

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

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

**Mail Applications to:**

**Jodi Bruce**

Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146

[jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)

**Address all questions to:** [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)

**APPLICATION INFORMATION**

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

County: Polk		Amount Requested: \$210,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Jodie Warth, CEO		Grant Contact/Project Director: Mary Lou Warner	
Agency Name: Boys & Girls Clubs of Central Iowa		Agency Name: Boys & Girls Clubs of Central Iowa	
Address: 1421 Walker Street		Address: 1421 Walker Street	
City: Des Moines	Zip: 50316	City: Des Moines	Zip: 50316
Phone: 515-262-5695	FAX: 515-262-0904	Phone: 515-262-5695	FAX: 515-262-0904
Email: <a href="mailto:jwarth@bgcci.org">jwarth@bgcci.org</a>		Email: <a href="mailto:mwarner@bgcci.org">mwarner@bgcci.org</a>	
		DUNS Number: 043242122	
Data Collection and Evaluation Contact Devan Jeffries		Fiscal Contact: Jodie Warth	
Address: 1421 Walker Street		Address: 1421 Walker Street	
City: Des Moines	Zip: 50316	City: Des Moines	Zip: 50316
Phone: 515-262-5695	FAX: 515-262-0904	Phone: 515-262-5695	FAX: 515-262-0904
Email: <a href="mailto:djeffries@bgcci.org">djeffries@bgcci.org</a>		Email: <a href="mailto:jwarth@bgcci.org">jwarth@bgcci.org</a>	

**BEFORE YOU APPLY**

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

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

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
  - Site/Building Name: Meredith Middle School
    - Free and Reduced Lunch Rate Percentage: 76%
  - Site/Building Name: McCombs Middle School
    - Free and Reduced Lunch Rate Percentage: 82%
  - Site/Building Name: Amos Hiatt Middle School
    - Free and Reduced Lunch Rate Percentage: 95%
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and Afterschool
  - Before and Afterschool and Summer School
  - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
  - 150 children x 160 days x \$7.50 per day = \$180,000 (total funding request for before and afterschool programs)
  - 100 children x 30 days x \$10.00 per non school day = \$30,000
  - Total = \$210,000

Funding Request for Year One: \$210,000  
 Funding Request total for Three Years: \$630,000  
 Number of Children Served in Year One: 250  
 Number of Children Served in Three Years: 250

## 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 52
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

Enter Federal Employer ID Number:

42-6075138

**OR**

Enter School District Code  
\_\_\_\_\_

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

## REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Iowa School Report Card figures (also shown in Student Needs Assessment).

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

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

Documentation: MOU with DMPS Attached.

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

**Boys & Girls Clubs of Central Iowa  
2017 21<sup>st</sup> Century Community Learning Center**

**Table of Contents**

**21<sup>st</sup> CCLC Narrative ..... 2**

**Proposal Abstract ..... 2**

**Student Needs Assessment .....4**

**Project ..... 7**

**Research Base .....10**

**Management & Sustainability Plan ..... 11**

**Communication Plan ..... 15**

**Partnerships ..... 16**

**Evaluation ..... 18**

**Budget Narrative ..... 20**

**Memoranda of Understanding & Required Forms .....22**

## **Proposal Abstract**

**Student Needs Assessment:** Boys & Girls Clubs of Central Iowa (BGCCI) conducted a student needs assessment to analyze the factors impacting the kids and teens of our community. By assessing academic risk factors including free/reduced lunch numbers, academic proficiency scores, the amount of English Language Learners, and other socioeconomic factors, BGCCI determined a high need for extracurricular academic support to help our youth learn and achieve. Especially in our three middle school sites located at Hiatt, McCombs, and Meredith Middle Schools, the needs assessment showed Boys & Girls Clubs can do more to partner with Des Moines Public Schools and address these risk factors. Driven by our needs assessment data, BGCCI was able to consult with program staff, current Club members, parents and families, and community partners to create a 21<sup>st</sup> CCLC Program solution to the challenges our youth face.

**Project:** Driven by the results of BGCCI's needs assessment, we worked with our partners at Des Moines Public Schools to enhance our afterschool programming at Hiatt, Meredith, and McCombs Middle Schools. The 21<sup>st</sup> CCLC program will thus extend the Club hours of operation at our three teen serving sites, and thereby increase the impact upon our members. Building off our current Club operation hours Monday through Friday after school- 6:00 p.m., 21<sup>st</sup> CCLC programming will run: Monday, Tuesday, Thursday, and Friday after school- 8 p.m.; and Saturday hours every week from 11:00 a.m. 4:00 p.m. These expanded hours at Hiatt, McCombs, and Meredith will provide an opportunity to enhance our service to our youth. But more so, 21<sup>st</sup> CCLC funding will allow BGCCI to make a meaningful impact on our members' levels of academic success, engagement, and family literacy through Project Learn as well as the full suite of BGCCI programs and family nights. With 21<sup>st</sup> CCLC programming in these later evenings and on Saturday's throughout the school year, Boys & Girls Clubs of Central Iowa can truly best meet the needs of the kids and teens in our community, setting them up for future success.

**Research Base:** Following the principles of effectiveness, BGCCI utilized objective needs assessments to develop an appropriate program and evaluation, including U.S. Census data, graduation data, as well as qualitative data from a needs assessment meeting and individual interviews with school leadership and Club program staff. Our proposed 21<sup>st</sup> CCLC program has an established set of performance goals and objectives that are designed to meet the needs outlined in the Student Needs. All of our proposed program activities (Project Learn, Khan Academy, Triple Play and Parent Engagement) are scientifically research-based to produce positive outcomes for children.

**Management Plan:** Each of our three school-based Club sites will have a full-time Site Director and Program Specialist who oversee day-to-day programming. The on-site Site Directors will coordinate with parents, staff, and community partners and will be tasked with implementing program curriculum. Additionally, each site will be supported by BGCCI's Director of Academic Success and Program Development who will split her role to become a part-time 21<sup>st</sup> CCLC Program Coordinator for all three sites. This role will assist with staff supervision, implementation, as well as tracking progression toward BGCCI's 21<sup>st</sup> CCLC objectives. Programming will also be supported by the Director of Operations, Data Compliance Coordinator, CEO, and BGCCI's Board of Directors. Volunteers and community partners will play a crucial role in maintaining the stability and sustainability of the project, as will providing student transportation through Des Moines Public Schools for students to reach and return home from Club.

**Communication Plan:** BGCCI will communicate the program launch and update Club Members, families, partners, and the Des Moines community on progress and curriculum success. By using a wide variety of communication tools including press releases and media stories, BGCCI's newsletter, website, and social media, and direct, personal communication with members, families, and partners, we can ensure area stakeholders are kept informed of the project's progress.

**Partnerships:** Community partnerships are key to the success of BGCCI's 21<sup>st</sup> CCLC programming. In addition to our partners at Des Moines Public Schools, we will partner with organizations including Teachers Going Green, Global Arts, Therapy, Movement 515, CultureALL, and Green Iowa to ensure our students have access to a breadth of programs and mentors to support their learning.

**Evaluation:** An external evaluator will collect and assess qualitative and quantitative data including surveys, assessments, attendance numbers, proficiency scores, and stakeholder input to ensure the success of the program.

**Budget Narrative:** The amount of this program request is a combination of the afterschool and non-school day funding formulas for our three teen serving sites. The program breaks down as follows: 150 students x 160 school days x \$7.50= \$180,000; 100 students x 30 non-school days x \$10.00 = \$30,000. The sum of these two program facets creates a total BGCCI request of \$210,000.

**Documentation of Competitive Priority:** BGCCI has selected three schools that are Title I eligible and two of those are designated as Schools in Need of Assistance (SINA) by the Iowa Department of Education. BGCCI is jointly submitting this application in collaboration with Des Moines Public Schools as demonstrated by the MOU to that effect.

## Student Need

As in so many other communities around our nation, kids and teens in the Des Moines area face sizable hurdles on their way to success. According to 2012 Census Data, 18.5% of Des Moines residents live in poverty compared to 12.8% in the state. With this backdrop of instability, it can be difficult for our young people to focus on academics and their own personal development.

As enrollment trends continue to be on the rise in the Des Moines Public School District (DMPS), so does the number of students who qualify for free and reduced lunches. Seventy-four percent of the DMPS student population receives free/reduced lunches. These figures are even higher for the schools served by Boys & Girls Clubs of Central Iowa (BGCCI). At Meredith Middle School, 76% of the total student population qualified for free and reduced lunch in the 2014-2015 school year. At McCombs Middle School, that number increases to 82% of the students, and at Hiatt Middle School the need is even more evident with 95% of the school student population receiving free/reduced lunch services.

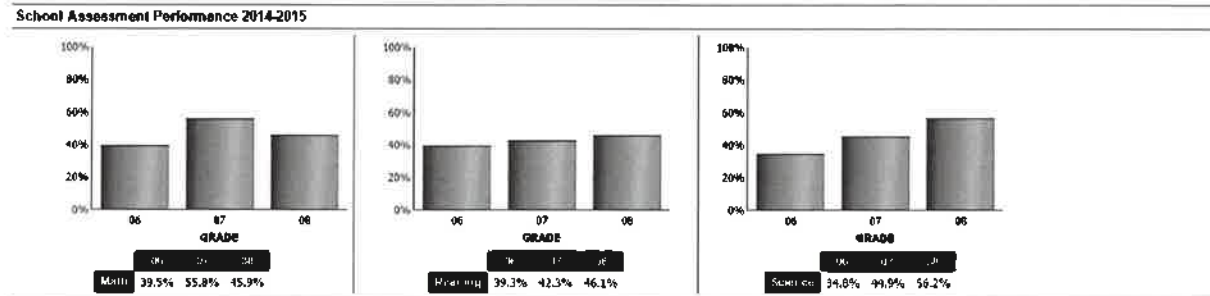
This need clearly asserts itself in the academic performance of our students. Assessment scores for 2013-2014 demonstrate a significant need among student populations among middle schools for additional academic support. In fact, McCombs Middle School is classified SINA (Schools in Need of Assistance)-1 in both reading and math, while Hiatt Middle School is SINA-10 in both disciplines. As indicated by their Iowa Department of Education status, these three schools are in need of extracurricular programmatic services to raise the level of academic achievement for the kids and teens of our community.

School	SINA	Reading Status	Math Status	Enrollment Numbers	Free/Reduced Lunch Numbers	ELL Students	Students with IEP
Hiatt	yes	SINA-10	SINA-10	589	95%	33%	27%
McCombs	yes	SINA-1	SINA-1	691	82%	11%	18%
Meredith	no	n/a	n/a	737	76%	31%	17%

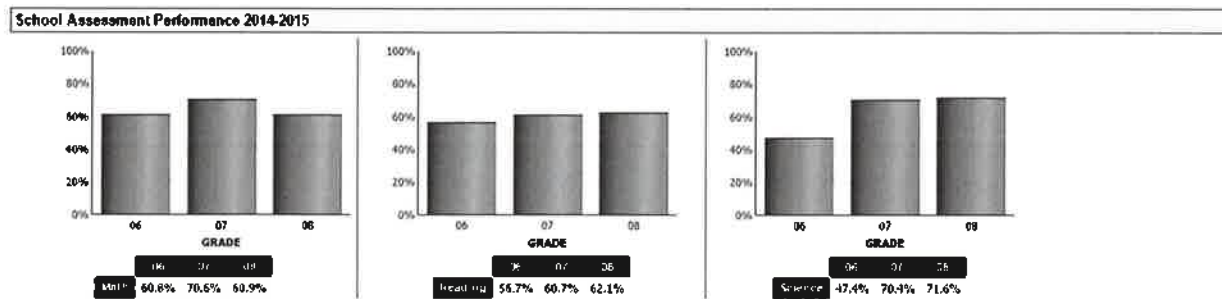
Based on data from the Iowa Department of Education, academic proficiency among our middle school students rests well below the national average in math, reading, and science. Our young people are simply not reaching their full potential, and are in serious need of academic support and mentorship to guide them to the great futures they so richly deserve. As evidenced by the graphs above and below, Hiatt, McCombs, and Meredith all serve a diverse population of students with unique needs. Unfortunately,

these students need additional support to raise their levels of proficiency in math, reading, and science. The charts below show the proficiency of students in math, reading, and science in grades 6-8.

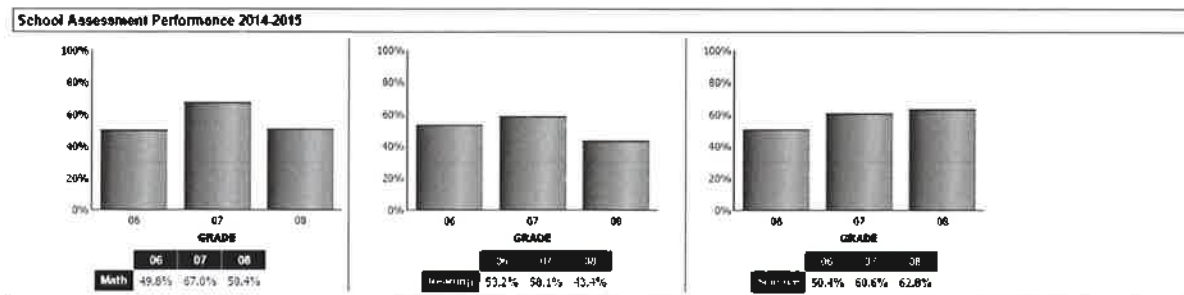
### Hiatt Middle School



### McCombs Middle School



### Meredith Middle School



In addition to these academic concerns, many of our students face language and literacy barriers that prevent them from high academic achievement. Since 1990, the ELL (English Language Learner) population in Des Moines Public Schools has grown by more than 700%, from less than 1,000 students in 1990-1991 to more than 7,200 students in 2016-2017. This growth is in spite of the fact that the overall student enrollment has been stable at between 32,000 and 33,000 students each year. Today,



one out of five DMPS students are also English Language Learners. At McCombs Middle School, ELL students represent 11 percent of the student body. Meanwhile, at Meredith, 31 percent of the student body participate in ELL services, and at Hiatt Middle School, it's an even higher 33 percent of students who are English Language Learners. With such a large population of students—and their families—who speak primarily a language other than English, there is striking need for literacy and language assistance among our school and Club community.

Though Des Moines is composed of individuals from a wide array of socioeconomic backgrounds, DMPS students live in neighborhoods with significant economic, social, and emotional challenges. Many residents live in difficult circumstances and face additional hurdles to achieving careers and financial stability. High rates of unemployment coupled with substandard or inadequate housing further complicate life for our kids, teens and families. For instance, over 32% of residents surrounding Hiatt Middle School spend at least 50% of their income on rent or housing, leaving little financial wiggle room to invest in nutritious food, healthcare, academic support, physical activity, and character development for our young people.

Throughout the district, we need to raise levels of achievements for all students, but especially those who need us most: the students of color, those with special needs, and those dealing with challenging circumstances in their lives. Bridging this achievement gap is an ever increasing priority especially in light of the data surrounding our students' success. The overall Des Moines Public Schools four year graduation rate is 82%, a troubling figure, but one that's even more problematic among certain populations of students. Compared to 83% of white students, only 79% of African American students and 75% of Hispanic students graduate Des Moines Public Schools in four years. The graduation rate is similarly troubling for other populations of students: 77% for those in the free and reduced lunch program and only 69% for students with an IEP.

Boys & Girls Clubs of Central Iowa is working to close this profound achievement gap at our Club sites through targeted, research-based programs and academic support. By partnering with DMPS for a 21<sup>st</sup> CCLC program, BGCCI can offer expanded hours for 250 students in grades 6-12 from Hiatt, McCombs, and Meredith. This will allow for enhanced programming to give 21<sup>st</sup> CCLC participants the resources they need to succeed in school, and graduate from high school on time with a plan for the future. In fact, 89% of BGCCI members plan to go to college compared to 72% of their Des Moines Public School peers. With continued data-driven, research-based programs, we can grow this number to keep 21<sup>st</sup> CCLC participants on track for academic success, healthy lifestyles, and future success.

## **Project**

Boys & Girls Clubs of Central Iowa (BGCCI) will collaborate with the Des Moines Public School District (DMPS) to provide quality out of school time experiences for youth attending McCombs, Meredith, and Amos Hiatt Middle Schools, through a variety of academic and enrichment activities based on the specific demonstrated needs at each school. Building off our current Club operation hours Monday through Friday after school- 6:00 p.m., 21<sup>st</sup> CCLC programming will run:

- Monday, Tuesday, Thursday, and Friday after school- 8 p.m.
- Saturday hours every week from 11:00 a.m.-4:00 p.m.

These expanded hours at Hiatt, McCombs, and Meredith will not only provide an opportunity to enhance our service to our youth, but to make a meaningful impact on their levels of academic success, engagement, and family literacy. With 21<sup>st</sup> CCLC programming in these later evenings and Saturday hours, BGCCI and DMPS can truly best meet the needs of the kids and teens in our community, setting them up for future success.

To meet the 21<sup>st</sup> CCLC program's goal to improve academic performance of regular attendees in math, reading, and science, activities will be designed using the Project Learn curriculum. Project Learn is based on research demonstrating that low-achieving students spend most of their non-school hours involved in activities that have little to no academic benefit, while high-achieving students participate in many high-yield learning activities (HYLAs) that reinforce the skills and knowledge learned in school. Students will receive daily structured tutoring and enriching HYLAs that reinforce classroom learning. Parental involvement activities will also be provided to increase family commitment to improve student achievement.

Project Learn's daily tutoring takes place in a structured environment so students develop the daily habit of completing coursework and preparing for class. Cooperative schoolwork groups help participants to understand the perspective of others in the group, interact socially, build self-esteem and develop a positive attitude toward school. For those needing individualized assistance, staff or peer tutoring is provided.

The 21<sup>st</sup> CCLC will provide daily HYLAs designed to reinforce what students are learning during the school day. The 21<sup>st</sup> CCLC Site Directors will organize School Connection Meetings with the schools of all participants to discuss how the 21<sup>st</sup> CCLC can align to classroom learning. Each site will then provide a variety of HYLAs based on student interest and classroom learning.

**Enrichment Activities:** The 21<sup>st</sup> CCLC will help prepare participants for post-secondary education by promoting positive decision-making, increased self-esteem and healthy lifestyles through the following additional activities: Let's Cook—provides participants an opportunity to prepare, measure, and cook a variety of healthy meals and snacks; Triple Play—a fitness and sports inspired program designed to keep students physically active and strengthen their ability to work with others in a team; Game Tech—provides participants the opportunity to learn and apply foundational internet, media and information literacy concepts as well as basic coding skills; and Torch Club – a leadership and volunteerism program that engages students with their community.

**Family Literacy/Engagement Activities:** Boys & Girls Clubs of Central Iowa will use BGCA's Family Plus nights to engage with families and build meaningful relationships between students, parents, and the school community. The goal of Family Plus is to support and empower families to participate fully in their children's lives through collaboration with community organizations. These evenings will also enable BGCCI's 21<sup>st</sup> CCLC program to provide parents and caregivers with referrals to Des Moines Area Community College for literacy and English language classes.

**Healthy Snack:** USDA funds will be used to provide participants with a healthy snack and dinner. On Saturdays, participants will receive a healthy snack and lunch. All meals will meet USDA nutrition guidelines.

To truly ensure the program's success and measure its impact upon participants, BGCCI has created the following 21<sup>st</sup> CCLC Project Plan complete with goals, objectives, tactics, and measurement tools:

- 1) **Goal: Improve academic performance of regular attendees in math, reading, and science**
  - a. Objective: 70 % of students attending the program three or more days a week demonstrate an increase of 10% in math, reading, and science skills
    - i. Tactics: Project Learn, individualized tutoring, Khan Academy system
    - ii. Measurement Tools: state assessments, Club data, and school performance data
  - b. Objective: 70 % of students attending the program three or more days a week demonstrate an improvement in coursework completion and class participation
    - i. Tactics: Project Learn, guest speakers and mentors
    - ii. Measurement Tools: pre and post teacher and student surveys
  - c. Objective: 70 % of youth attending the program three or more days a week demonstrate an improvement in student behavior

- i. **Tactics:** Torch Club and service integration, college/career readiness activities
- ii. **Measurement Tools:** school referrals and incident reports, pre and post teacher, family and student surveys

**2) Goal: Enrich Learning Experiences**

- a. **Objective:** 70 % of youth attending the program three or more days a week report feeling more engaged in their learning experiences
  - i. **Tactics:** Club leadership opportunities, family involvement, varied program suite including arts, gardening, and Triple Play
  - ii. **Measurement Tools:** pre- and post- student surveys, regular informal discussion
- b. **Objective:** 70 % of regular attendees will be highly engaged in the program 60 days or more
  - i. **Tactics:** Student recognition and progress monitoring, field trips
  - ii. **Measurement Tools:** attendance rates and program check ins
- c. **Objective:** Regularly participating youth rate programming with an 80% Program Satisfaction Rate
  - i. **Tactics:** Game Tech, Triple Play, Let's Cook, and other complementary programs
  - ii. **Measurement Tools:** student and family surveys

**3) Goal: Engage Parents and Families of 21<sup>st</sup> CCLC Participants**

- a. **Objective:** 75 participant families will engage in regular Family night activities
  - i. **Tactics:** Quarterly Family dinner nights, Family PLUS nights, and school/Club event
  - ii. **Measurement Tools:** attendance rates
- b. **Objective:** Increase parental awareness of ELL support services outside school day by 20% by the close of year one
  - i. **Tactics:** Regular resource highlights in family communications, active case management at each site
  - ii. **Measurement Tools:** baseline survey conducted at beginning of project; success determine by 20% awareness increase at end of project
- c. **Objective:** Engage at least 50 families in active learning opportunities
  - i. **Tactics:** BGCCI/DMPS Family Literacy Program, STEM nights, Family integration into Project Learn
  - ii. **Measurement Tools:** Attendance rates; pre- and post- family survey

## Research Base

As an affiliate organization of the Boys and Girls Clubs of America (BGCA), BGCCI benefits from a wide range of scientifically proven and nationally recognized research-based programs. Following the principles of effectiveness, BGCCI utilized objective needs assessments to develop an appropriate program and evaluation, including U.S. Census data, graduation data, as well as qualitative data from a needs assessment meeting and individual interviews with school leadership and Club program staff. The needs assessment demonstrates that DMPS students face several risk factors that contribute to academic failure.

Project Learn – A study conducted by Columbia University to certify Project Learn as evidence-based, *Enhancing the Educational Achievement of At-Risk Youth*, found that at every follow-up, average grades of treatment youth were significantly higher than control youth. At the 30-month follow up mark, the treatment group's average test scores were 14.8% higher than the control group.

Khan Academy – A study on the Khan Academy was conducted by SRI International during the 2011-2012 and 2012-2013 school years, to determine the effectiveness of participation in the program. Published in 2014, the findings include observed outcomes across the research sites including: learning new math skills, and filling in gaps in learning, and shoring up weak spots from past instruction. Seventy-one percent (71%) of students reported that they enjoyed using Khan Academy, and 32% agreed they liked math more since they started using the program. Forty-five percent (45%) of student respondents said that with Khan Academy, they were able to learn new things about math on their own with the help of a teacher.

Triple Play - An evaluation of Triple Play was conducted by Youth Development Strategies, Inc., using a randomized experimental approach with treatment and control groups. The evaluation documented that 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.<sup>1</sup>

Parent Engagement - A meta-analysis conducted by the Harvard Family Research Project concluded that children whose parents and families are involved in their schools, regardless of income or background, have higher grades and test scores, better school attendance, better adjustment and attitudes toward school, and higher graduation rates and post-secondary education.

---

<sup>1</sup> 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.

## **Management and Sustainability Plan**

Boys & Girls Clubs of Central Iowa is governed by a Board of Directors, comprised of local civic and business leaders who commit to three-year terms of service. Primarily, this group is responsible for the leadership, fundraising, accountability, transparency, and strategic direction of the organization. The Board of Directors employs a CEO as their professional staff representative to provide them with requested information for analysis, executive strategic initiatives, and provide direction and leadership to staff members responsible for the day-to-day operations of the organization. The senior leadership team of the organization includes the CEO; Director of Resource Development who leads efforts in fundraising activities and donor stewardship; Director of Marketing and Communications who is responsible for all internal and external communications, branding, and publications; Director of Operations who supervises, manages and provides additional leadership and support to Club Directors, specifically facilities, safety and staff management; and Director of Academic Success and Program Development who supports Club Directors regarding programs, data management and accountability.

The addition of the 21<sup>st</sup> CCLC programs at Meredith, McCombs and Hiatt Middle Schools will be incorporated within the organization upon start-up, with roles specific to their specialty, making operations efficient and ensuring the inclusion of this new initiative instead of the creation of a silo which could negatively impact all elements of implementation.

The Board of Directors will provide oversight of finances, reviewing of Profit & Loss (P&L) statements each month. This group will also review the results of annual NYOI (National Youth Outcomes Initiative) reports, holding staff accountable for annual improvement plans. Additional responsibilities include advocacy and education in the community about the importance of the 21<sup>st</sup> CCLC programs, using established networks to increase resources and collaboration activities to benefit the 21<sup>st</sup> CCLC programs, and working toward long-term sustainable funding to provide this targeted group of students with activities and programs that continue working toward the goals established within this narrative.

Within the Board of Directors, a Finance Committee will review more in-depth on a monthly basis both the P&L and General Ledger reports to ensure compliance with grant requirements and allowable costs and expenses. Operational policies also dictate that a member of the Board must serve as a second signatory, limiting fraud exposure, and maintaining best practices in Generally Accepted Accounting Principles (GAAP). In accordance with Boys & Girls Clubs of America's policies to maintain a Charter, an external audit is conducted each year and a full 990 completed and filed with the IRS. The Board of Directors reviews both documents prior to approval and submission.

The CEO will provide direction and supervision to the Director of Operations, work to build connections with other organizations in the state with successful 21<sup>st</sup> Century Community Learning Center locations to serve as benchmarking exercises, be responsible for fiscal accountability and ensure reporting criteria is met, and connect with other community leaders to expand collaborative efforts that benefit all participants. This individual will support the Program Director in coordinating regular meetings of partner agencies, as well as providing supervision to members of the senior leadership team as they contribute to success through their efforts.

In the most direct connection between Clubs and the 21<sup>st</sup> Century Community Learning Centers, the Director of Operations will ensure that the programs at Meredith, McCombs and Hiatt Middle Schools are fully integrated within BGCCI. This will ensure the most seamless transition and service-delivery model, especially for Club members as they move-up from the Elementary School program, to the 21<sup>st</sup> CCLC middle school program, and it is hoped, into a future vibrant high school teen program. Boys & Girls Clubs of Central Iowa has recently hired a Data Compliance Coordinator who will maintain data collection and reporting systems, serve as the chief liaison with DMPS for data-sharing, provide performance objectives and evaluations for the Program Director. The Program Director will provide regular, ongoing training to all staff and ensure overall program excellence.

To best incorporate the 21<sup>st</sup> CCLC program, Boys & Girls Clubs of Central Iowa has modified the organizational structure. Currently serving as Director of Academic Success and Program Development, Mary Lou Warner holds a Master of Business Degree, and is a 14-year veteran of the Boys & Girls Clubs of Central Iowa, from serving as a Youth Development Professional, Site Director, Director of Operations and now in her current role as Director of Academic Success and Program Development, and is currently a Boys & Girls Clubs of America National Training Associate. With strong staff recruitment, management and retention skills, a dedication to program development and management, and a genuine passion for serving those youth who need us most, she is highly qualified and capable of fulfilling goals and objectives placed in her care as Program Director. The position will be split as .5FTE for 21<sup>st</sup> CCLC Program Director and .5FTE for Director of Academic Success and Program Development. In both roles, she will oversee similar functions, creating an economy of scale that will allow for greater observation of staff at all locations.

Each Middle School location will have a dedicated Full Time Site Director who will focus on the day-to-day operations of their respective location, and require at minimum an Associate's Degree or experience equivalent to education that is two years of similar work in a field desired for education. The Site Director will also collect, record, and enter data to provide to the Data Compliance Coordinator for regular analysis and feedback. Their schedule will purposefully place them in the schools during key student contact

times surrounding the lunch periods, allowing for heightened recruitment efforts and relationship building with youth. With an office at each of their respective campuses, the Site Director will work to integrate into the culture and academic developments at their location, remaining available for easy communication between administration, staff, and the 21<sup>st</sup> CCLC program. Each Site Director will be responsible for program development and functions, and provide direct supervision to a team of Program Specialists and Youth Development Professionals, the number of which will be determined by average daily enrollment and participation in the 21<sup>st</sup> Century program. The Program Director will provide daily supervision of the Site Directors, build relationships with new and existing community partners and engage in necessary activities needed to sustain the project long-term.

Program service-delivery level staff will include Program Specialists and Youth Development Professionals. Staff classified as Youth Development Professionals will focus on homework assistance, high-yield learning activities, and educational enrichment that is academic in nature, such as the implementation of the Khan Academy system. Program Specialists will complement the staff in bringing engaging enrichment programs to youth, most of which are curriculum-based in nature and outlined in this narrative.

In collaboration with the Des Moines community, BGCCI will utilize volunteers to support 21<sup>st</sup> CCLC programming in a variety of ways. Our volunteers assist in the areas of governance, programming support, tutoring, skill sharing, field trip supervision and fundraising.

Recruitment of staff and volunteers will begin immediately. Working with DMPS, we will simultaneously communicate with staff, in a desire to have functional cross-over in staff members for the same campus whenever possible. Recruiting will focus on hiring candidates with experience serving low-income, culturally diverse populations and experience facilitating activity-based learning that goes beyond those found in the traditional classroom. Staff will be retained through extensive professional development. Upon hire, staff navigates through an initial in-service program that includes on-line Distance Learning through Boys & Girls Clubs Leadership University that includes modules on core values, the youth development strategy, supervision of children, developmental characteristics of youth, and child safety. Practical work experience in an active environment adhering the Club policies and procedures will also occur before the start of the 21<sup>st</sup> Century program.

Each year in November and June, staff from all Clubs come together for full-day in-service training programs that utilize a mix of presentations from veteran Club staff and specialists or consultants from outside of the organization.



At least once monthly, all staff at Meredith, McCombs and Hiatt will have independent staff meetings to discuss challenges, celebrate successes, brainstorm new initiatives, and reflect on items voiced from the parent and student council. Additionally, once monthly staff from each site will meet jointly to share best practices, discover similar challenges and compare strategies for overcoming them, and work through a team-building exercise. Any necessary group feedback or coaching will take place during these sessions, with individual needs being addressed at the time on a case-by-case basis. School Connection meetings will be held to maintain alignment with school day instruction, as described above. The Program Director will also develop an Advisory Council that consists of Site Directors, Administrators, Program Specialists, External Evaluator, parents and community partners that will meet quarterly to discuss feedback from parents and students, partnership opportunities and program evaluation outcomes.

The Program Director, Site Directors and select service-delivery staff will attend any and all trainings or conferences as required for implementation. Other conferences and training opportunities will be considered, especially for those candidates demonstrating a long-term commitment to involvement. It is anticipated that the Program Director will attend either a Regional or National Conference of Boy & Girls Clubs of America in the first two years of implementation, an effective venue for active learning and networking, as Boys & Girls Clubs across the country are increasing partnerships with 21<sup>st</sup> Century Programs.

Most of 21<sup>st</sup> CCLC programming will be done on-site throughout DMPS buildings. DMPS school buildings meet the standards for the Americans with Disabilities Act, and BGCCI staff will work with students' individual needs to ensure access to program. In addition, Boys & Girls Clubs of Central Iowa will contract with the Des Moines Public School District to ensure safe transportation after programming each day and during field trips.

In order to maintain financial sustainability for 21<sup>st</sup> CCLC programming, BGCCI strives to achieve a diversified fundraising portfolio consisting of funds from individuals, corporations, foundations and special events. As BGCCI continues to grow and thrive our goal is to simultaneously expand brand awareness within the community, ever reaching more potential partners and investors to sustain quality 21<sup>st</sup> CCLC programming for our students.

## Communication Plan

To ensure program success and effectively communicate 21<sup>st</sup> CCLC results, BGCCI plans to strategically communicate the project initiatives to participants and their families, area stakeholders, and the Des Moines community at large. For all audiences, we've identified unique objectives and tactics to showcase the impact of the project.

- Audience: 21<sup>st</sup> CCLC participants and their families
  - Objectives:
    - Drive student recruitment
    - Increase student engagement through 21<sup>st</sup> CCLC
    - Increase parent and family involvement
  - Tactics:
    - Flyers for students
    - Surveys for youth and family members
    - BGCCI promotion at conferences and school events
    - Family nights at Club, bring a friend teen night
- Audience: Area Stakeholders
  - Objectives:
    - Strengthen 21<sup>st</sup> CCLC partnerships with other local organizations
    - Specifically youth serving groups
    - Increase funding and volunteer support
    - Ensure the sustainability of the 21<sup>st</sup> CCLC project
  - Tactics:
    - Personal communication and regular update meetings
    - Cross-promotion on BGCCI and partner social media
    - BGCCI newsletter
    - Press releases and media
- Audience: Des Moines Community
  - Objectives:
    - Increase awareness of the need for out-of-school programming
    - Drive brand awareness for the 21<sup>st</sup> CCLC programs
    - Increase funding and community support
    - Drive new partnerships and create new stakeholders
  - Tactics:
    - Press releases
    - Media connections
    - BGCCI and school partner websites
    - BGCCI and school partner social media platforms
    - BGCCI newsletter
    - Distribution of member success stories

## **Partnerships**

BGCCCI knows that by working together with community partners we can best maximize our impact on the lives of our young people and help guide them to the great futures they so richly deserve. The following partners crucial to the success of 21<sup>st</sup> CCLC program include:

Des Moines Public Schools: will provide access to student data and assist with student achievement progress as part of the comprehensive 21<sup>st</sup> CCLC evaluation efforts. BGCCI will utilize DMPS buildings and shared spaces for programming and recruitment of students. As part of the 21<sup>st</sup> CCLC program, BGCCI will communicate regularly with teachers and school administrators to ensure alignment with school day curriculum. BGCCI will contract with DMPS to provide transportation assistance during out-of-school program activities.

CultureALL: CultureALL will provide arts and culture programming to 21<sup>st</sup> CCLC participants, connecting them further to the 21<sup>st</sup> CCLC , community, and peers. Through demonstrations, dances, music and food days, and a variety of diverse cultural experiences and presentations, CultureALL provides students with a better multi-cultural understanding, preparing them to work and live successfully as global citizens.

Teachers Going Green: Another well-established partnership, Teachers Going Green, will provide curriculum resources, school garden support, and a variety of opportunities to connect participants to the natural sciences and increased STEM passions and understandings.

Global Arts Therapy: Through partnership with Global Arts Therapy, participants will have an opportunity to express their creativity and heighten their engagement to the 21<sup>st</sup> CCLC and school. For example, students will use recycled materials to create both individual and collective art pieces, giving students a sense of purpose and recognition in the afterschool space. This program partnership will provide the 21<sup>st</sup> CCLC with teaching artist resources as well as curriculum and material support.

Green Iowa AmeriCorps: In addition to Teachers Going Green, BGCCI will work with Green Iowa and Des Moines Public Schools to successfully integrate school garden programming at each of our 21<sup>st</sup> CCLC sites. AmeriCorps community volunteers will be essential in helping participants develop a plan for the garden and outdoor classroom spaces. These resources will contribute to learning goals around math, reading, and science, providing students with an engaging way to experience academic concepts in the outdoors and in their communities.

Movement 515: In collaboration with Des Moines Public Schools, our students will have an opportunity to engage with the Movement 515 program to improve their literacy and

reading skills, as well as express their creativity, and grow their confidence and public speaking skills.

With input from the 21<sup>st</sup> CCLC Advisory Council to identify perspective community partners on an ongoing basis, the Program Director will recruit new partnerships throughout the life of the grant. For instance, new volunteer opportunities, field trips, career and college fairs and grant funding will help 21<sup>st</sup> CCLC programming evolve to continue to enrich the experience of our students. To retain partners, BGCCI will foster open communication and continuous improvement conversations through the Advisory Council to ensure partners' needs are met. Partners will be encouraged to share feedback about the program and modify it for the benefit of students, families and the community as a whole.

## Evaluation

BGCCCI will contract with Censeo Solutions, Inc. to help coordinate, design, and implement our local evaluation. Censeo Solutions, Inc. was established in 2010 and is a small, privately owned research, evaluation and consulting firm. Jennifer Farley (President of Censeo Solutions, 515-371-1754, [jennifer@censeosolutions.com](mailto:jennifer@censeosolutions.com)) will serve as the local evaluator. Jennifer has over ten years' experience in the fields of business, social services, education and youth development and extensive experience in assessment, evaluation and management. Farley will perform on-site monitoring visits required by the Iowa Department of Education, as well as assist in completion of the Annual Report Form, and provide all required data to the state.

Our evaluation plan is comprised of formative and summative data to allow for continuous improvement of the 21<sup>st</sup> CCLC program. The charts below detail how the evaluation will gauge our success in reaching the goals and objectives of the 21<sup>st</sup> CCLC.

<b>Goal: Improve academic performance of regular attendees in math, reading, and science</b>	
<b>Data (Measurement Tool)</b>	<b>Frequency</b>
Class Assignment Grades	Monthly
Report Card Grades	Each Semester
Student Assessment	Annual
<b>Evaluation Procedures for Continuous Improvement:</b>	
<ul style="list-style-type: none"><li>• During the monthly School Connections meeting, the Site Coordinators will review class assignment grades with school day teachers. Students with low grades will be referred to individualized tutoring for one-on-one assistance. HYLAs will be recommended and/or designed to further build skills in the academic area(s) the student is struggling with.</li><li>• The Advisory Group will review Report Card Grades each semester (using student identification number so identity is not revealed, in accordance with privacy procedures) to determine the effectiveness of the supporting activities listed above. Depending on report card results, adjustments will be made for the second semester to better serve 21<sup>st</sup> CCLC participants.</li><li>• At the end of each program year, state assessments will be used by the local evaluator in the Annual Report on the overall impact of the 21<sup>st</sup> CCLC program. The assessment results, along with the Annual Report, will be used by the 21<sup>st</sup> CCLC partners with feedback from the Advisory Group, to plan for the next year of programming.</li></ul>	

<b>Goal: Enrich Learning Experience</b>	
<b>Data (Measurement Tool)</b>	<b>Frequency</b>
Program Satisfaction Rates	Monthly
Program Participation Rates	Each Semester
Attendance Rates	Annual
<b>Evaluation Procedures for Continuous Improvement:</b>	
<ul style="list-style-type: none"> <li>• During 21<sup>st</sup> CCLC programming, Program Specialist will supervise the creation and distribution of program satisfaction surveys for 21<sup>st</sup> CCLC participants. These surveys will collect qualitative and quantitative data to analyze student engagement and satisfaction with 21<sup>st</sup> CCLC programming. This data will be used by the Advisory Council to guide future 21<sup>st</sup> CCLC programming decisions and ensure a high rate of satisfaction among students.</li> <li>• Program Specialists and Data Compliance Coordinator will monitor and collect data each semester to assess the rate of students actively participating in 21<sup>st</sup> CCLC programming. These rates will provide the Advisory Council with guidance as to the amount of students who are highly engaged in programming.</li> <li>• BGCCI knows that in order to be most effective, students need to attend regularly to glean the benefits of programming and staff mentorship. On an annual basis, BGCCI will collect participant attendance data to monitor trends throughout the year and track the academic performance of students who attend 21<sup>st</sup> CCLC programming regularly versus those who don't.</li> </ul>	

<b>Goal: Engage Parents and Families of 21<sup>st</sup> CCLC Participants</b>	
<b>Data (Measurement Tool)</b>	<b>Frequency</b>
Family Event Attendance Rates	Quarterly
Family Survey Results	Annual
<b>Evaluation Procedures for Continuous Improvement:</b>	
<ul style="list-style-type: none"> <li>• On a quarterly basis, BGCCI will host Family Plus nights in collaboration with DMPS. We will track family attendance at these events as well as the successful distribution of literacy resources and other family enrichment materials.</li> <li>• Each year, BGCCI will develop and execute a family satisfaction survey in order to maintain the highest quality 21<sup>st</sup> CCLC programming to meet the needs of students and families. The Advisory Council will analyze the survey results to assess program impact and make adjustments based on family feedback.</li> </ul>	

## **Budget Narrative**

Funding Formula: Funding Formula to Determine Request: Funding requested for school days is based on (#) of students x (#) of days x \$7.50 per student per day; non-school days is based on (#) of students x (#) of days x \$10.00 per student per non-school day.

The amount of this program request is a combination of the afterschool and non-school day funding formulas for our three teen serving sites. The program breaks down as follows: 150 students x 160 school days x \$7.50= \$180,000; 100 students x 30 non-school days x \$10.00 = \$30,000. The sum of these two program facets creates a total BGCCI request of \$210,000.

Personnel (Direct Costs): Site Directors average salary across all Club sites is \$42,000. Half of the site director's time at each Middle School will be dedicated to 21<sup>st</sup> CCLC program: \$21,000 per site x 3 sites = \$63,000. Each site will also have a program specialist who will devote one third of their time to carry out 21<sup>st</sup> CCLC programming. Average salary of a Program Specialist is \$31,000: \$10,350 per site x 3 sites = \$31,050. The Program Director will work with all sites. Each site will contribute equally to support this position: The Program Director Salary of \$34,950/3 sites = \$11,650 per site.

Total Personnel per site = \$43,000 x 3 sites = \$129,000

Staff Travel: Each site will have funds allocated to cover the cost of local travel to collaborate with community partners, meet with grant management, and attend local professional development activities. This has been calculated at \$100 per site x 3 sites:

Total Staff Travel \$100 per site x 3 sites = \$300

Materials: At each 21<sup>st</sup> CCLC site, the Site Director, Program Specialists and partners will determine what materials to purchase for each program. Funds have been allocated to each Middle School Club site for such things as: physical literacy equipment, project learn curriculum, Khan Academy software, books for reading and family literacy, board games, supplies for cooking and nutritional activities, and other materials as determined by team.

Total Materials: \$10,100 per site x 3 sites = \$30,300

Professional Development: Each year in November and June, staff from all Clubs come together for full-day in-service training programs that utilize a mix of presentations from veteran Club staff and specialists and consultants from outside of the organization. Funds have been allocated at each site at \$2,800.

Total Professional Development: \$2,800 per site x 3 sites = \$8,400

Student Access/Transportation: Funds will be available to take children home after programming each day. Funds will also be used to transport students to field trips and other community recreational and cultural activities. We have allocated \$5,600 per site to supplement existing BGCCI transportation structures.

Total Transportation: \$5,600 per site x 3 sites = \$16,800

Evaluation: Funds will be used to support data collection and evaluation for each site. The Program Director will work with the BGCCI contracted external evaluator (Censeo Solutions) to develop ongoing and annual reports to be presented to community stakeholders, participant staff and families, and Des Moines Public School partners. The Program Director will gather and coordinate the collection of data for each site to provide to the external evaluator. We have allocated \$2,800 for the external evaluator per site.

Total Evaluation: \$2,800 per site x 3 sites = \$8,400

Administrative/Indirect Costs: BGCCI is requesting administrative expenses to cover indirect costs related to grant activities. We anticipate the CEO and Director of Operations working significantly to secure and maintain 21<sup>st</sup> CCLC community partnerships. These positions will also oversee the financial management and reporting of 21<sup>st</sup> CCLC programs across all sites. We have allocated \$5,600 per site to support these efforts.

Total Administrative: \$5,600 per site x 3 sites = \$16,800

Boys & Girls Clubs of Central Iowa will use funds from 21<sup>st</sup> CCLC to supplement not supplant existing services and funds. BGCCI has a dedicated Program Director, Director of Operations and CEO who will ensure compliance. Funds will create and expand afterschool programming that offers extended learning opportunities for children and families. Funds will be used to provide intensive academic support and enrichment activities, personnel, family literacy programming, community partner services, and program materials that could not be provided by BGCCI without these grant funds.





## Community Partnership Agreement

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

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

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

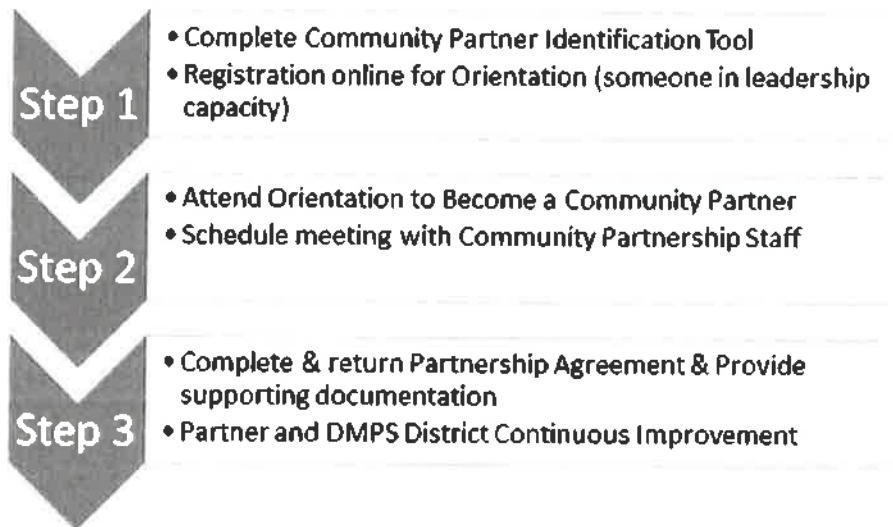
Thank you for partnering with DMPS to help improve student outcomes, improved student engagement and social awareness that ultimately will help develop them through the next stage of their lives.

Thomas Ahart, Superintendent

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

---

## Establishing a Community Partnership



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

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

*Please Note: If you are not interested in becoming DMPS partner you may still utilize DMPS facilities by contacting Community Education at 515-242-8521.*

## Data Sharing

---

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

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



## Community Schools Contacts

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

### District Office

Allyson Vukovich - Community Partnership Coordinator	515-242-8376 or 515-864-1049 (mobile)
Vanessa Howell - Community Partnership Liaison	515-242-7989 or 614-390-9565 (mobile)
Heidi Brown - 21CCLC District Coordinator	515-242-7561

### Scavo Full Service Community School

Lynette Marchant  
[Lynette.marchant@dmschools.org](mailto:Lynette.marchant@dmschools.org)  
 515-242-7627

### North High School Feeder

Charles Mercer  
[Charles.mercer@dmschools.org](mailto:Charles.mercer@dmschools.org)  
 515-242-7296

### Hoover High School Feeder

Gretchen Critelli  
[Gretchen.critelli@dmschools.org](mailto:Gretchen.critelli@dmschools.org)  
 515-242-7874

### Roosevelt High School Feeder

Lupe Thomason  
[Lupe.thomason@dmschools.org](mailto:Lupe.thomason@dmschools.org)  
 515-242-7666

### Lincoln High School Feeder

Cara Graziano  
[Cara.graziano@dmschools.org](mailto:Cara.graziano@dmschools.org)  
 515-242-8452

### East High School Feeder

Jill Padgett  
[Jill.padgett@dmschools.org](mailto:Jill.padgett@dmschools.org)  
 515-242-7741



## Community Schools Contacts

### King Elementary School

Julanda Taylor

[Julanda.taylor@dmschools.org](mailto:Julanda.taylor@dmschools.org)

515-242-8417

### Capitol View Elementary School

Stacey Rohles

[Stacey.rohles@dmschools.org](mailto:Stacey.rohles@dmschools.org)

515-242-6203

### Lovejoy Elementary School

Bobbie Jo Sheridan

[Bobbie.sheridan@dmschools.org](mailto:Bobbie.sheridan@dmschools.org)

515-242-8419



## 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, 2017- December 31, 2017. 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.

➔ *With our mission to inspire and enable all young people to become productive, caring, responsible adults; Boys & Girls Clubs of Central Iowa is dedicated to making a lasting impact in the lives of the young people in our community who need us most.*

*For the past 50 years, Boys & Girls Clubs of Central Iowa has provided kids and teens with a safe place to learn and grow, ongoing relationships with caring adults, life-enhancing programs, character development experiences, and most importantly... hope and opportunity.*

*The Club is a safe setting where youth can go before and after school, during breaks and all summer. Our members and teens can participate in both supervised and self-directed activities designed to give them the developmental assets necessary in becoming successful adults. Homework help, leadership opportunities, computer access, and a plethora of age-appropriate activities are offered at Club every day. Our youth development strategy is to instill a sense of competence, usefulness, belonging, and influence in the young people we serve.*

*Every day, our five Club sites, all located within Des Moines Public School buildings, provide a wealth of programs and high-yield activities to prepare our young people for real-world successes. By focusing on academics, health and fitness, and leadership and service, our Club kids are better prepared to graduate high school and thrive as adults.*

#### DMPS Responsibilities

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

DMPS will provide information on emergency procedures for schools.

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

#### Organization Responsibilities

1. CPAs must be completed yearly and submitted to the Office of Schools-Learning Services Office.
2. Keep in regular communication with district and work with Community Partnership Coordinator, Community Partnership Liaison 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 Liaison 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).

#### 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. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Coordinator, Isaiah McGee at 2100 Fleur Drive Des Moines, IA 50321, 515-242-7662 [Isaiah.mcgee@dmschools.org](mailto:Isaiah.mcgee@dmschools.org).

#### 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)

→   
Date Signed: 12.13.16

Signature

*Allyson Nikolich*

DMPS Community Partnership Coordinator

Date Signed: 12/13/16

Effective Date: 12/13/16

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



December 14, 2016

To Whom It May Concern,

This letter is to verify that Des Moines Area Community College (DMACC) is the Adult Education and Literacy provider in Central Iowa. We offer Adult Education Literacy, High School Equivalency, and English as a Second Language courses at multiple locations throughout Iowa. These locations are as follows:

- DMACC Ankeny Campus
- DMACC Carroll Campus
- DMACC Boone Campus
- DMACC Newton Campus
- DMACC Urban Campus
- DMACC Southridge Center
- DMACC Perry VanKirk Center
- DMACC Ames Hunziker Center
- Iowa Workforce Development
- EMBARC (Zion Lutheran Church)
- Findley Elementary School
- First Christian Church
- Bureau of Refugee Services
- Evelyn K. Davis Center
- DMACC Capitol Center

We are pleased to be able to partner with the Boys and Girls Club of Central Iowa. We will accept client referrals at any time from the Boys and Girls Club of Central Iowa for individuals who are in need of Adult Literacy and ESL services. We are happy to be able to work together to refer individuals and to serve Central Iowa.

**Ankeny Campus**

2006 S. Ankeny Blvd.  
Ankeny, IA 50023-3993  
515-964-6200

**Boone Campus**

1125 Hancock Drive  
Boone, IA 50036-6399  
515-432-7203

**Carroll Campus**

906 N. Grant Road  
Carroll, IA 51401-2525  
712-792-1735

**Newton Campus**

600 N. 2nd Avenue W.  
Newton, IA 50208-3049  
641-791-3622

**Urban Campus**

100 7th Street  
Des Moines, IA 50314-2597  
515-244-4226

**West Campus**

5959 Grand Avenue  
W. Des Moines, IA 50266-5302  
515-633-2407

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

Kind Regards,

A handwritten signature in black ink that reads "Hollie Coon". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Hollie Coon, PhD  
Executive Director, Program Development  
Southridge Center  
1111 East Army Post Road  
Des Moines, IA 50315  
515-287-8701  
[hcoon@dmacc.edu](mailto:hcoon@dmacc.edu)

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Meredith Boys &amp; Girls Clubs</b>		
<b>Site Address: 4827 Madison Avenue</b>		
<b>City, State, Zip: Des Moines, Iowa 50310</b>		
<b>Phone:</b>		
<b>Site Contact Person: Tyler Von Seggern</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
Meredith Middle School		
<b>21CCLC Site Name: McCombs Boys &amp; Girls Clubs</b>		
<b>Site Address: 201 SW County Line Road</b>		
<b>City, State, Zip: Des Moines, Iowa 50320</b>		
<b>Phone: 515-953-5464</b>		
<b>Site Contact Person: Devan Jeffries</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
McCombs Middle School		
Lincoln High School		
<b>21CCLC Site Name: Baker Boys &amp; Girls Clubs</b>		
<b>Site Address: 1214 East 15<sup>th</sup> Street</b>		
<b>City, State, Zip: Des Moines, Iowa 50316</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
Amos Hiatt Middle School		
East High School		
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>

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

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

### **Part A: Nondiscrimination**

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

### **Part B: Use of Funds**

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

### **Part C: Supplement, not Supplant**

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

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

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

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

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

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

### **Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

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

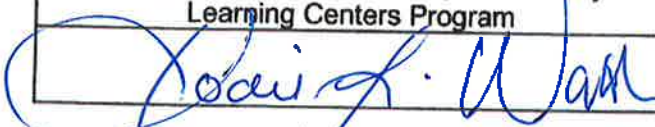
**Part M: Private and Public School Consultation**

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

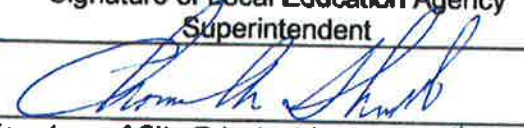
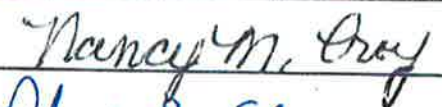
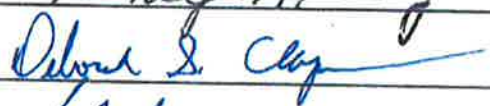

**Part N: Grant Termination (Additional conditions in Appendix D)**

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

**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
	BOYS & GIRLS CLUBS OF CENTRAL IOWA

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	DES MOINES PUBLIC SCHOOLS
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	McCOMBS
	HIATT
	MEREDITH

### FORM C: COLLABORATIVE SIGNATURES

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

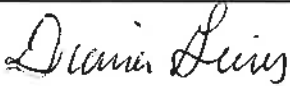
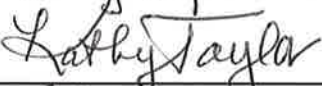


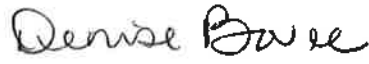



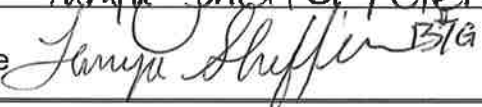
**Applications only allowed up to five (5) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	<i>Melba Criff</i>	Agency	<i>Community School Coordinator</i>
Signature	<i>[Signature]</i>	Address	<i>4800 Aurora Av</i>
		City/Zip	<i>DM, IA</i>
		Phone	<i>515-669-3537</i>
Name/Title	<i>Dill Dykstra</i>	Agency	<i>21st Century Summer Program</i>
Signature	<i>[Signature]</i>	Address	<i>4827 Madison</i>
		City/Zip	<i>DM, IA</i>
		Phone	<i>515-238-6474</i>
Name/Title	<i>Kristine Stolbner</i>	Agency	<i>Meredith DMPS</i>
Signature	<i>[Signature]</i>	Address	<i>4827 Madison Ave.</i>
		City/Zip	<i>DSM 50310</i>
		Phone	<i>515-<del>242-7251</del></i>
Name/Title	<i>Kristine Jackson P.N.I.B.S.N</i>	Agency	<i>Meredith DMPS</i>
Signature	<i>[Signature]</i>	Address	<i>4827 <del>Meredith</del> Madison Ave DM IA</i>
		City/Zip	
		Phone	<i>242-7251</i>
Name/Title	<i>Jillia Bueso</i>	Agency	
Signature	<i>[Signature]</i>	Address	<i>4053 Amick Ave.</i>
		City/Zip	<i>DM 50310</i>
		Phone	<i>515-250-9170</i>
Name/Title	<i>Jodi Osthus</i>	Agency	<i>Meredith MS</i>
Signature	<i>[Signature]</i>	Address	<i>4827 Madison Ave.</i>
		City/Zip	<i>DM 50340</i>
		Phone	<i>515-242-7250</i>
Name/Title	<i>Jeanette Schmetz</i>	Agency	
Signature	<i>[Signature]</i>	Address	
		City/Zip	
		Phone	
Name/Title	<b>LISA RASMUSSEN</b>	Agency	<b>MEREDITH MIDDLE SCHOOL</b>
Signature	<i>[Signature]</i>	Address	<b>4827 MADISON AVE.</b>
		City/Zip	<b>DM 50310</b>
		Phone	<b>515-242-7250</b>
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	

### FORM C: COLLABORATIVE SIGNATURES

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

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







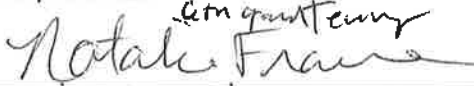
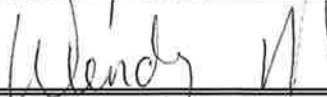
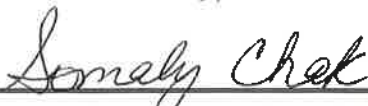
Name/Signature	Agency Affiliation	
Name/Title Diana Givens -Teacher	Agency McCombs Middle School	
Signature 	Address 201 County Wne Rd.	
	City/Zip Des Moines 50320	Phone
Name/Title Kathy Taylor	Agency	
Signature 	Address	
	City/Zip	Phone
Name/Title ADA Stafford	Agency McCombs M.S.	
Signature 	Address 201 County Wne Rd	
	City/Zip Des Moines 50318	Phone
Name/Title Debbie Victor	Agency	
Signature 	Address	
	City/Zip	Phone
Name/Title Denise Bovee	Agency	
Signature 	Address	
	City/Zip	Phone
Name/Title Carol Kirsch /Sped Teacher	Agency	
Signature 	Address	
	City/Zip	Phone
Name/Title Joy Davey /Intellectual Disability	Agency	
Signature 	Address	
	City/Zip	Phone
Name/Title My name is Kathy Sped Ed	Agency	
Signature 	Address	
	City/Zip	Phone
Name/Title Tanya Sheffer /Clerk	Agency	
Signature 	Address	
	City/Zip	Phone



### FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Lisa Perry / Office manager	Agency	DMP
Signature		Address	1430 E University
		City/Zip	Des Moines 50316
		Phone	515 242 7774
Name/Title	Jacob Burke / Behavior Coach	Agency	DMP
Signature		Address	1430 E. University
		City/Zip	Des Moines 50316
		Phone	515-242-7774
Name/Title	Charlie Nhai	Agency	DMP
Signature	 <sup>Lead Custodian</sup>	Address	1430 E University
		City/Zip	50316
		Phone	242-7774
Name/Title	Caroline Olsen, school nurse	Agency	DMP
Signature		Address	1430 E University
		City/Zip	50316
		Phone	242-7774
Name/Title	Renee L Johnson <sup>high school teacher</sup>	Agency	DMP
Signature		Address	1430 E University
		City/Zip	50316
		Phone	242 7774
Name/Title	VIRGINIA MARTIN	Agency	
Signature	 <sup>Instructional Coach</sup>	Address	
		City/Zip	
		Phone	
Name/Title	Natalie Francis	Agency	
Signature	 <sup>6th grade teacher</sup>	Address	
		City/Zip	
		Phone	
Name/Title	Wendy Miller <sup>Food Service Man.</sup>	Agency	DMP
Signature		Address	
		City/Zip	
		Phone	
Name/Title	<sup>Custodian</sup>	Agency	
Signature		Address	
		City/Zip	
		Phone	

**FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
<b>3</b>	<b><u>250</u></b>	<b><u>\$210,000</u></b>	<b><u>\$630,000</u></b>

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

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Meredith Boys & Girls Clubs	\$70,000	\$70,000	\$70,000	\$210,000	80
McCombs Boys & Girls Clubs	\$70,000	\$70,000	\$70,000	\$210,000	85
Baker Boys & Girls Clubs	\$70,000	\$70,000	\$70,000	\$210,000	85
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 250**

**FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET**  
**Applicant Agency: Boys & Girls Clubs of Central Iowa**  
**Site: Baker Boys & Girls Clubs – Amos Hiatt Middle School**

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

**Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 85**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$41,710	\$1,290	\$41,710	\$1,290	\$41,710	\$1,290	\$129,000
Staff Travel	\$100	\$0.00	\$100	\$0.00	\$100	\$0.00	\$300
Materials	\$8,585	\$1,515	\$8,585	\$1,515	\$8,585	\$1,515	\$30,300
Professional Development (minimum 4% per year)	\$2,800	\$0.00	\$2,800	\$0.00	\$2,800	\$0.00	\$8,400
Student Access, Transportation etc. (maximum 8% per year)	\$5,600	\$0.00	\$5,600	\$0.00	\$5,600	\$0.00	\$16,800
Evaluation (about 4% per year)	\$2,800	\$0.00	\$2,800	\$0.00	\$2,800	\$0.00	\$8,400
Administrative/ Indirect Costs (maximum 8% per year)	\$5,600	\$0.00	\$5,600	\$0.00	\$5,600	\$0.00	\$16,800
<b>Totals</b>	\$67,195	\$2,805	\$67,195	\$2,805	\$67,195	\$2,805	210,000

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

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

**Applicant Agency: Boys & Girls Clubs of Central Iowa**

**Site: Baker Boys & Girls Clubs – McCombs Middle School**

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

**Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 85**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$41,710	\$1,290	\$41,710	\$1,290	\$41,710	\$1,290	\$129,000
Staff Travel	\$100	\$0.00	\$100	\$0.00	\$100	\$0.00	\$300
Materials	\$8,585	\$1,515	\$8,585	\$1,515	\$8,585	\$1,515	\$30,300
Professional Development (minimum 4% per year)	\$2,800	\$0.00	\$2,800	\$0.00	\$2,800	\$0.00	\$8,400
Student Access, Transportation etc. (maximum 8% per year)	\$5,600	\$0.00	\$5,600	\$0.00	\$5,600	\$0.00	\$16,800
Evaluation (about 4% per year)	\$2,800	\$0.00	\$2,800	\$0.00	\$2,800	\$0.00	\$8,400
Administrative/ Indirect Costs (maximum 8% per year)	\$5,600	\$0.00	\$5,600	\$0.00	\$5,600	\$0.00	\$16,800
<b>Totals</b>	\$67,195	\$2,805	\$67,195	\$2,805	\$67,195	\$2,805	210,000

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

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

**Applicant Agency: Boys & Girls Clubs of Central Iowa**

**Site: Baker Boys & Girls Clubs – Meredith Middle School**

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

**Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 80**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$41,710	\$1,290	\$41,710	\$1,290	\$41,710	\$1,290	\$129,000
Staff Travel	\$100	\$0.00	\$100	\$0.00	\$100	\$0.00	\$300
Materials	\$8,585	\$1,515	\$8,585	\$1,515	\$8,585	\$1,515	\$30,300
Professional Development (minimum 4% per year)	\$2,800	\$0.00	\$2,800	\$0.00	\$2,800	\$0.00	\$8,400
Student Access, Transportation etc. (maximum 8% per year)	\$5,600	\$0.00	\$5,600	\$0.00	\$5,600	\$0.00	\$16,800
Evaluation (about 4% per year)	\$2,800	\$0.00	\$2,800	\$0.00	\$2,800	\$0.00	\$8,400
Administrative/ Indirect Costs (maximum 8% per year)	\$5,600	\$0.00	\$5,600	\$0.00	\$5,600	\$0.00	\$16,800
<b>Totals</b>	\$67,195	\$2,805	\$67,195	\$2,805	\$67,195	\$2,805	210,000

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

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

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

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

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

**Banker's Trust Checking Account: \$353,595 (11/2016)**

**Banker's Trust Line of Credit: \$300,000**

**Banker's Trust Available Credit Card Balance: \$75,000 (holds 0 balance)**

**Community Foundation Money Market Account: \$48,610 (11/2016)**

**Endow Iowa Fund: \$49,954 (11/2016)**

**BGCCl has no loan debt**

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

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

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

## FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

- The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact: **The proposed project is offered to all students and will benefit both minority and non-minority students.**

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

Name:

Title: Chief Executive Officer, Boys & Girls Clubs of Central Iowa

### 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.

(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.

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

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



**Private School Consultation Meeting Log**

Date 12/01/2016; 12/07/2016  
 Time  
 Location

**Meeting called by:** Kelsey Parker  
**Attendees:** (Attach attendance sign-in sheet)

**Type of meeting:**

----- Agenda Topics -----		
<b>Welcome</b> [Insert Name] [Insert time allocation]		
<u>Discussion:</u> Kelsey Parker reached out to Karma Roberts, Principal for Des Moines Adventist School, by email and phone on both 12/01 and 12/07 to discuss a collaboration with Boys & Girls Clubs for the upcoming summer and school year.		
<u>Conclusions:</u> As of 12/14/16 Mrs. Roberts has not responded.		
<u>Action Items:</u> _____	<u>Person responsible:</u> _____	<u>Deadline:</u> _____
<b>Resources for Non-Public Schools</b> [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> Boys & Girls Clubs will continue to reach out to share 21 <sup>st</sup> CCLC plans and invite students from Des Moines Adventist School to participate.	<u>Person responsible:</u> <u>Mary Lou Warner</u>	<u>Deadline:</u> <u>06/01/2017</u>

[continues on next page]

<b>Consultation Procedures</b> [Insert Name] [Insert time allocation]
<u>Discussion:</u> _____



**Private School Consultation Meeting Log**

**Date 12/07/2016**  
**Time 1:00 p.m.**  
**Location; Teleconference – Mount Olive Lutheran School**

**Meeting called by:**

**Type of meeting:**

**Attendees:** (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p><b>Welcome</b> [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> Kelsey Parker discussed 21<sup>st</sup> CCLC programming opportunities with Lauren Prunty with Mount Olive Lutheran School.</p> <p><u>Conclusions:</u> Ms. Prunty was grateful for the opportunity and said if they were interested, the principal, Cory Emily, would reach out.</p>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
<p><b>Resources for Non-Public Schools</b> [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> Shared with Lauren that we would be interested in holding 5-10 spots open for students of Mount Olive Lutheran to attend the 21<sup>st</sup> CCLC programming at Boys &amp; Girls Clubs of Central Iowa location at Meredith Middle School during the summer and school year.</p> <p><u>Conclusions:</u> Ms. Prunty was grateful for the opportunity and said if they were interested, the principal, Cory Emily, would reach out.</p>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
Call Mr. Emily programming begins to gauge interest.	Mary Lou Warner	06/01/2017