

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Des Moines Independent Community School District (aka Des Moines Public Schools)

County: Polk County		Amount Requested: \$297,600 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Thomas Ahart, Superintendent		Grant Contact/Project Director: Heidi Brown	
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LEGAL STATUS OF APPLICANT

(Check one box below and provide appropriate agency identification information)

- ☐ City or City Agency
- ☐ County or County Agency
- ☐ State or Federal Agency
- ☐ State College or University
- ☐ Community College
- ☐ County Office of Education
- ☒ School District
- ☐ Tribal Council
- ☐ Military Installation
- ☐ Private Nonprofit Organization-
Number of years in operation _____
- ☐ Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: _____ **OR**
Enter School District Code
_____ 771737 _____

(If applicable) Enter Child Care License #: _____

REQUEST FOR COMPETITIVE PRIORITY

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

- ☒ Application proposes to serve children and youth in ***schools designated in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*
Documentation: All four proposed school sites in this grant application are designated SINA under Title 1. Only three of the four schools (Cattell, Howe, and Oak Park) proposed in this project are listed as SINA via the following link to the Iowa Department of Education website: https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA_Schools. Please note that the link does not list the fourth school proposed in this project, Lovejoy Elementary, because that school received state School Improvement Grant (SIG) funding. Lovejoy is still designated a SINA school, as evidenced by having received SIG funding, as listed here: <https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-persistently-lowest-achieving-schools/school-improvement-grants-sig>.

Example of documentation: SINA list provided by the Iowa Department of Education available at https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA_Schools.

- ☒ 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: The proposed program is a collaboration between Des Moines Public Schools and community partners (ASAP, Inc. and YMCA) as evidenced by the attached M.O.U.s and their original signatures on Form C: Collaborative Signatures.

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

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NARRATIVE TEXT

1. PROPOSAL ABSTRACT

Number of students to be served: 248 students (regular attendees) per year

Total amount requested per year: \$297,600

Total amount per student: \$7.50/student per day x 160 days = \$1,200/student per year

Student Needs Assessment: Des Moines Public Schools (DMPS) conducted a demographic analysis that assessed risk factors for academic failure, including low achievement scores, low income (eligibility for Free and Reduced-Price Lunch), average daily attendance, English Language Learners, and/or minority students. Results indicated a pronounced achievement gap in reading and math at Cattell, Howe, Lovejoy and Oak Park Elementary schools. This data informed the decision to implement an afterschool program at each site to address these academic areas of risk. All four schools are Title I eligible and designated Schools in Need of Assistance (SINA) by the Iowa Department of Education. The Project Coordinator met with community partners, principals, and other stakeholders for their input on program design. Principals surveyed parents and students to determine best hours for the program, activities of interest, need for transportation, and other feedback. Results show great interest in afterschool programs that offer academic assistance, a variety of educational enrichment activities, and family literacy events.

Project: Based on the results of the needs assessment data, DMPS will offer afterschool programming that includes evidence-based academic support, educational enrichment, and family literacy activities to improve academic performance in core areas (reading and math). All programming will be aligned with daytime classroom instruction (district and state standards) and differentiated to best meet students' needs. Three hours of academic support (tutoring in core areas; English language acquisition, small group instruction, homework help) and educational enrichment activities (high-interest and challenging activities that complement academics) will be offered to help students develop academic skills, life skills, build relationships with caring adults, and interact with positive peer groups. Overall goals will focus on improving growth in reading and math and increasing the percent of students who achieve proficiency. The goals of family literacy events are to encourage positive parent-child interactions and improve school engagement in support of students' academic success. Parents in need of adult literacy classes will be referred to Des Moines Area Community College. DMPS implements successful 21st Century Community Learning Centers (21CCLC) programs at 20 schools, evidenced by participants' significant increases in academic performance and proficiency levels.

Research Base: Out-of-school time programs that offer academic support and engaging enrichment activities focused on building skills and knowledge have been shown to be successful in raising achievement (Miller & Snow, 2004). Participation in quality out-of-school time programs has been shown to improve social-emotional development (self-confidence and self-esteem), decrease suspensions and expulsions, and increase positive student-adult relationships (Durlak, & Weissberg 2007; Warren, Feist, & Nevarez, 2002). Evidence shows that academic deficiencies can be remedied if struggling students receive intensive academic support (tutoring, small group instruction, etc.) (Houge, Geier, & Peyton, 2008; Constantine, et al., 2006). Evidence-based curriculum will be implemented (Houghton Mifflin Harcourt, Lexia, Mindworks Resources, and Imagine Learning) that are aligned with district and state standards.

Management Plan: Each school will have a part-time, on-site coordinator who oversees day-to-day programming. The site coordinator will collaborate with parents, staff, and community partners toward program goals. Each site will be supported by the district 21CCLC Project Coordinator, the Climate Transformation Director, and the Community Partnership Coordinator to ensure all activities are pedagogically sound and aligned with school day instruction. 21CCLC staff will attend at least 12 hours of professional development each year on topics such as: ELL, YPQA, reading, math, and physical literacy. Volunteers, including senior citizens and Silver Cord students, will assist with program activities. DMPS will provide bussing to and from the program. Leadership Team meetings (monthly) and Advisory Council meetings (monthly/quarterly) will evaluate program effectiveness. The Council will help raise visibility of successes to garner community support and identify partners for program sustainability.

Communication Plan: Outreach activities will communicate program successes through publication of program results available to the public (DMPS 21CCLC website via monthly program updates), reports to stakeholders, press releases, DMPS-TV, DMPS social media pages, and community presentations.

Partnerships: DMPS will partner with ASAP, Inc. for arts-focused programs, the YMCA for fitness and asset development programs, Community! Youth Concepts for YPQA evaluation, Heartland AEA for external evaluation, and several other partners. With stakeholder input to identify prospective community partners, the Project Coordinator will develop new partners throughout the grant cycle (programming, volunteer opportunities, field trips, funding, etc.). To retain partners, DMPS will foster open, ongoing communication and a continuous feedback loop.

Evaluation: A comprehensive evaluation system of qualitative and quantitative measures will assess the impact of the 21CCLC program. An external evaluator will collect and analyze quantitative (formative and summative data, behavioral data) and qualitative data (parent and student survey data, DESSA screening tool data) to ensure outcomes are met. Data will be housed in the Infinite Campus database system. The Youth Development Program Quality Assessment Tool (YPQA), implemented by Community! Youth Concepts, will gauge program effectiveness yearly. AYP reports using the federal database will be completed yearly. Using the external measures in concert with internal ongoing measures, the Program Coordinator and Leadership Team will recommend modifications for the program, ongoing. Monthly, quarterly, and semi-annual reports and recommendations will be reviewed by stakeholders before any major changes are made to the program. The summative evaluation report will include annual measures that provide external criteria of success.

Budget Narrative: The funding formula is based on the number of students served multiplied by the number of days of programming multiplied by the cost of programming per student, per day: 248 students x 160 days x \$7.50/student/day = \$297,600 per year (\$74,400 per site/year). Justification of expenses are detailed in section 9.

Documentation of Competitive Priority: DMPS has selected four school sites that are designated as Title I and Schools In Need of Assistance (SINA) by the Iowa Department of Education SINA list and funded SIG Grant list, available at www.educateiowa.gov. DMPS is jointly submitting this application in collaboration with ASAP, Inc., and the YMCA, evidenced by their original signatures on Form C: Collaborative Signatures.

2. STUDENT NEEDS ASSESSMENT

2.1 Demographic Data

Des Moines Public Schools (DMPS) conducted a district-wide analysis to assess school, student, and community data for risk factors of academic failure. Risk factors include low achievement scores, eligibility for Free and Reduced-Price Lunch (FRPL), Average Daily Attendance (ADA), English Language Learner (ELL), and Minority. The extensive objective assessment results are shown below, indicating a high need for afterschool programming to address these risk factors at Howe, Cattell, Oak Park, and Lovejoy Elementary schools. All four schools are Title I eligible and designated Schools in Need of Assistance (SINA) by the Iowa Department of Education.

Title I Schools	SINA Designation	AMO Math 2015-2016	AMO Reading 2015-2016	# Students Enrolled 2014-2015	% FRPL 2014-2015	% ELL 2015-2016	% Minority 2015-2016	% ADA 2014-2015	# Of Level II or Greater Discipline Referrals	# Students To Be Served (Regular Attendees)
Cattell	✓	SINA-5	SINA-5	396	83.59	41.31	74.56	95.70	464	62
Howe	✓	SINA-6	SINA-5	298	84.90	30.54	64.43	95.74	74	62
Lovejoy	✓	SINA-5	Delay-6	380	91.58	29.21	63.42	95.35	255	62
Oak Park	✓	SINA-5	SINA-1	406	82.27	21.92	59.11	95.55	326	62

LITERACY AND MATH DATA: As the data shows in the charts below, a significant percent of the students at each school are not proficient in literacy or math. Disaggregating the data by socioeconomic status, race/ethnicity, and language shows a pronounced achievement gap. These scores are lower than the state average of 2014-15 AYP proficiency for grades 3-5: literacy = 77.22%; math = 79.61%, further demonstrating the need for reading and math focused programs.

LITERACY	# of students tested	% proficient	Socioeconomic- % proficient		Race/Ethnicity- % proficient		Language- % proficient	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Grades 3-5 Iowa Assessments 2014-15								
Cattell	191	59.16	77.27	56.80	69.77	56.08	70.83	47.37
Howe	135	54.81	69.23	51.38	64.44	50.00	61.05	40.00
Lovejoy	174	62.07	73.35	61.01	67.24	59.48	68.70	49.15
Oak Park	183	69.40	87.10	65.79	75.34	65.45	72.34	59.52
Grade 2-3 FAST CBM Fall 2015								
Cattell	139	30.94	55.56	27.27	32.43	30.39	37.21	20.75
Howe	124	25.81	52.94	21.50	35.00	21.43	33.73	09.76
Lovejoy	129	33.33	71.43	28.70	34.09	13.08	34.12	31.82
Oak Park	144	52.08	77.78	43.52	64.81	44.44	54.39	43.33

Grades K-1 FAST (Fall 2015)								
Cattell	132	40.91	33.33	41.67	41.67	40.63	41.76	39.02
Howe	104	54.81	70.00	53.19	80.00	35.59	68.49	22.58
Lovejoy	121	38.84	70.00	36.04	47.73	33.77	43.24	14.29
Oak Park	139	67.63	84.21	61.39	81.43	53.62	72.07	50.00

MATH	# of students tested	% proficient	Socioeconomic- % proficient		Race/Ethnicity- % proficient		Language- % proficient	
			Non-FRPL	FRPL	Non-Minority	Minority	Non-ELL	ELL
Grades 3-5 Iowa Assessments (2014-15)								
Cattell	191	56.54	77.27	53.85	62.79	54.73	64.58	48.42
Howe	135	49.63	65.38	45.87	62.22	43.33	52.63	42.50
Lovejoy	174	63.22	66.67	62.89	72.41	58.62	70.43	49.15
Oak Park	182	75.82	83.33	74.34	79.17	73.64	75.71	76.19
Grade K-2 Quarterly Comprehensive Standards Assessment (Q4 2015)								
Cattell	200	77.50	86.21	76.02	92.86	75.71	78.74	75.34
Howe	169	74.56	85.00	73.15	82.76	70.27	77.68	68.42
Lovejoy	201	65.67	71.43	65.24	75.31	59.17	69.59	54.72
Oak Park	214	71.96	95.00	66.67	83.15	64.00	73.10	67.44

ENGAGEMENT DATA: DMPS administers the annual (fall) Gallup Student Survey to grades 5-12 to measure factors linked to student success: hope (ideas and energy we have for the future); engagement (involvement in and enthusiasm for school); and well-being (how students think about and experience their lives, whether they are thriving). The most recent results show a need to provide students with engaging enrichment activities to improve social-emotional health:

Gallup Poll (2014-15)	# of students surveyed (grade 5)	% who feel hopeful	% who are engaged	% who are thriving
Cattell	72	49	85	67
Howe	50	51	81	66
Lovejoy	47	51	87	60
Oak Park	56	35	78	58

SCHOOL AND COMMUNITY RESOURCES: School resources include before/after school child care through the district's Metro Kids program. Metro Kids is fee-based, and financial barriers prevent many students from attending. Afterschool activities are offered by community organizations such as the Des Moines Social Club, Boys and Girls Clubs of Central Iowa, and Des Moines Parks and Recreation. Barriers posed by these programs include transportation, cost, and programming that isn't offered on a daily basis or isn't directly aligned with state standards and school day instruction to improve academic growth.

Given these barriers, along with the high number of students' risk factors for academic failure (academic, attendance, behavioral) demonstrated by data in the above charts, DMPS proposes to provide reading and math focused academic support and enrichment activities through a 21st Century Community Learning Centers (21CCLC) afterschool program to improve students' academic growth toward proficiency and improve student engagement. Programming will occur

five days per week during the school year, open to all students in the targeted schools. Students will receive differentiated academic support to address achievement gaps (tutoring, small group instruction, and homework assistance) from certified teachers utilizing evidence-based curriculum and aligned with school day instruction. Students will be offered high-interest educational enrichment activities (guided by student/stakeholder surveys and provided by qualified staff and community partners) to gain social, emotional, cognitive, and physical literacy skills through programs complementing their academics. Quarterly family literacy events will be held to increase parent-child engagement and promote academic success, scheduled to accommodate working families' schedules to the extent possible.

DMPS serves a high percentage of ELL students (19.6%) whose families have transportation and/or language barriers, as well as students/families who have disabilities or need special accommodations. The project will provide safe transportation to and from the program (including family literacy events), and it will ensure accessibility to and safety of program facilities (translators/ translation of materials for English Language Learners, specialized supports/ modifications, secure entries and classrooms, ADA compliant sites, etc.) so that all students and families have equitable access to participate. This is detailed further in section 5.2.

2.2 Evidence of stakeholder engagement in needs assessment and program development

The district's 21CCLC Project Coordinator assessed the needs of stakeholders to guide program development. Principals collected parent and student interest surveys that informed program design, indicating great interest in the 21CCLC program. DMPS English Language Learner staff shared results of needs assessments from ELL families indicating a high interest in family literacy events and strategies for outreach to families. Stakeholders will provide ongoing input throughout the grant to ensure program satisfaction.

DMPS also collaborated with several community organizations to explore joint goals and partnerships for the 21CCLC program. Needs ranged from physical literacy (swimming lessons and water safety) identified by the YMCA, fine arts opportunities identified by ASAP, Inc., and many others. (More details can be found in Section 7 and in the attached letters of support and M.O.U.'s). The 21CCLC program will collaborate internally with the SUCCESS program to reach at-risk students, School Counseling program for students' social-emotional needs, Special Education and ELL programs for guidance and services as needed, and Food and Nutrition Services for snacks that meet USDA guidelines for daily, nutritious snacks.

Students in the targeted schools were surveyed to gauge interest in afterschool programs. Regarding how interested they are in the program, 392 respondents indicated "very excited," (85%); "will attend if there is something I like" (15%); and "will not attend," (<1%). Regarding activities of interest to them, 392 respondents indicated: sports and outdoor activities (63%); math/science/robotics (47%); reading and writing (33%); field trips (68%); music/art/dance (47%); and homework help (27%). When asked what opportunities they would like from the program, 392 students indicated: make new friends (74%); learn new things (60%); have lots of fun (86%); get better at math (47%); and get better at reading (40%). Of the parents surveyed, 100% are very interested in an afterschool program for their children. Types of activities parents would like offered by the program are: sports/athletics (72%); reading (80%); math (70%); science and technology (72%); and arts and music (72%).

3. PROJECT

3.1 Evidence linking needs assessment to proposed activities; Curriculum; Program goals

The needs assessment showed the pronounced achievement gap in literacy and math proficiency scores, guiding decisions to offer academic support focused on literacy and math (tutoring, small group instruction, homework help, family literacy events) utilizing evidence-based curriculum (Houghton Mifflin Harcourt GO Math!, Lexia, Imagine Learning, Mindworks Resources). Data from students, parents, school staff, and community partners discussed in Section 2 informed program activities (and the new state requirement to retain 3rd graders who are not proficient in reading beginning in 2017) for both academic support and enrichment activities. Enrichment activities will often incorporate reading and math while providing high interest educational activities with community partners (cooking, robotics, arts, gardening, and others detailed below). Given the high percentage of ELL students and families served by DMPS (19.61% of enrolled students), staff will refer ELL families to adult literacy programs at Des Moines Area Community College via DMPS Bilingual Outreach Workers. Family engagement activities support students' literacy needs and encourage school engagement.

3.2 Variety of 1) academic, 2) enrichment, and 3) family literacy services fitting 14 eligible federal activities; Snacks provided under USDA nutrition guidelines

The 21CCLC program will be based on best practices for instruction, youth development, and family literacy. It will comply with federal guidelines, and it will incorporate positive youth development, focusing on students' strengths and involving them in decision-making processes. The Devereux Student Strengths Assessment (DESSA), a standardized social-emotional screener, will be administered to parents by School Counselors to identify students who need additional supports (including afterschool programs). 21CCLC will operate five days per week for three hours per day during the school year. A daily schedule will consist of differentiated academic support and high-interest educational enrichment activities. A daily nutritious snack will be provided by the district in compliance with USDA guidelines. 21CCLC will offer an average of 60 hours of programming per month during the school year. Quarterly family literacy events will occur at each site, planned around families' work schedules to the extent possible.

Academic Support: All academic support sessions will be conducted by licensed DMPS teachers and include tutoring, small group instruction, homework assistance, and others to improve academic performance in reading and math. The program will utilize a variety of evidence-based curriculum aligned with district, state, and national standards, including Houghton Mifflin GO Math!, Lexia (literacy), and Mindworks Resources (literacy, math, STEM) to improve students' academic growth and support school-day learning. Imagine Learning will be utilized for ELL students, students with disabilities, and struggling readers. It provides customized feedback and instruction in English or a student's first language. (Research links in section 4).

Educational Enrichment: High-interest educational enrichment activities will complement and encourage academic learning. These activities, provided by DMPS staff and/or community partners, are based on student interest surveys and stakeholder input. They will provide safe, interesting, and challenging experiences that help students develop a variety of life skills, build relationships with caring adults, and interact with positive peer groups. Examples include arts, fitness, sports, book clubs, movie making, cooking, and building positive relationships.

Family Literacy: Quarterly family literacy events will be held to encourage positive parent-child interactions and improve school engagement and academic success. Events will provide fun, experiential literacy activities for families and “take-aways” they can practice at home to build skills. Activities align with reading lessons from school day instruction and with the Iowa Core. ELL staff will provide guidance for activities and translators/ translation of materials for ELL families. Parents of 21CCLC students will also be referred to Des Moines Area Community College for adult literacy classes. Resources from the Full-Service Community Service School services (available to all district students) located at Central Campus will be promoted to help families gain access to medical, dental, mental health, and food pantry services.

3.3 Based on second principle of effectiveness, describe goals and objectives for all activities

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

Outcome Objective 1.1: Students will increase their reading achievement levels from their first measure to their last measure each year:

READING	% of Students Making Gains	Assessment	Frequency
K-1 st grade	New. Gather baseline in year 1 to set target outcomes for years 2-3	Formative Assessment System for Teachers (FAST)	3x/year
2 nd -3 rd grade	New. Gather baseline in year 1 to set target outcomes for years 2-3	FAST - Curriculum Based Measurements (CBM)	3x/year
4 th -5 th grade	60%	Scholastic Reading Inventory (SRI)	3x/year
3 rd -5 th grade	New. Gather baseline in year 1 to set target outcomes for years 2-3	Smarter Balanced Assessment	1x/year

For school year 2016-17, Iowa Assessments will change to Smarter Balanced Assessments. Year one of the grant will collect baseline data (literacy and math) that will inform outcome targets for years two and three. Changes to the FAST (literacy) and to District Comprehensive Standards Assessment (math) require baseline data collection to occur in year one, informing target outcomes for years two and three. The SRI and SMI will be administered three times yearly.

Outcome Objective 1.2: Students will increase their math achievement levels from their first measure to their last measure each year:

MATH	% of Students Making Gains	Assessment	Frequency
K-2 nd grade	Rewritten assessment. Gather baseline in year 1 to set targets for years 2-3	District Comprehensive Standards Assessment	2x/year
3 rd – 5 th grade	60%	Scholastic Math Inventory (SMI)	3x/year
	New. Gather baseline in year 1 to set targets for years 2-3	Smarter Balanced Assessment	1x/year

GOAL 1 Activities:

Tutoring	Targeted small group instruction	Mindworks Resources
Homework help	Lexia	Imagine Learning
GO Math!	Computer software programs	English acquisition activities

GOAL 2: To engage students in planning for and participating in high-interest educational enrichment activities, in collaboration with community partners, that promote positive youth development, encourage student engagement, and offer extended learning opportunities.

Outcome Objective 2.1: 100% of students will gain new experiences and important life skills by planning and engaging in enrichment programs, measured by satisfaction surveys.

Outcome Objective 2.2 (building-wide): By adopting a social-emotional screening assessment, the number of Level II and above behavior referrals will be reduced by 50% from baseline count.

GOAL 2 Activities:

Arts and music activities (arts, music)	Book Clubs (literacy)
STEM programs-Robotics (STEM, literacy)	Drama and Dance (arts)
Cultural events (cultural diversity)	Cooking (math, science, literacy, nutrition)
Sports-Soccer, Swimming (physical literacy)	Leadership classes (personal development)
Games (chess, board games) (math, literacy)	Gardening (math, science, literacy)

Goal 3: To provide a high-quality family literacy program that promotes positive parent-child interactions, improves family engagement and supports student academic success.

Process Objective 3.1: DMPS will provide family literacy events a minimum of four times a year to engage students and their families in interactive activities that strengthen parent-child relationships and promote academic growth.

Outcome Objective 3.2: 95% of participating families will indicate satisfaction with family literacy activities as measured by annual parent surveys.

GOAL 3 Activities:

Family literacy events (experiential activities and games; resource referral)

3.4 Alignment with school day instruction, state and national standards, or through CSIP

The Project Coordinator will ensure all activities are pedagogically sound, aligned with DMPS' Comprehensive School Improvement Plan (CSIP), the Iowa Core, and school day instruction. Daily communication will occur between daytime teachers and 21CCLC staff to support alignment and communicate students' needs to tailor support. 21CCLC will provide students with academic support to perform at or above grade level in core areas (CSIP Goals 1, 2, 3); help close the achievement gap (CSIP Goals 4, 5); incorporate positive youth development to impact school connection (CSIP Goal 6); and utilize technology to gain proficiency (CSIP Goal 7).

3.5 Experience providing educational activities, academic support, positive youth development

DMPS has a successfully implemented 21CCLC programs through four cohorts currently serving 20 schools, including cohort X, Stowe Elementary that is in year one. Over 6,500 students were provided 21CCLC in 2014-15, including 791 middle school students via full-day summer programs, and including community partner programs in literacy, art, music, culture, STEM, and physical fitness. Performance from 19 schools (reported locally and federally, 2014-15) showed combined successes: 84% of students made growth on the SRI; 77% made improvement on the SMI; and 22% made improvement from not-proficient to proficient in reading on Iowa Assessments. Through the new summer Starfish Academy at King Elementary, 23% of students increased their reading by at least one level, compared to less than 1% of non-participating students; 86% of students maintained or increased their reading level.

4. RESEARCH BASE

Out-of-school time programs that offer academic support and engaging enrichment activities to build skills and knowledge have proven to raise achievement (Miller & Snow, 2004). These programs positively impact students' school engagement (attitude toward school, educational aspirations, and attendance) (Little & Harris, 2003). Quality out-of-school programs have shown to improve social-emotional development, such as improved self-confidence and self-esteem, decreased suspensions and expulsions, and increased positive student-adult relationships (Durlak, & Weissberg 2007; Warren, Feist, & Nevarez, 2002; Fellerath, et al., 2002).

Research has shown that about 16% of students who are not proficient readers by the end of 3rd grade do not graduate from high school on time. They have a dropout rate four times greater than that of their proficient peers. For children in poverty, 22% who are not proficient readers by the end of 3rd grade will dropout, compared to 6% of their proficient peers (Annie E. Casey Foundation, 2012).

Evidence shows academic deficiencies can be remedied if struggling students receive intensive academic support, such as tutoring, small group instruction, and homework assistance (Houge, Geier, & Peyton, 2008; Constantine et al., 2006). Through differentiated academic supports, instruction is tailored to the individual child's needs (learning pace, style, and level of understanding); feedback is immediate; and basic misunderstandings are identified quickly and corrected so the child experiences success (Anderson, 2007). Tutoring also develops supportive relationships, skill-building, and self-efficacy (National Research Council, 2002).

The 21CCLC program will utilize evidence-based curriculum aligned with district and state standards (literacy, math, science, and 21st Century Skills) and the CSIP. Details on the standards can be found at <http://www.educateiowa.gov/>. Lexia is a technology-based, personalized learning curriculum aligned with national standards. It has proven successful (evidence-based with peer reviewed scientific studies) to accelerate reading skill development in elementary students, including at-risk students and ELL students. (<http://lexialearning.com/lexiaresearch/published-research/>). Houghton Mifflin Harcourt's GO Math! is a personalized, technology-based program to improve students' math skills. (<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>). Mindworks Resources is a STEM focused, research-based curriculum, aligned with national and state standards and developed by educational experts who specialize in language development, literacy, and learning styles (<http://www.mindworksresources.com/how-kids-learn/>). Imagine Learning is a research-based, personalized literacy software program elementary students, including at-risk and ELL students. Students receive immediate, instructive feedback that adjust the program to meet their level of need to master literacy skills. The program also offers instruction in 15 languages to enhance ELL learning. (<http://www.imaginelearning.com/>).

Research also shows that high-quality out-of-school time programs partner with community based organizations (Wimer, 2007; Bouffard, Little, & Weiss, 2006). Scientific-based research studies have demonstrated the importance of enrichment activities to help students develop relationships with caring adults; interact with positive peer groups; and engage in reflection, planning, and decision-making (Miller, 2003). DMPS will work with community partners to implement enrichment activities that are research-based, aligned with the Iowa Core, and complement students' academics. For example, the YMCA utilizes the 40 Developmental Assets developed by the Search Institute, a research-based health literacy program.

5. MANAGEMENT PLAN

5.1 A plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, effective leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers, especially seniors, to support high-quality programming.

Management Team: Each school will have a part-time site coordinator (Community Schools Coordinator positions, in-kind) to oversee day-to-day program implementation. This position will collaborate with parents, staff, and community partners to ensure program effectiveness. The site coordinator will serve as the liaison between the daytime teachers/principals and 21CCLC staff. The Site Coordinators will be responsible for, with support from the Project Coordinator and the principal, recruiting qualified staff and supporting alignment of after-school education with school day instruction. Recruitment will target program sites for interested teachers. All teachers will be certified. Recruitment efforts will also target other district teachers, and past 21CCLC grant teachers. Other recruitment efforts will target substitute teachers and graduate level education majors with teaching experience, as well as paraprofessionals. Paraprofessionals will have a minimum of a high school diploma and comply with Title I requirements for hours earned in higher education or successful passing of a formal assessment. Each site will be supported by Project Coordinator, Heidi Brown, M.A. Ed. Ms. Brown will provide coordination of the district-wide program and ensure program quality and performance. She will oversee implementation of the following program components: coordination and support of the programs; fiscal management; stakeholder meetings; collaboration with community partners, school staff, and parents; data analysis and program evaluation; continuous improvement; professional development for 21CCLC staff; development of mandatory reports in compliance with federal and state guidelines; and sustainability efforts. Ms. Brown, under the supervision of Allyson Vukovich, Community Partnership Liaison, will represent the district and 21CCLC in community collaborations and meetings related to the 21CCLC program. Ms. Vukovich will provide general program leadership and oversight of expenditures, with guidance from Director of Climate Transformation, Stephen (Jake) Troja.

Financial Management: All grant finances will be monitored by the DMPS Business and Finance Office. A staff accountant for special projects will track and monitor all grant funds to ensure appropriate use of funds, accurate accounting, and financial accountability. Site Coordinators will submit purchase requests on behalf of 21CCLC to be approved by the building principal, Project Coordinator, and the Climate Transformation Director.

Professional Development: 21CCLC staff will attend a national out-of-school time conference and the Impact Afterschool 2016 spring conference offered by the Iowa Department of Education and the Iowa Afterschool Alliance to be held in Des Moines. The district 21CCLC Project Coordinator serves as the Committee Chair for the conference. DMPS 21CCLC will offer site tours for conference attendees. IPTV will provide in-kind curriculum and professional development on topics related to literacy and STEM. Additional professional development opportunities will be offered throughout the year. All 21CCLC staff will be required to attend at least one hour per month of professional development on a variety of topics, such as: poverty, STEM, English Language Learners, YPQA training, DESSA training, brain development, literacy, math, cultural competency, physical literacy, and qualitative program evaluation. Staff will attend Iowa Afterschool Alliance best practice webinars, offered monthly. Other courses, open to community partners and parents, will include strengthening parent-child relationships,

parents as teachers for their children, life skills, and other applicable topics. Specific to ELL, DMPS will provide training on orienting new ELL families and cultural competency.

Volunteers: DMPS recognizes the benefit and value of utilizing volunteers in an effective, high-quality afterschool program. Volunteers will serve throughout the 21CCLC program to assist with educational enrichment activities. ASAP will draw from their large base of volunteers, including senior citizens to provide students of the 21CCLC program with additional, value-added support. Additionally, the Project Coordinator will work with high school principals to recruit students from the district's Silver Cord program. The Silver Cord program emphasizes the importance of serving one's own community through volunteerism. It consists of student volunteers who complete 30 hours of community service/volunteering during each of their high school years. Silver Cord volunteers will assist with homework and during enrichment activities. Additionally, senior volunteers (such as retired teachers and school administrators) will be recruited with the help of the Retired and Senior Volunteer Program (RSVP), an organization that connects people 55+ to community needs through volunteer service. Volunteers will enhance academic and enrichment components of the program. All volunteers must pass background checks prior to working with the students.

5.2 Plan for safe student transportation to/from the program, ensuring safe and accessible facilities and services, translation services, inclusivity, serving students with disabilities

The project will support students through a variety of strategies provided by the 21CCLC program that include, but are not limited to: Safe bus transportation to and from programs/ field trips (ensuring safe bus stop locations; digital cameras installed on all buses; child-check system safety alarms); Safe building sites (locked building doors, intruder locks for classroom doors, fire alarm systems, video cameras to monitor building exteriors and common spaces); Translation of materials through the DMPS ELL department; Collaboration with local community resources and services (see Section 7); Collaboration with Special Education, Counseling, and SUCCESS programs. Late bussing from the district will be provided to students at the end of each program day. Transportation to and from family literacy events will be provided by the program, including translation services to promote the events the available transportation. DMPS ELL staff (Bilingual Outreach Workers) are multilingual and all staff have at least a high school diploma. They translate when needed to bridge the language gap between program/school and family. ELL staff speaks, reads, and writes in many languages, including but not limited to: Arabic, Bosnian, Burmese, Karen, Nepali, Lao, Somali, Spanish, Swahili, and Vietnamese.

It is DMPS policy not to discriminate based on race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its educational programs and employment practices. Additionally, Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Most of 21CCLC programming will be on-site. DMPS school buildings meet the standards for the Americans with Disabilities Act, and staff will work with students' individual needs to ensure access to programming.

5.3 The development and engagement of stakeholder advisory group and organizational or program leadership structure.

To provide a system of continuous improvement, the 21CCLC Project Coordinator will lead development of an Advisory Council that consists of Project Coordinator, principals, Site Coordinators, external evaluator, parents, and community partners. This Council will meet monthly in year one of the grant and quarterly in years two and three to discuss feedback from parents and students, partnership opportunities, and program outcomes (progress/barriers and needed modifications). A Leadership Team will be developed that consists of the Project Coordinator, Site Coordinators, and teaching staff. This team will meet monthly to discuss program strengths and areas of need, ensuring overall program quality and effectiveness. Parent and student feedback from surveys will be shared to guide programming ongoing as well. Please see Section 5.1 for program leadership structure.

Grant administrators will work with DMPS administrators and the 21CCLC Advisory Council to develop a sustainability plan, including a long-term vision for the program, goals, strategies to accomplish the goals, and measures to monitor progress along the way. Strategies include: garnering broad-based community support via increased visibility and promotion, utilization of existing resources, building new partnerships, and creating new revenue streams.

The district is planning to utilize Community Schools Coordinators as Site Coordinators for the proposed grant, an in-kind contribution from the district that offsets program costs (a new strategy this grant cycle). A partnership with the district's Metro Kids afterschool childcare program is under consideration as an avenue to sustain programming after funding ends. Discussions have begun with the Iowa Department of Human Services (DHS), Iowa Department of Education (DE), and district administrators on how the childcare program and an academic support/enrichment program can work together to meet the needs of the students. Community Schools Coordinators are promoting state child care assistance to families to increase accessibility to Metro Kids, reducing financial barriers, and allowing students in Metro Kids to leave that program to attend 21CCLC programming (approved by DHS and the DE 21CCLC Program Consultant). In a current 21CCLC cohort that is operating at a decreased funding level, community partners have committed more funding toward the initiative (United Way- monetary; Community! Youth Concepts- personnel and AmeriCorps members; and Grubb YMCA- programming and personnel) to sustain the program. DMPS will look to these partners (and others) to commit more funding toward the proposed program as funding levels decrease.

Current partners have committed investments toward the proposed program. YMCA (Grubb and South Suburban) will offer free memberships to all 21CCLC students who improve their grades and attendance each quarter, and they have verbally committed to providing ongoing programming, as funding permits. ASAP, Inc., provides transportation to students and continues to seek grants and other funding to support the partnership beyond the grant cycle. Other combined resources might include state and federal funding (Title I, AmeriCorps, etc.), and other grant opportunities (Mott Foundation, W.K. Kellogg Foundation). DMPS employs two full-time grant writers who will seek grants and contributions that align with afterschool programs.

DMPS will invest in capacity building through one-time purchases of technology, equipment, and materials that will span beyond the life of grant funds. For example, computer software programs for ELL, literacy, and math, and durable equipment purchases for physical literacy activities will sustain after funds are gone, providing a high return on investment.

6. COMMUNICATION PLAN

Strategy: promote visibility of successful program outcomes			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
School Board; Community partners; DMPS Administrators; Teachers; Parents and students; Community of Des Moines; 21CCLC state and national Community.	Evaluative reports disseminated via: *Press releases; *21CCLC website; *DMPS-TV; *DMPS Social Media pages; *Presentation of successful outcomes at 21CCLC National Conference; *Impact Afterschool Conference	Monthly or more frequently if necessary, to share important programming information as it occurs. Annual conferences	Greater understanding of need for high-quality afterschool programs; In-kind support from the district; Increased funding opportunities from state, local, and private sector; Increased collaborative partnerships with organizations that share youth centered goals; Recognition of DMPS 21CCLC as a state and national leader; Increased state and national funding and partnerships.
Strategy: develop advocates among stakeholders			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
School Board; DMPS Administrators; 21CCLC Advisory Council; Community Partners; Teachers; Parents and students.	Dissemination of evaluative reports; Presentation to Advisory Council; Invite youth to share success stories; Meetings with potential partners; 21CCLC website; One-on-one meetings	Semi-annually Monthly (yr1); Quarterly (yr 2-3). Ongoing Ongoing Monthly As needed	Ongoing program sustainability; Greater investment in 21CCLC program for continued success; In-kind support from the district; Increased partner collaborations; Increased funding from partners with mutual goal of increasing academic achievement; Increased funding opportunities (state, local, and private sector).
Strategy: engage parents and youth			
Audience	Outreach Methods	Frequency	Expected Impact/Outcome
Youth grades K-5; Parents; Teachers; School staff.	Student surveys; Parent surveys; Academic achievements shared with parents, teachers, and school staff.	Semi-annually, or at the end of each program session for each of these methods.	Increased or maintained student engagement in program; Increased academic achievement; Increased family participation in family literacy program; Improved partnerships between families and schools.

7. PARTNERSHIPS

7.1 Describe existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions).

Please find M.O.U.'s and letters of support from partners on page 23.

ASAP, Inc.: (External Partner). After School Arts Program (ASAP), offers challenging and focused arts programs that develop students' artistic skills, social skills, and self-esteem. Aligned with state and national standards for arts education, ASAP programs supplement and enrich what students learn during the school day. Facilitated by experienced teaching artists, studios will be offered to students on a variety of topics. Each studio will run for 1-1.5 hours, one day per week for about 7 weeks. Senior citizen volunteers will assist teachers with the lessons. A variety of topics will be offered, such as: core classes in Drawing, Painting, Ceramics, Mixed Media, Printmaking, Architecture, and Photography; as well as Spoken-Word Poetry, Culinary Arts, Knitting, Dance, and Traditional Aztec Drumming. Each session culminates with a family event that showcases student work and provides a meal. Field trips will also be offered to learn more about topics. ASAP, Inc. provides in-kind transportation to their programming sites, as well as in-kind human capital through senior volunteers.

YMCA of Greater Des Moines: (External Partner). The YMCA utilizes the Search Institute's 40 Developmental Assets as an evidence-based framework for youth to increase the number of assets they possess through youth development programs. The YMCA (Grubb and South Suburban) will offer an academic achievement incentive program that includes free memberships for all 21CCLC students who improve their grades and attendance on a quarterly basis. This membership program will last beyond the life of the grant award. The YMCA will also offer a water safety and swim lesson course for students in grades 3-5. The YMCA will offer bussing for students, providing access to their programs (a measure of sustainability) beyond the duration of the grant.

Community! Youth Concepts (CYC): (External Partner). CYC's goal is to ensure all Iowa youth have access to high quality opportunities that prepare them for success in school, work, and life. They reach their goal through two primary strategies, providing training and technical assistance to youth-serving organizations and setting high expectations for the youth reached through youth development initiatives. CYC will provide STEM programming at a reduced cost so students can learn and practice core skills in science, technology, engineering, and math. CYC will provide training for staff in the Youth Program Quality Assessment tool, as well as provide ongoing external evaluation and program quality analysis. They provide in-kind human capital to the program through their AmeriCorps members.

Urban Leadership 101 - Half-Pints Poetry: (Internal Partner). As part of the Central Campus Urban Leadership 101 Course, DMPS high school students complete a 12-week internship that provides elementary students with opportunities to create poetry and build leadership skills through before school programming, under the guidance of teachers Kristopher Rollins and Emily Lang. Most of these high school students are also in the Central Campus Teaching Academy and many of them participate in Movement 515 afterschool creative writing club. At

the end of the internship, the high school students are welcomed to apply and interview for a paid position with 21CCLC. Staffing for this program is an in-kind contribution from the district.

Full-Service Community School: (Internal Partner). DMPS recognizes the importance of meeting the needs of the whole child in order to achieve greater academic and personal success. The district has adopted a full-service community schools approach to meet the needs of the whole child through on-site dental, medical, and food pantry services located centrally at Central Campus - Scavo High School (open to all district students/families). Families in need will be referred to these services and information about the available services will be promoted during program enrollment and during family literacy programming. The Food Bank of Iowa supplements the on-site food pantry, Des Moines Health Center provides dental services, Primary Health Care provides medical services, Orchard place provides an on-site mental health provider, and Unity Point provides on-site crisis intervention.

Others: Families and students will be able to identify other enrichment programs of interest to them. Other partners include: Des Moines Area Community College (adult literacy classes); Iowa Public Television (IPTV) (free curriculum: Electric Company and Extended Learning Program; professional development on literacy, Math Mentorship); Iowa State University Extension (NASA program, STEM programs). Potential contractors include: Employee and Family Resources (drug and alcohol prevention), Science Center of Iowa (STEM programs), and Polk County Conservation (environmental education),

7.2 Describe plan for meaningfully engaging partners over lifetime of grant, recruiting new partners, and maintaining relationships.

With input from stakeholders to identify prospective community partners on an ongoing basis, the Project Coordinator will recruit new partnerships throughout the life of the grant (for volunteer opportunities, field trips, career fairs, grant funding, etc.). External partners to be considered for partnerships include: STEM-focused programs (Pioneer Hi-Bred International, Inc.; DuPont, Monsanto, Iowa State University); arts-focused programs (The Iowa Arts Council); State Farm (a past grant partner for financial literacy for a previous 21CCLC cohort) through various grant opportunities related to positive youth development, service-learning, etc.; and financial literacy programs (Wells Fargo Foundation, Principal Foundation). A school site's current business partners will be considered for relevant partnerships as well. The Project Coordinator will also serve on community boards and committees to recruit partners. To retain partners, DMPS will foster open communication and a continuous feedback loop through ongoing communication and service on the Advisory Council to ensure partners' needs are met. Partners will be encouraged to share feedback about the program to modify it for the benefit of all involved.

8. EVALUATION

8.1 Evidence that an experienced evaluator is in place and has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. Provide contact information for local evaluator.

DMPS will implement a comprehensive evaluation system of qualitative and quantitative measures to evaluate the impact of the 21CCLC program on student achievement and engagement. The assessment data will guide program design, informing program improvements. DMPS contracts with a highly qualified external evaluator, Mike Szymczuk, to collect, analyze, and report on all formative and summative assessment data, behavioral data, and DESSA data. He will collect, analyze, and report on qualitative data as well (parent and student survey data). Quantitative data will be housed on the DMPS Infinite Campus Database, while qualitative data will be tracked electronically. The frequency of collection/analysis and reporting is further detailed in the chart in Section 8.2. Based on changing student needs and interests, the program plan will be adjusted to fulfill program objectives. The summative evaluation report will include annual measures that provide external criteria of success. Using the external measures in concert with internal ongoing measures, the Project Coordinator and Leadership Team will modify the program to meet student and parent needs. A semi-annual report will be reviewed by stakeholders before any major changes are made to the program. Mr. Szymczuk holds a M.S. in Statistics and a Ph.D. in Education, and has served as an Assessment Consultant for over 30 years with Heartland Area Education Agency (AEA). Mr. Szymczuk can be reached by email at mszymczuk@heartlandaea.org or at Heartland Area Education Agency, 6500 Corporate Drive, Johnson, IA 50131. Phone: 515-270-9030. Mr. Szymczuk's daily rate is \$417. He will work approximately 10 days per year for an in-kind contribution of \$4,170 per year.

Additionally, Community!Youth Concepts will provide external evaluation using certified Youth Development Program Quality Assessment Tool (YPQA) evaluators to ensure program effectiveness and compliance with IDE requested data and information. The YPQA will be conducted semi-annually and guides program design. It measures the quality indicators of 1) safe environments, 2) supportive environments, 3) positive interactions, 4) active student engagement, 5) youth-centered policies and practices, 6) high expectations of students and staff, and 7) access to programs. This tool will yield valuable information for ongoing program refinement, accountability to stakeholders, and support for long-term sustainability. DMPS will comply with all requirements of the Iowa Department of Education and US Department of Education for requested data and 21CCLC program information.

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

The following chart shows the timeline for completion of evaluation activities. Results from the evaluation findings are analyzed by the external evaluator, Leadership Team (monthly) and the Advisory Council (monthly, year 1; quarterly, years 2-3) to make necessary program modifications. Program reports will be available to the public via the district's 21CCLC website on a semi-annual basis. Reports will be targeted to the public, and as such will be reader-friendly.

Goal 1: Academic support opportunities to improve academic achievement				
Object-ives	Activities:	Indicators	Data Collection/ Analysis	Reporting
1.1 1.2	<i>tutoring; homework help; small group instruction; GO Math!; Lexia; Mindworks; Imagine Learning; English acquisition activities; computer assisted instruction.</i>	# of sessions provided	Monthly	Annually
		Program attendance reports	Monthly	Semi-annually
		Behavioral reports	Monthly	Semi-annually
		Formative assessment data	2-3times/yr	Semi-annually
		Leadership Team meetings	Monthly	Semi-annually
		Teacher survey	2 times/yr	Semi-annually
		YPQA results	2 times/yr	Annually
		Smarter Balanced Assessments data	1 time/yr	Annually
		Advisory Meetings	Monthly (yr 1); Quarterly (yr 2-3)	Quarterly
Goal 2: Educational enrichment opportunities that complement academics, promote positive youth development, and encourage student engagement				
Object-ives	Activities	Indicators	Data Collection/ Analysis	Reporting
2.1 2.2	<i>arts and music; STEM; cooking classes; cultural classes; fitness/ sports/ dance; gardening; games; personal develop-ment; book clubs; drama and dance;</i>	Contracts with Partners	Ongoing	Semi-annually
		Leadership Team meetings	Monthly	Semi-annually
		Advisory Council meetings	Monthly (yr 1); Quarterly (yr 2-3).	Monthly/Quarterly
		# of sessions provided	Monthly	Annually
		YPQA results	Ongoing	Quarterly
		Student surveys	Post-sessions	Semi-annually
		Parent surveys	Post-sessions	Semi-annually
		Program attendance reports	Monthly	Annually
		Teacher survey	imes/yr	Semi-annually
		Behavioral reports	imes/yr	Semi-annually
Goal 3: Family literacy programming				
Object-ives	Activities	Indicators	Data Collection/ Analysis	Reporting
3.1 3.2	<i>family events; resource referral</i>	# of events; # attending	Quarterly	Semi-annually
		Parent surveys	Post-sessions	Semi-annually

9. BUDGET NARRATIVE

9.1 Detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.

Funding Formula to Determine Request:

Funding requested is based on (#) students x (#) of days x \$7.50 per student per day. 248 students x 160 days x \$7.50/day = \$297,600 across four sites per year.

Personnel (Direct Costs):

Teachers: Teacher salary is based on current hourly rates for outside-of-contract hours, established through collective bargaining. Current rate (with benefits) is \$31.26/hour. 3 teachers/site x \$31.26/hour x 8 hours/week x 32 weeks = \$24,007.68 per site (\$94,030.72 for Student Program; \$2,000.00 for Family Literacy program) x 4 sites = \$96,030.72. **Project Coordinator:** Each 21CCLC district site from all grant cohorts will contribute equally to support this position. Salary (plus benefits): \$97,472.00 /24 sites = \$4,061.33 per site x 4 sites = \$16,245.33. **TOTAL:** \$28,069.00 per site (\$26,069.00 for student program; \$2,000 for family literacy program); **\$112,276.00 for four sites.**

Personnel (In-kind Contributions):

Director of Climate Transformation: This will be an in-kind contribution from federal funds. Salary (plus benefits) = \$137,889.00 x 5% of his time = \$6,894.45 (in-kind) per year. **Community Partnership Coordinator:** This will be an in-kind contribution from DMPS. Salary (plus benefits) = \$116,185.00 x 10% of her time = \$11,618.00 (in-kind) per year. **Community Partnership Liaison:** This will be an in-kind contribution from DMPS. Salary (plus benefits) = \$28,911.00 x 5% of her time = \$1,445.55 (in-kind) per year. **Site Coordinators:** This is an in-kind contribution from DMPS. 1 Site Coordinator/site x 37.5% FTE (15 hours/week) = \$28,892.63/Coordinator x 4 sites = \$115,570.50. **TOTAL: \$135,528.50.**

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 \$125.00 per site per year (\$100.00 for the student program; \$25.00 for the family literacy component). **Total of \$500.00 per year for four sites.**

Professional Development:

21CCLC funds will be coordinated with Title I, SINA, and building PD funds. Funds will purchase materials like books to support best instructional practices, parent engagement, quality extended-learning out-of-school time program practices. Funds will bring in consultants to deliver PD to 21CCLC staff, teachers, and community partners. Coordinators and grant staff will participate in national PD opportunities. PD requirements for 21CCLC staff include at least 1 hour per month on topics such as YPQA Training, Cultural Diversity, ELL, DESSA, and others. 1 hour/person/month x \$31.26/hour x 9 staff x 8 months = \$2,250.72 per site; \$9,002.88 for 4 sites. Additionally, 1 staff per site will attend a national out of school time conference each year. Conference expenses include \$1800.00/person/conference/site x 4 sites = \$7,200.00. **Total Professional Development costs:** \$4,050.72 per site x 4 sites = **\$16,202.88.**

Student Access and Transportation:

Funds will be available for yellow school buses to take children home after programming ends each day, as needed. Funds will be available for transporting students/families to community-based programs, field trips, and family literacy programming, as needed. Grant funds will also be used to access community recreational and cultural activities, as needed. 4 nights/week x 32 weeks = \$5,120.00/year per site x 4 sites = \$20,480.00; Field trips = \$832.00 / site x 4 sites = \$3,328.00. (Student Program \$4,000.00 /site, Family Literacy \$1,952.00 /site). **Total transportation: \$5952.00 per site per year; \$23,808.00 for four sites.**

Evaluation:

Funds will be used to support data collection and evaluation for each site and the creation and printing of reports for use in continuous improvement. The Project Coordinator will work with the DMPS contracted external evaluator (from Heartland AEA) to develop ongoing and annual reports to be presented to the school staff and parents, Advisory Council, DMPS administration, the community, and the Iowa Department of Education. External Evaluator expenses are in-kind from Heartland AEA (\$417.00 per day x 10 days = \$4,170.00). The Project Coordinator will provide other quantitative data reports and evaluations (behavior reports, formative assessment reports, etc.). Community Youth Concepts will provide qualitative evaluations of the YPQA results at \$1,000.00 per year per site. DESSA cost of site license per year: \$499.00/site per year. **Total Evaluation costs: \$1,499.00 per site per year; across four sites: \$5,996.00.**

Administrative/ Indirect Costs: (up to 8% allowed)

DMPS is requesting administrative expenses to cover administrative and indirect costs related to grant activities. Community Partners (M.O.U. partners: ASAP, Inc., YMCA) = \$4,024.24 per site x 4 sites = \$16,096.96. Indirect rate of 2.66% = \$1,927.76 per site x 4 sites = \$7,711.04. **Total: \$5,952 per site per year; \$23,808 for four sites.**

Materials and Supplies:

At each 21CCCLC site, the Project Coordinator, Site Coordinator, principals, teachers, and partners will determine what materials to purchase for each program. Funds have been allocated to each school for such things as: Physical Literacy equipment; Imagine Learning software; instructional materials; books for reading and family literacy; craft/art supplies; science lab supplies; board games; afterschool curriculum kits; curriculum software; additional computers to support increased access for students and parents; supplies for cooking and nutrition activities; and other materials as determined by building teams. Funds have also been allocated for family literacy activities such as curriculum materials, parent involvement materials, and family activities. **Total: \$28,752.28 per site per year (\$27,752.28 for the student program and \$1,000.00 for the family literacy program); \$115,009.12 for four sites.**

9.2 Describe how the program seeks to supplement, not supplant, current funding.

DMPS will use funds from 21CCCLC to supplement, not supplant existing services and funds. DMPS has a dedicated Grants Accountant and Auditor who ensure compliance. Funds will create and expand afterschool programming that offers extended learning opportunities for children and their families. Funds will be used to provide intensive academic support and enrichment activities, personnel, family literacy programming, contracted community partner services for enrichment activities, and program materials that could not be provided by the district without these grant funds.



MEMORANDUM OF UNDERSTANDING BETWEEN
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 Memorandum of Understanding (MOU) describes and confirms an agreement between Des Moines Public Schools (DMPS) and YMCA of Greater Des Moines. The purpose of this MOU is to formalize and clarify expectations of this partnership.

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

Organization Description

The YMCA of Greater Des Moines is a powerful association of men, women and children joined together by a shared commitment to nurturing the potential of kids, promoting healthy living and fostering a sense of social responsibility. We live our mission, "to put Christian principles into practice through programs that build healthy spirit, mind and body for all." We believe that lasting personal and social change can only come about when we all work together to invest in our kids, our health and our neighbors. At the YMCA, strengthening our community is our cause and we commit to:

- Nurture the potential of every child and adult
- Improve our communities' health and quality of life
- Strengthen families
- Build caring communities

The Y is dedicated to building healthy, confident, connected and secure children, adults, families and communities. Every day our impact is felt when an individual makes a healthy choice, when a mentor inspires a child, and when a community comes together for the common good.

We believe that all kids deserve the opportunity to discover who they are and what they can achieve. That's why, through the Y, millions of youth today are cultivating the values, skills and relationships that lead to positive behaviors, better health and educational achievement.

- Child Care – Safe, nurturing environment for children to learn, grow and develop social skills
- Education & Leadership – Knowledge, character development, guidance and encouragement to help youth develop and realize their potential
- Swim, Sports & Play – Positive, fun activities that build athletic, social and interpersonal skills
- Camp – Exciting, safe community for young people to explore the outdoors, build self-esteem, develop interpersonal skills and make lasting friendships and memories

Currently, the YMCA of Greater Des Moines operates four programs in partnership with the Des Moines Public Schools. They include:

- *YMCA of Greater Des Moines, Contact Lisa Stephany, YMCA of Greater Des Moines*
- *Girls on the Run—Contact Christ Vanderleest, Walnut Creek Family YMCA*
- *Starfish Academy—Contact Cameron Nicholson, John R. Grubb Community YMCA*

- 21st Century Learning Community Programming—Contact Cameron Nicholson, John R. Grubb Community YMCA
- Before/After School Program at Findley Elementary, Contact Joelle Kleihauer, Waukee Family YMCA

DMPS Responsibilities

Provide access to the school sites and space necessary, in collaboration with all school sponsored events. Assign a Community School 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 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 each school served.

Organization Responsibilities

1. MOUs 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 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
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 - 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 monthly 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

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Immediate Termination by the DMPS

DMPS may terminate this MOU 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 MOU 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 MOU 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 MOU 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 MOU 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 MOU shall remain in full force and effect during the entire term of this MOU 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 MOU, to the DMPS upon execution of this MOU. 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 MOU.

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 MOU;
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 MOU, including any agent of Organization's;
4. Any failure by the Organization to comply with the compliance with the Law provision of this MOU;
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 MOU 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 MOU Term

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

Counterparts

The parties agree that this MOU 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 MOU.

Delay or Impossibility of Performance

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

Compliance with Applicable Laws and Regulations

This Agreement is intended to comply with the requirements of state and federal laws, regulations and rules, including but not limited to the Family Educational and Privacy Rights Act, 20 U.S.C. § 1232g and this Agreement is authorized pursuant to 20 U.S.C. § 1232g(b)(1)(F).

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.



Primary Organization Contact


DMPs Community Partnership Coordinator

Date Signed: 7/1/15

Effective Date: 7/1/15

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

MEMORANDUM OF UNDERSTANDING BETWEEN
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 Memorandum of Understanding (MOU) describes and confirms an agreement between Des Moines Public Schools (DMPS) and Arts for the City, Inc., dba ASAP, the After School Arts Program. The purpose of this MOU 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.

After School Arts Program (ASAP)

ASAP is a multi-disciplinary arts enrichment program whose mission is to affirm young people as persons of value, nurture their skill and talent in the arts, help them realize their artistic gifts, and broaden their awareness of the varieties of artistic expression. ASAP provides access to the arts for DMPS students who show interest, talent, or need for arts enrichment. ASAP holds programming in the partner schools and at its downtown location at St. John's Lutheran Church, 600 Sixth Avenue. For students attending the downtown program, ASAP provides round-trip transportation on a chaperoned bus. ASAP provides all supplies and materials for each class led by a professional teaching artist. ASAP facilitates exhibition or performance experience for all students as part of their artistic development. Students attend ASAP once per week in a single class per session that lasts 6–8 weeks; they may take part in multiple classes/sessions each school year, as they are eligible.

DMPS Responsibilities

Provide access to the school sites and space necessary, in collaboration with all school sponsored events. Assign a Community School 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 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 each school served.

Organization Responsibilities

1. MOUs 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 and Community School Coordinators to ensure they have the following information as necessary:
 - Length of program, and the dates and times offered
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 - 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 monthly 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 MOU, or any verbal discussions between the Parties to this MOU.

The Parties enter into this MOU 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 MOU 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 MOU. Nothing in this MOU 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 MOU. Nothing in this MOU shall be construed as an exclusive working relationship. The Parties specifically acknowledge that this MOU 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 MOU 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 MOU 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 MOU 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 MOU 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 MOU regardless of the date the claim is filed or expiration of the policy. The DMPS shall be named as additional insureds or loss payees, or the Organization shall obtain an endorsement to the same effect, as applicable.

Certificates of Coverage

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Indemnification By the Organization

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1. Any breach of this MOU;
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 MOU, including any agent of Organization's;
4. Any failure by the Organization to comply with the compliance with the Law provision of this MOU;
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 MOU 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 MOU Term

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Counterparts

The parties agree that this MOU 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 MOU.

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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

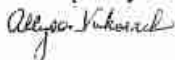
It is the policy of the Des Moines Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in 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 2323 Grand Avenue, Des Moines, IA 50312, 515-242-7662 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.

 Michelle Bolton King, Executive Director
Primary Organization Contact

Date Signed: 10/22/15



DMPS Community Partnership Coordinator

Date Signed: 10/25/15

Effective Date: 10/25/15

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



MEMORANDUM OF UNDERSTANDING BETWEEN
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 Memorandum of Understanding (MOU) describes and confirms an agreement between Des Moines Public Schools (DMPS) and *Insert Organization Name*. The purpose of this MOU is to formalize and clarify expectations of this partnership.

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

Organization Description

Community Youth Concepts (CYC) exists to ensure all Iowa youth have access to high quality opportunities that prepare them for success in school, work, and life. The mission of CYC is achieved by providing direct programming to youth in Polk and Dallas counties and training and technical assistance to youth-serving organizations. CYC offers youth development programs in service learning, STEM education, and career based mentoring. These programs are infused with core components of leadership development, academic support, and youth-led community engagement. CYC programs are designed to serve youth who are economically disadvantaged, have a disability, or are otherwise considered at-risk. CYC operates the Young Innovators Club, Junior Police Explorers, and Chrysalis after school programs. Mentor Advantage Program, uVoice Youth Philanthropy Board, Youth Service Momentum AmeriCorps Operational Program, and Kids with a Cause Program.

DMPS Responsibilities

Provide access to the school sites and space necessary, in collaboration with all school sponsored events. Assign a Community School 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 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 each school served.

Organization Responsibilities

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3. The Organization's performance or attempted performance of this MOU, including any agent of Organization's;
4. Any failure by the Organization to comply with the compliance with the Law provision of this MOU;
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
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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.

Amy Croll
Primary Organization Contact
Deanna K. Kucich
DMPS Community Partnership Coordinator

Date Signed: 12/19/14

1/1/2015

Effective Date: _____

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



December 7, 2015

Heidi Brown
21st Century CLC District Grant Coordinator
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Brown,

ASAP, the After School Arts Program, is very pleased to support Des Moines Public Schools' application for a 21st Century Community Learning Centers Grant.

ASAP has been honored to be a community partner in three such grants with Des Moines Public Schools, and is committed to providing quality arts education for even more students in the district, to meet their needs and the steady demand for arts programming.

ASAP's mission is to affirm young people as persons of value, nurture their skill and talent in the arts, help them realize their artistic gifts, and broaden their awareness of the varieties of artistic expression. ASAP has been working closely with Des Moines Public Schools since its founding in 2007, connecting students with quality enrichment programming in a wide variety of artistic mediums, led by experienced teaching artists and staffed by trained and caring volunteers. In the past five years, ASAP has grown from serving two schools to fourteen, and demand continues to grow. Students, teachers and administrators, and parents report real, positive results for the students who participate in ASAP. We are pleased to offer these experiences to more students through a new grant.

600 Sixth Avenue • Des Moines, IA 50309 • 515.770.3380 • www.asap-dsm.org



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

Sincerely yours,

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

Derek Hannah writing for Des Moines' 21st Century Community Learning Centers
1611 11th St.
Des Moines, Iowa 50314
December 8, 2015

To Whom It May Concern:

It is with great enthusiasm and gratitude that I support the 21st Century Community Learning Centers in any way that I can. The organization I represent in writing this, the John R. Grubb YMCA, feels the same way. Due to our partnership with 21st CCLC in recent years, we have had opportunities to impact youth in several diversified, important areas.

In the last 13 years, I have been a part of four Des Moines area YMCAs. I can say without a shadow of a doubt that the recent work we've done alongside 21st CCLC has been the most meaningful and transformational work with youth I've known the YMCA to do in Iowa.

The signature program we do with 21st CCLC is our Starfish Academy. This is a summer achievement gap program that focuses on literacy skills in elementary students. Starfish Academy served 3 schools in the urban core last summer and 1 school the year before. Through the literacy lessons and enrichment activities that are partially funded and/or provided by 21st CCLC and their staff, the students have made significant gains in their reading level during the summer months in which many students in the urban core lose significant reading progress. Due to the impressive manner in which our two organizations partner, with steady progress and true collaborative teamwork in mind, more than 200 students have improved their academic trajectory over the last 2 summers and we're hoping to keep growing this program!

Another great impact we make with 21st CCLC is our C.A.T.C.H. program (Coordinated Approach To Children's Health). Twice a week, we pick up 40 elementary students from local schools to bring them to our YMCA for swim and water safety lessons, as well as physical activity and nutrition education in our gym. Thanks to 21st CCLC, we've helped over 500 local 3rd-5th graders learn how to swim and improve their perspective on health over the last 3 years. Practice in these swimming skills is hard to come by for students in the urban core and we're thankful to be able to make a difference in this area.

We partner with 21st CCLC on other programs too, such as youth sports and special events, but the two programs I've described above are what I think both the YMCA and 21st CCLC are most proud of in our work together. Our partnership also improves our ability to build relationships and similar partnerships with other community organizations. As they say – it takes a village – and the 21st Century Community Learning Centers are vital part of ours here in Des Moines.

Derek Hannah
Youth Development Director, John R. Grubb YMCA
Derek.Hannah@dmymca.org



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

To whom it may concern,

We are writing in support of 21st Century Community Learning Centers in Des Moines Public Schools. We've had the extreme pleasure of partnering with 21st Century CLC for several years now via Half-Pints Poetry, an elementary school program focused on providing youth safe and brave spaces to express themselves via the art of spoken word poetry and performance. Half-Pints Poetry is led by spoken word artist Words Taylor, as well as dedicated high school aged poets in Movement 515, a spoken word poetry community.

In the 2014-2015 school year, Half-Pints Poetry was piloted at King Elementary School, providing 20+ youth a platform to share their truth. They performed at two community showcases bringing parents, school personnel, and community members together, and wowed us with their growth as writers and performers. In the 2015-2016 school year, Half-Pints Poetry will expand to 11 elementary schools, providing over 220 young people the opportunity to express, grapple with their identity, and use the stage as a space to "get free" and celebrate their powerful voices. Our partnership with 21st Century CLC has been invaluable to the growth of our organization, providing our senior poets the opportunity to mentor and build strong relationships with the next generation of youth activists.

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

Sincerely,

Emily Lang
Emily.Lang@dmschools.org

Kristopher Rollins
Kristopher.Rollins@dmschools.org

FORM A: SITE INFORMATION

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

21CCLC Site Name: Cattell Elementary School		
Site Address: 3101 E. 12th Street		
City, State, Zip: Des Moines, IA 50316		
Phone: (515) 242-8403		
Site Contact Person: Tiona Sandbulte, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Howe Elementary School		
Site Address: 2900 Indianola Road		
City, State, Zip: Des Moines, IA 50315		
Phone: (515) 242-8413		
Site Contact Person: Jill Burke, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Lovejoy Elementary School		
Site Address: 801 E. Kenyon Avenue		
City, State, Zip: Des Moines, IA 50315		
Phone: (515) 242-8419		
Site Contact Person: Shelly Pospeshil, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Oak Park Elementary School		
Site Address: 3928 6th Avenue		
City, State, Zip: Des Moines, IA 50313		
Phone: (515) 242-8428		
Site Contact Person: Christopher Fee, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the

evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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


Part M: Private and Public School Consultation

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

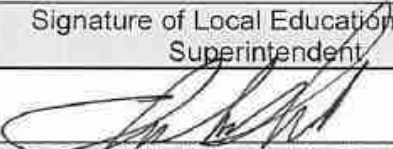




Part N: Grant Termination (Additional conditions in appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Des Moines Public Schools

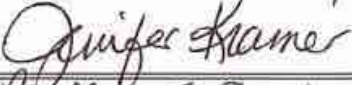
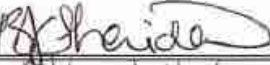
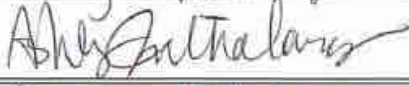



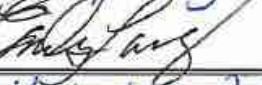

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Howe Elementary
	Lovejoy Elementary
	Oak Park Elementary
	Cattel Elementary

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	Jennifer Kramer/Den	Agency	Oak Park Elementary
Signature		Address	3928 6 th Ave
		City/Zip	DM, 50313 Phone 242-8428
Name/Title	Bobbie Jo Sheridan/csc	Agency	Love Joy Elementary
Signature		Address	801 E. Kenyon Ave.
		City/Zip	DM, 50315 Phone 242-8419
Name/Title	Ashley Inthalaangay	Agency	Cattell Elementary
Signature		Address	3101 E. 12 th St.
		City/Zip	DM, 50316 Phone 242-8403
Name/Title	Cameron Nicholson	Agency	YMCA
Signature		Address	1611 11 th St.
		City/Zip	YMCA 50314 Phone 246-0791
Name/Title	Derek Hannah	Agency	YMCA
Signature		Address	1611 11 th St.
		City/Zip	DM, 50314 Phone 246-0791
Name/Title	Michelle Botton King	Agency	ASAP
Signature		Address	600 1 st Ave.
		City/Zip	DM, 50309 Phone 770-3380
Name/Title	Emily Lang	Agency	DMPS
Signature		Address	1800 Grand Ave.
		City/Zip	DM, 50309 Phone 242-7846
Name/Title	Kristopher Rollins	Agency	DMPS
Signature		Address	1800 Grand Ave.
		City/Zip	DM, 50309 Phone 242-7846

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>4</u>	<u>248</u>	<u>\$297,600</u>	<u>\$892,800</u>

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
Cattell Elementary	\$74,400	\$74,400	\$74,400	\$223,200	62
Howe Elementary	\$74,400	\$74,400	\$74,400	\$223,200	62
Lovejoy Elementary	\$74,400	\$74,400	\$74,400	\$223,200	62
Oak Park Elementary	\$74,400	\$74,400	\$74,400	\$223,200	62
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 248

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

Applicant Agency: Des Moines Independent
Community School District

Site: Cattell Elementary

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 186

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	26069.00	2000.00	26069.00	2000.00	26069.00	2000.00	84207.00
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	27752.28	1000.00	27752.28	1000.00	27752.28	1000.00	86256.84
Professional Development (minimum 4% per year)	4050.72	0.00	4050.72	0.00	4050.72	0.00	12152.16
Student Access, Transportation etc. (maximum 8% per year)	4000.00	1952.00	4000.00	1952.00	4000.00	1952.00	17856.00
Evaluation (about 4% per year)	1499.00	0.00	1499.00	0.00	1499.00	0.00	4497.00
Administrative/ Indirect Costs (maximum 8% per year)	5952.00	0.00	5952.00	0.0	5952.00	0.00	17856.00
Totals	69423.00	4977.00	69423.00	4977.00	69423.00	4977.00	

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: Des Moines Independent
Community School District

Site: Howe Elementary

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 186

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	26069.00	2000.00	26069.00	2000.00	26069.00	2000.00	84207.00
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	27752.28	1000.00	27752.28	1000.00	27752.28	1000.00	86256.84
Professional Development (minimum 4% per year)	4050.72	0.00	4050.72	0.00	4050.72	0.00	12152.16
Student Access, Transportation etc. (maximum 8% per year)	4000.00	1952.00	4000.00	1952.00	4000.00	1952.00	17856.00
Evaluation (about 4% per year)	1499.00	0.00	1499.00	0.00	1499.00	0.00	4497.00
Administrative/ Indirect Costs (maximum 8% per year)	5952.00	0.00	5952.00	0.00	5952.00	0.00	17856.00
Totals	69423.00	4977.00	69423.00	4977.00	69423.00	4977.00	

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: Des Moines Independent
Community School District

Site: Lovejoy Elementary

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 186

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	26069.00	2000.00	26069.00	2000.00	26069.00	2000.00	84207.00
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	27752.28	1000.00	27752.28	1000.00	27752.28	1000.00	86256.84
Professional Development (minimum 4% per year)	4050.72	0.00	4050.72	0.00	4050.72	0.00	12152.16
Student Access, Transportation etc. (maximum 8% per year)	4000.00	1952.00	4000.00	1952.00	4000.00	1952.00	17856.00
Evaluation (about 4% per year)	1499.00	0.00	1499.00	0.00	1499.00	0.00	4497.00
Administrative/ Indirect Costs (maximum 8% per year)	5952.00	0.00	5952.00	0.00	5952.00	0.00	17856.00
Totals	69423.00	4977.00	69423.00	4977.00	69423.00	4977.00	

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: Des Moines Independent
Community School District

Site: Oak Park Elementary

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 186

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	26069.00	2000.00	26069.00	2000.00	26069.00	2000.00	84207.00
Staff Travel	100.00	25.00	100.00	25.00	100.00	25.00	375.00
Materials	27752.28	1000.00	27752.28	1000.00	27752.28	1000.00	86256.84
Professional Development (minimum 4% per year)	4050.72	0.00	4050.72	0.00	4050.72	0.00	12152.16
Student Access, Transportation etc. (maximum 8% per year)	4000.00	1952.00	4000.00	1952.00	4000.00	1952.00	17856.00
Evaluation (about 4% per year)	1499.00	0.00	1499.00	0.00	1499.00	0.00	4497.00
Administrative/ Indirect Costs (maximum 8% per year)	5952.00	0.00	5952.00	0.00	5952.00	0.00	17856.00
Totals	69423.00	4977.00	69423.00	4977.00	69423.00	4977.00	

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.

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

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

Definitions

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

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

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

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

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG



Private School Consultation Meeting Log

Email WAS sent to Dr. Cordaro requesting a
 Date meeting on Nov. 23rd and again on Nov. 30th
 Time with a deadline to respond by Dec. 4th
 Location Dr. Cordaro did not respond with interest until
 Monday, Dec. 7th.

Meeting called by: Heidi Brown
 Attendees: (Attach attendance sign-in sheet)

Type of meeting: Collaborative.

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

Welcome [Insert Name] [Insert time allocation]

Discussion: Heidi reached out to Dr. Cordaro from St. Anthony's
 to discuss the non-public collaboration w/ DMPS by
 email, with a deadline to respond by Dec. 4th.

Conclusions: There was no response until Dec. 7th after which
 most of the grant application was completed.

Action Items:

Person responsible:

Deadline:

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

Discussion: Heidi was able to offer St. Anthony's school
 students ten spots in the program housed at Howe
 Elementary School and parents to attend family events.

Conclusions: As of 12/10 Dr. Cordaro has not responded
 to this proposal.

Action Items:

Person responsible:

Deadline:

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> <i>Waiting for response on proposal as of Dec. 10. Next steps would include setting up a meeting if non-public responds.</i>		
<u>Action Items:</u> _____ —	<u>Person responsible:</u> _____ —	<u>Deadline:</u> _____ —
Questions All Staff [Insert time allocation]		
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____ —	<u>Person responsible:</u> _____ —	<u>Deadline:</u> _____ —

Other Information

Resource persons:	
Special notes:	

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

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