used to provide supplemental academic and enrichment activities on a daily basis. Administrative costs are low (3%) so the majority of grant funds will cover direct services at our new Club and serving new members. Our 21CCLC program partners will provide in-kind services including facility use, program curriculum, materials and supplies, and staff to contribute to the success of our program. In-kind value estimates from our five partners for one year of programming totals \$8,545.



Community Partnership Agreement

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

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

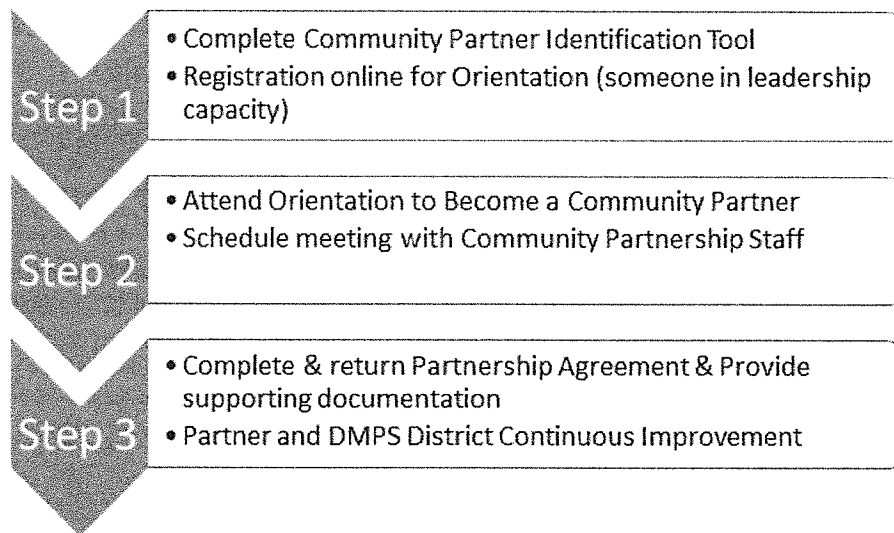
Des Moines Public Schools is a partner in the Coalition for Community Schools because we believe helping students and families meet basic needs at home and in the community will support the district's efforts to prepare students academically for the next stage of their lives. The guiding principles for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

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

Thomas Ahart, Superintendent

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

Establishing a Community Partnership



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

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

Please Note: If you are not interested in becoming DMPS partner you may still utilize DMPS facilities by contacting Facility Services online at <https://www.dmschools.org/departments/operations/facilities/facility-reservation/> or 515-242-8530.

Data Sharing

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

1. Turn in all necessary documentation as outlined in the CPA.
2. Provide the appropriate releases to the Community Partnership Coordinator
3. Maintain accurate records of students involved with your program and submit via the online add/drop link.
4. Maintain regular communication with the Community Partnership Coordinator.



Community Schools Contacts

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

District Office

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

HIGH SCHOOL

Scavo Full Service Community School

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

Central Campus

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

East High School

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

Hoover High School

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

Lincoln High School

Cara Edmondson
Cara.edmondson@dmschools.org
515-242-8305

North High School

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

Roosevelt High School

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



Community Schools Contacts

MIDDLE SCHOOL

Callanan Middle School

Louis Fountain
Louis.fountain@dmschools.org
515-242-8482

Goodrell Middle School

Sharlene Claytor
Sharlene.claytor@dmschools.org
515-242-7569

Hiatt Middle School

Tiffany Braxton
Tiffany.braxton@dmschools.org
515-242-7774 (ext. 5109)

Weeks Middle School

Charlene Beattie
Charlene.beattie@dmschools.org
515-242-8392

ELEMENTARY SCHOOL

Capitol View Elementary School

Adriyel Mondloch
Adriyel.mondloch@dmschools.org
515-242-7547

King Elementary School

Al Perez
Alfonso.perez@dmschools.org
515-242-7930

Lovejoy Elementary School

Theron Hobbs
Theron.hobbs@dmschools.org
515-242-7716

McKinley Elementary School

Molly Girsch
Molly.girsch@dmschools.org
515-242-8304

Monroe Elementary School

Lesley Christensen
Lesleyann.christensen@dmschools.org
515-242-8373

Morris Elementary School

Brad Buckley
Bradley.buckley@dmschools.org
515-242-7243

Moulton Elementary School

Brent Osborne
Brent.osborne@dmschools.org
515-242-8480

Samuelson Elementary School

Pashion Muhammad
Pashion.muhammad@dmschools.org
515-242-7941



COMMUNITY PARTNERSHIP AGREEMENT

DES MOINES PUBLIC SCHOOLS AND ORGANIZATION

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

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

➔ This Community Partnership Agreement (CPA) describes and confirms an agreement between Des Moines Public Schools (DMPS) and Boys & Girls Clubs of Central Iowa for January 1, 2020- December 31, 2020. The purpose of this CPA is to formalize and clarify expectations of this partnership.

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

➔ Brief Organization Description

Jodie L Warth

DMPS Responsibilities

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

DMPS will provide information on emergency procedures for schools.

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

Organization Responsibilities

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

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

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

Disclaimer

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

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

Immediate Termination by the DMPS

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

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

Insurance Requirements

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

Certificates of Coverage

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

Indemnification By the Organization

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

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

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

Solicitation

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

Obligations Beyond CPA Term

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

Counterparts

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

Additional Provisions

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

Further Assurances and Corrective Instruments

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

Delay or Impossibility of Performance

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

Compliance with Applicable Laws and Regulations

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

Non-Discrimination Policy

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

Amendments and Alterations to this Agreement


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



Jodie L Warth

Primary Organization Contact (Print Name)




Jodie L Warth (Dec 4, 2019)

Partner Signature


Vanessa Howell (Dec 4, 2019)

Community Partnership Coordinator Signature

Vanessa Howell

Community Partnership Coordinator

Date Signed: Dec 4, 2019

Date Signed: Dec 4, 2019

Effective Date: Dec 4, 2019



Acknowledgment & Certification

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

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

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

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

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

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

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


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

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

Dated: Dec 4, 2019

Boys & Girls Clubs of Central Iowa

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

Authorization By: 

Printed Name: Jodie L Warth

Title: Yes CEO

Sustainability and MOU Template

Summary of MOUs (Community Partners that contribute to your program)

Please fill in the table with the information provided by the MOUs.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Des Moines Public School	Use of shared spaces at East High School, custodial services, facility safety components	1 Custodian	\$2,150	East High School
TOTAL:	\$2,150			

Sustainability and MOU Template

Summary of MOUs (Community Partners that contribute to your program)

Please fill in the table with the information provided by the MOUs.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Des Moines Area Community College	Family engagement quarterly event support, Workforce Training information, staff time	1 Staff Member	\$3,125	East High School
TOTAL:	\$3,125			

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Boys & Girls Clubs of Central Iowa

and

Des Moines Area Community College

This is an agreement between Boys & Girls Clubs of Central Iowa, hereinafter called Boys & Girls Clubs of Central Iowa and Des Moines Area Community College, hereinafter called Des Moines Area Community College.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to....

In particular, this MOU is intended to:

- Expand access to community college resources for our 21st CCLC participants and their families
- Enhance students and families' knowledge regarding potential career paths and a path for continuing education

II. BACKGROUND

Des Moines Area Community College (DMACC) is a central Iowa community college who we have partnered with for a previous 21st CCLC grant serving Callanan and Harding Middle School students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Boys & Girls Clubs of Central Iowa shall undertake the following activities:

- Serve as the fiscal agent for this grant
- Provide staff and volunteers to manage our quarterly family engagement nights with DMACC
- Provide outreach to families for quarterly engagement nights

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Des Moines Area Community College shall undertake the following activities:

- Provide information to students and families to get involved with the Workforce Training Academy
- Provide information on available resources through DMACC for families and students

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. This MOU may be modified at any time by written agreement signed by Des Moines Area Community College and Boys & Girls Clubs of Central Iowa.
2. This MOU may be terminated by Des Moines Area Community College or Boys & Girls Clubs of Central Iowa at any time with thirty days written notice to the other party. All obligations by the parties under this MOU will cease thirty days after notice of termination.

VI. FUNDING

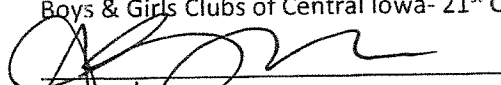
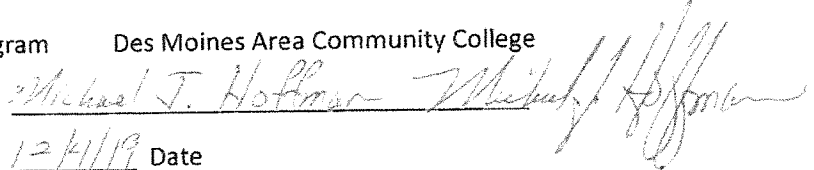
This MOU does not include the exchange of funds between the two parties. The support provided by Des Moines Area Community College is considered in-kind, with a value of \$3,125 for staff time at our quarterly family engagement nights.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2024.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Boys & Girls Clubs of Central Iowa- 21 st CCLC Program  <hr/> <u>12/16/19</u> Date	Des Moines Area Community College  <hr/> <u>12/16/19</u> Date
--	---

Sustainability and MOU Template

Summary of MOUs (Community Partners that contribute to your program)

Please fill in the table with the information provided by the MOUs.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Des Moines Art Center	Provide consistent arts programming to student participants	1 Staff Member	\$1,320	East High School
TOTAL:	\$1,320			

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Boys & Girls Clubs of Central Iowa

and

Des Moines Art Center

This is an agreement between Boys & Girls Clubs of Central Iowa, hereinafter called Boys & Girls Clubs of Central Iowa and the Des Moines Art Center, hereinafter called Des Moines Art Center.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to....

In particular, this MOU is intended to:

- Provide arts programming and resources for East High Students
- Provide participants with the opportunity to express themselves, tap into their creativity and build self-confidence through arts programming

II. BACKGROUND

Des Moines Art Center connects people and art by offering opportunities for feeling, imagining, dreaming, and creating. The Des Moines Art Center promotes curiosity and embraces critical and empathetic thinking with a spirit of openness.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Boys & Girls Clubs of Central Iowa shall undertake the following activities:

- Serve as the fiscal agent for this grant
- Provide staff oversight to assist with arts programming

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Des Moines Art Center shall undertake the following activities:

- Lead and conduct consistent arts programming for 21st CCLC student participants
- Serve as a resource to Boys & Girls Clubs of Central Iowa 21st CCLC student participants

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. This MOU may be modified at any time by written agreement signed by Des Moines Art Center and Boys & Girls Clubs of Central Iowa.

2. This MOU may be terminated by Des Moines Art Center or Boys & Girls Clubs of Central Iowa at any time with thirty days written notice to the other party. All obligations by the parties under this MOU will cease thirty days after notice of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. The support provided by Des Moines Art Center is considered in-kind, with a value of \$X for staff time.

\$20 an hour

VII. EFFECTIVE DATE AND SIGNATURE

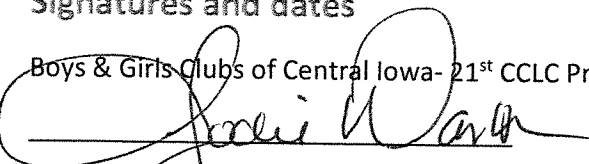
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2024.

The Program and Partner indicate agreement with this MOU by their signatures.


Signatures and dates

Boys & Girls Clubs of Central Iowa- 21st CCLC Program

Des Moines Art Center



12-12-19 Date



12-12-19 Date

Sustainability and MOU Template

Summary of MOUs (Community Partners that contribute to your program)

Please fill in the table with the information provided by the MOUs.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Polk County 4-H	Provide culinary programming to student participants	1 Staff Member	\$750	East High School
TOTAL:	\$750			

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Boys & Girls Clubs of Central Iowa

and

Polk County 4-H

This is an agreement between Boys & Girls Clubs of Central Iowa, hereinafter called Boys & Girls Clubs of Central Iowa and the Polk County 4-H, hereinafter called Polk County 4-H.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to....

In particular, this MOU is intended to:

- Provide culinary programming and resources for East High Students
- Provide participants with the opportunity to learn practical cooking skills and techniques, learn how to prepare foods, and learn nutritious recipes

II. BACKGROUND

The Polk County 4-H Youth Development Program provides opportunities for youth to develop skills that they can use now and throughout their lives.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Boys & Girls Clubs of Central Iowa shall undertake the following activities:

- Serve as the fiscal agent for this grant
- Provide staff oversight to assist with culinary programming

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Polk County 4-H shall undertake the following activities:

- Support and coordinate culinary programming for 21st CCLC student participants
- Serve as a resource to Boys & Girls Clubs of Central Iowa 21st CCLC student participants

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. This MOU may be modified at any time by written agreement signed by Polk County 4-H and Boys & Girls Clubs of Central Iowa.
2. This MOU may be terminated by Polk County 4-H or Boys & Girls Clubs of Central Iowa at any time with thirty days written notice to the other party. All obligations by the parties under this MOU will cease thirty days after notice of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. The support provided by Polk County 4-H is considered in-kind, with a value of \$X for staff time.

\$750

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2024.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Boys & Girls Clubs of Central Iowa - 21st CCLC Program

Polk County 4-H

12-12-19 Date

12/11/19 Date

Sustainability and MOU Template

Summary of MOUs (Community Partners that contribute to your program)

Please fill in the table with the information provided by the MOUs.

Community Partner	Contribution (detail)	Staff and Services Provided	In kind value	Sites Served
Kemin Industries	Help support and coordinate STEM programming for student participants	Expertise and support of volunteer scientists	\$1,200	East High School
TOTAL:	\$1,200			

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Boys & Girls Clubs of Central Iowa

and

Kemin Industries

This is an agreement between Boys & Girls Clubs of Central Iowa, hereinafter called Boys & Girls Clubs of Central Iowa and the Kemin Industries, hereinafter called Kemin Industries.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to....

In particular, this MOU is intended to:

- Provide STEM programming and resources for East High Students
- Provide participants with the opportunity to explore science, technology math and engineering related careers, discover new passions and build critical skill sets

II. BACKGROUND

Kemin is a global manufacturer based in Des Moines, Iowa providing local, innovative nutritional and health solutions for a changing world.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Boys & Girls Clubs of Central Iowa shall undertake the following activities:

- Serve as the fiscal agent for this grant
- Provide staff oversight to assist with STEM programming

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Kemin Industries shall undertake the following activities:

- Help support and coordinate STEM programming for 21st CCLC student participants
- Serve as a resource to Boys & Girls Clubs of Central Iowa 21st CCLC student participants

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. This MOU may be modified at any time by written agreement signed by Kemin Industries and Boys & Girls Clubs of Central Iowa.
2. This MOU may be terminated by Kemin Industries or Boys & Girls Clubs of Central Iowa at any time with thirty days written notice to the other party. All obligations by the parties under this MOU will cease thirty days after notice of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. The support provided by Kemin Industries is considered in-kind services.

VII. EFFECTIVE DATE AND SIGNATURE

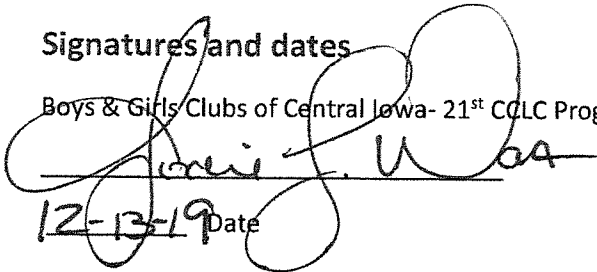
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2024.

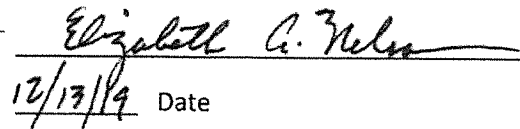
The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Boys & Girls Clubs of Central Iowa- 21st CCLC Program

Kemin Industries


12-13-19 Date


12/13/19 Date

FORM A: SITE INFORMATION

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

21CCLC Site Name: East High School		
Site Address: 815 E 13 th St.		
City, State, Zip: Des Moines, IA 50316		
Phone: 515-242-7788		
Site Contact Person: Leslie Morris		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Hiatt Middle School	1214 E. 15 th St.	0
Hoyt Middle School	2700 E. 42 nd St.	0
Weeks Middle School	901 E. Park Ave.	0
Goodrell Middle School	3300 E. 29 th St.	0
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

(Limit three sites per application.)

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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


Part M: Private and Public School Consultation

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



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

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

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

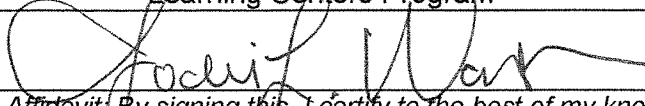
Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
X 	Boys & Girls Clubs of Central Iowa
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate,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

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

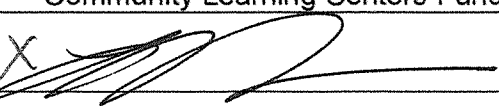
Signature of Local Education Agency Superintendent	Local Education Agency Name
	Des Moines Independent Community School
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives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

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

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
X 	Boys & Girls Clubs of Central Iowa
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)</i>	

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


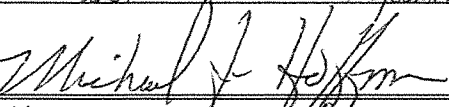
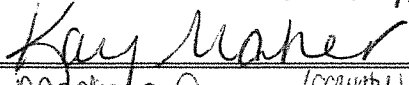

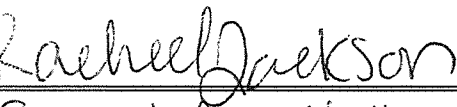
Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions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

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

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Leslie Norris / Principal	Agency	East High School
Signature		Address	815 E 13 th Street
		City/Zip	Des Moines, IA 50316
		Phone	(515)
Name/Title	Michael J. Hoffman / ^{Ex. Dir. of} Continuity	Agency	DMACC
Signature		Address	2006 South Ankeny Blvd
		City/Zip	Ankeny 50021
		Phone	515- 33 256-4901
Name/Title	Kay Maher - ^{Training Academy} Workforce	Agency	DMACC
Signature		Address	2006 S. Ankeny Blvd.
		City/Zip	Ankeny 50021
		Phone	515-697-7710
Name/Title	Madison Gosson / ^{Community Youth} Coordinator	Agency	ISU Extension Polk County
Signature		Address	1025 Adventureland Dr Suite A - Atlanta, IA
		City/Zip	Atlanta IA 50009
		Phone	515-957-5771
Name/Title		Agency	Des Moines Art Center
Signature		Address	4700 Grand Ave
		City/Zip	Des Moines 50312
		Phone	515-277-4405
Name/Title	Community Access Scl. Manager	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): 50	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1		\$92,500	\$277,500

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site(s) (School Year)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
East High School	\$67,500	\$67,500	\$67,500	\$202,500	50
	\$	\$	\$	\$	
	\$	\$	\$	\$	
Name of Program Site(s) (Summer School)					
East High School	\$25,000	\$25,000	\$25,000	\$75,000	50
	\$	\$	\$	\$	

Forms D2 and D3 are provided as Excel spreadsheets. Please complete and submit those forms as Excel spreadsheets along with this Appendix document.

Please submit a single spreadsheet with all your D2 forms tabulated. You must complete a form for each site you will operate under your 21CCLC grant.

Please submit a single spreadsheet for your Form D3. This form is new this year and provides a summary of your 21st Century expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.

Iowa

21st Century Initial Funding Estimator (not a per diem)

Add all of your buildings together to calculate allowable allocations

Amt per child	\$	7.50	Afterschool Only
Amt per child	\$	10.00	Before & AfterSchool
Amt per child	\$	10.00	Summer School

Number of Students for 1 year:

Attendance is monitored in the Federal Data reporting system

Fill in Either Afterschool Only or Before and After School and/or Summer School

Total Students:		50	Afterschool Only
Total Students:		0	Before & AfterSchool
Total Students:		50	Summer School
TOTAL:		100	Students Served

Number of Days you will operate:

Fill in the number of days you will offer programming for 1 year

Count the number		180	Afterschool Only
of days for		0	Before & AfterSchool
Programming:		50	Summer School

Total Days **230** Days for All Programming

Allocations:	\$	67,500.00	Afterschool Only
	\$	-	Before & AfterSchool
	\$	25,000.00	Summer School
TOTAL FUNDING:	\$	92,500.00	for programming per year

In your budget deduct community contributions and in-kind support

Your formula is **FUNDABLE** (see below)

Amt of request is Below Maximum

Funding Formula = Number of Students X Daily Allocation per child
X Number of Days= Program Allocation

Federal ESEA statute requires a MINIMUM of \$50,000 per Application
This means you must serve a minimum number of students to be eligible.

TIP: YOU MUST HAVE A MINIMUM OF 40% Free and Reduced Lunch

for the buildings you will serve with this program.

There is a MAXIMUM of \$300,00 per application per year

NOTE: This projected budget is subject to review and possible reduction by
The Iowa Dept. of Education.

AGENCY: Boys & Girls Clubs of Central Iowa
1421 Walker St.
1
\$92,500
Total 21CCLC Request YR 1:

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*

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

Budget Category	Year 1 2020-2021				Total YR1	Total YR1	Total YR1	Total YR1	Total YR1 3125
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy					
Program:									
Personnel	\$ 67,490.00	\$ 3,420.00	\$ 2,000.00	\$ 2,000.00	\$ 75,910.00	\$ 71,110.00	\$ 2,000.00	\$ 75,110.00	
Contracted Services									
Materials & Supplies	7,500.00	550.00	500.00	1,125.00	9,675.00	6,000.00	1,625.00	7,625.00	
After School Snacks & Meals									
Field Trips	5,000.00				5,000.00	5,000.00		5,000.00	
Subtotal - Program	79,990.00	4,170.00	500.00	3,125.00	88,785.00	84,160.00	3,625.00	87,785.00	
Professional Development (min. 5% per year):									
Personnel	\$ 3,525.00				\$ 3,525.00	\$ 3,525.00		\$ 3,525.00	
Contracted Services									
Materials & Supplies	1,100.00				1,100.00	1,100.00		1,100.00	
Other	4,625.00				4,625.00	4,625.00		4,625.00	
Subtotal - Professional Development	9,250.00				9,250.00	9,250.00		9,250.00	
Student Access (max. 8% per year):									
Transportation	\$ 800.00				\$ 800.00	\$ 800.00		\$ 800.00	
Facility safety and accessibility		1,250.00			1,250.00	1,250.00		1,250.00	
Other									
Subtotal - Student Access	800.00	1,250.00			2,050.00	2,050.00		2,050.00	
Evaluation (max. 4% per year):									
Contracted Services	\$ 3,680.00				\$ 3,680.00	\$ 3,680.00		\$ 3,680.00	
Materials & Supplies									
Other	3,680.00				3,680.00	3,680.00		3,680.00	
Subtotal - Evaluation	7,360.00				7,360.00	7,360.00		7,360.00	
Other Admin Costs (max 8% per year):									
Other Admin Costs	\$ 2,905.00				\$ 2,905.00	\$ 2,905.00		\$ 2,905.00	
Indirect Costs, Restricted**									
Subtotal - Other Admin Costs	2,905.00				2,905.00	2,905.00		2,905.00	
Totals	\$ 92,005.00	\$ 5,430.00	\$ 500.00	\$ 3,125.00	\$ 92,000.00	\$ 5,430.00	\$ 3,625.00	\$ 101,045.00	

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

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

2 CFR 200.331(b) requires states to conduct a risk assessment- Each Quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like PD). We are adding a quarterly attendance check. Your D1 number is the number of students you proposed to serve and are receiving federal funds for. The Enrollment number is the actual number of students. The average daily attendance shows how many attend on a regular basis.

The Grant Application requires you to serve 70% of the D1 number by the end of year 1.

The Grant Application requires you to serve 80% of the D1 number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal.

If your program provides engaging activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance (even with a history of chronic absenteeism).

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. (email: vic.jaras@iowa.gov). There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals can result in a reduction in your federal funding. Your award for the following year may be reduced due to insufficient attendance this year.

FORM D4: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

Bankers Trust Account Holder: Jodie Warth
Bankers Trust Checking Account: \$70,113.12
Bankers Trust Line of Credit: \$200,000.00
Bankers Trust Available Credit Card Balance: \$75,000.00
Endowment: \$60,306.43
Endow Iowa: \$587,731.64
Morgan Stanley Securities: \$951,448.44
Morgan Stanley Cash: \$156,090.92
Total: \$2,100,690.55

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: Our 21st CCLC is targeting minority populations. We foresee this program having a positive impact on minority populations as it is specifically designed to meet their needs.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

- Alaskan Native Americans
- Other

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

Present the rationale for determining no impact.

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:
Name: Joseph J. Wane
Title: CEO

Definitions

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

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

b. As used in this subsection:

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

“Disability” does not include any of the following:

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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


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

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

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

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

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

	<p>Private School Consultation Meeting Log</p> <p>Date: November 7, 2019 and November 15, 2019 Time: 2:00pm, 3:30pm Location: Email, phone</p>
---	--

Meeting called by: Nicole Schleif
informational

Type of meeting: Introduction,

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p>Welcome Nicole Schleif, Chris Murphy [5 minutes]</p> <p><u>Discussion:</u> Nicole Schleif reached out to Chris Murphy, High School Principal and Superintendent of Grand View Christian School by email on November 7. Nicole shared this potential after-school resource for high school students at East High School, and offered to collaborate with Grand View to meet the needs of those students as well. Nicole followed up again by phone on November 15.</p> <p><u>Conclusions:</u> Chris has not responded to offers to serve Grand View Christian high school students, so it is unlikely they are interested in participating.</p> <hr/>		
<p><u>Action Items:</u> BGCCI will follow up with Chris again after the program begins.</p> <hr/>	<p><u>Person responsible:</u> East High Program Director</p> <hr/>	<p><u>Deadline:</u> May 2020</p> <hr/>
<p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u></p> <hr/> <hr/> <p><u>Conclusions:</u></p> <hr/> <hr/>		
<p><u>Action Items:</u></p> <hr/>	<p><u>Person responsible:</u></p> <hr/>	<p><u>Deadline:</u></p> <hr/>

Continues on next page.

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

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

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

Form G: Previous Sustainability Form

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

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

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

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

How many years of funding did you receive? ___10 years 5 years

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

If there was a gap in funding did you maintain your program for the children-
___ At the same level ___ At a reduced level ___ The program ended

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work:

Last year, Boys & Girls Clubs of Central Iowa received a 21st CCLC grant to serve Callanan and Harding Middle School students beginning July 1, 2019. The grant supports summer programming for a total of 110 students each year. Our first year of programming will conclude this coming June 30, 2020. So far in July and August, we have served 86 middle school students. In addition to our five main community partners we started with this summer for the purposes of our grant, the Site Supervisor and Program Director, with guidance from the Advisory Committee, have already identified and developed additional partners for our current 21st CCLC site. Please see the listing of community partners for our current 21st CCLC grant below, including estimated in-kind values over one year.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Des Moines Public Schools	13 years total	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: For our current 21 st CCLC, Des Moines Public Schools does not provide financial contributions.			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies		Included below	
		Please describe contribution in detail: Equipment related to the facility, including furniture, gymnasium and field equipment, are made available for our program's use. This value estimate is included in the facilities estimate.			
		Facilities	2 schools	\$2,884 (estimate)	
		Please provide description of facilities contributed: Des Moines Public Schools provides BGCCI with use of Callanan and Harding school facilities to conduct summer programming.			
		Staff	1 custodian	Included in facilities estimate	
		Please describe what staff will be doing: Our school Club space is cleaned by a DMPS custodian as part of the typical school cleaning schedule.			
		Volunteers			
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.			
		Total Value of Partnership: \$2,884			
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Des Moines Area Community College	1 year	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Des Moines Area Community College does not provide any financial contributions to BGCCI at this time.			
		In-Kind	Material sets for family engagement nights (for about 50 attendees each event)	\$1,000 (estimate)	
		Please describe the contribution being made in detail:			

		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff	1-2 staff	\$1,100 (estimate)
		Please describe what staff will be doing: Des Moines Area Community College staff members lead family engagement nights, providing expertise on career paths and educational opportunities, and serves as a resource for Club members and families throughout the year.		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.		
		Total Value of Partnership: \$2,100		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Courage League Sports	3 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, Courage League Sports does not provide financial funding at this time.		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff	1 staff	\$200
		Please describe what staff will be doing: Courage League staff lead health and wellness programming about once a week for 21 st CCLC participants at a reduced cost.		
		Volunteers		
		Please describe what volunteers will be doing:		

		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.		
		Total Value of Partnership: \$200		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Girl Scouts of Greater Iowa	4 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, Girl Scouts does not provide BGCCI financial contributions at this time.		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff	1 staff	\$2,029 (estimate)
		Please describe what staff will be doing: A staff member from Girl Scouts of Greater Iowa leads female specific programming once a week for 21 st CCLC participants.		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.		
		Total Value of Partnership: \$2,029		

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
IPTV		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, IPTV does not provide any financial contributions to BGCCI at this time.		

		In-Kind	Programming materials for 86 total participants	\$1,200 (estimate)
		Please describe the contribution being made in detail: IPTV has provided access to programming materials including online curriculums, enrichment kits.		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff	1 staff	\$800 (estimate)
		Please describe what staff will be doing: An IPTV staff person serves as an as-needed resource for our current program as it relates to materials access.		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.		
		Total Value of Partnership: \$2,000		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Drake University	2 years	Financial	\$2,000	\$2,000
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Drake has made financial contributions to BGCCI. It would be roughly 3% of our grant total for the year.		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff	2-4 staff	To be determined
		Please describe what staff will be doing: Drake University staff, including select Deans have begun to engage with our current 21 st CCLC program. While there is little structure in place with this partnership currently, our Program Director is working with		

		select Drake staff on increasing program quality for the coming summer, especially in regards to STEM programming, music programming and career exploration.		
		Volunteers	15	\$1,500
		Please describe what volunteers will be doing: Drake students will be volunteering to help check in Club members, as well as assist with Triple Play (health and wellness) programming.		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.		
		Total Value of Partnership: \$3,500		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Des Moines Art Center	3 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, the Des Moines Art Center does not provide financial contributions to BGCCI at this time.		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff	1 staff	\$360
		Please describe what staff will be doing: A staff member from the Des Moines Art Center will lead engaging arts programming for participants this coming summer.		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.		
		Total Value of Partnership: \$360		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
	2 years	Financial		

Heartland Youth Choir			
	Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, Heartland Youth Choir does not provide financial contributions at this time.		
	In-Kind		
	Please describe the contribution being made in detail:		
	Equipment and/or Supplies		
	Please describe contribution in detail:		
	Facilities		
	Please provide description of facilities contributed:		
	Staff	1 staff	\$220
	Please describe what staff will be doing: A Heartland Youth Choir staff or volunteer will help support and lead music programming for the coming summer.		
	Volunteers		
	Please describe what volunteers will be doing: Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Volunteers pay half of the cost, or \$15 in order to run their background check. Some volunteers opt to pay more.		
	Total Value of Partnership: \$220		

What percentage of your previous grant funding were you able to sustain with community partners? n/a

How many community partners did you secure in the past five years? 3 new partners

Explain any challenges you had with securing community partners. As we are getting our new program underway, we have not had significant challenges securing new partners. However, we need to better utilize our Advisory Committee and the needs of our student population to determine our best, most strategic partner alliances for program quality and sustainability.

Sustainability and MOU Template

Summary of MOUs (Community Partners that contribute to your program)

Please fill in the table with the information provided by the MOUs.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Des Moines Public Schools	Use of shared spaces at East High School, custodial services, facility safety components	1 Custodian	\$2,150	East High School
Des Moines Area Community College	Family engagement quarterly event support, Workforce Training information, staff time	1 Staff Member	\$3,125	East High School
Des Moines Art Center	Provide consistent arts programming to student participants	1 Staff Member	\$1,320	East High School
Polk County 4-H	Provide culinary programming to student participants	1 Staff Member	\$750	East High School
Kemin Industries	Help support and coordinate STEM programming for student participants	Expertise and support of volunteer scientists	\$1,200	East High School
TOTAL: \$8,545				

MEMORANDUM OF UNDERSTANDING (MOU) TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

Boys & Girls Clubs of Central Iowa

and

_____ *[insert name of Partner]*

This is an agreement between “Program”, hereinafter called Boys & Girls Clubs of Central Iowa and “Partner”, hereinafter called _____.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to....

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students’ learning through enrichment
- Provide meals
- Provide transportation to and from program/field trips
- Evaluate the program

II. BACKGROUND

Brief description of the parties involved in the MOU with mention of any current/historical ties to this project.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities:

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities:

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- 1. This MOU may be modified at any time by written agreement signed by *Partner* and Boys & Girls Clubs of Central Iowa.
- 2. This MOU may be terminated by *Partner* or Boys & Girls Clubs of Central Iowa at any time with thirty days written notice to the other party. All obligations by the parties under this MOU will cease thirty days after notice of termination.

VI. FUNDING

This MOU does (does not) include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2024.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Boys & Girls Clubs of Central Iowa

[Insert name of Partner]

_____ Date

_____ Date