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1. Proposal Abstract

Absolute Priority

Targeted School	2015-16 Enrollment	2015-16 FRL Eligibility %
Carter Lake Elementary	417	(78% per 2015-16)
Roosevelt Elementary	497	(73.3% per 2015-16)
School Sites Combined /Average	914	76%
District	8,624	64.7%
State	--	47% (2015-16, Iowa DoE)

Competitive Priority Status

1. *School Priority Identification, Iowa School Report Card / 5 additional points* – One of our two proposed sites for a new 21st Century Community Learning Center after-school program – **Carter Lake Elementary – is a Priority-identified school** per the 2015 Iowa School Report Card. Carter Lake scored a **51**, placing it **among the lowest 3% of all Iowa elementary schools**.

2. *Joint Submission / 5 additional points* – Application is jointly submitted as a collaboration with the Council Bluffs Community School District (CBCSD) as the lead fiscal agent. Attached are MOU’s recognizing joint submission inclusive of these partners: *Iowa Western Community College, Boystown Iowa, Iowa West Foundation, Green Hills AEA, Council Bluffs Public Library, Carter Lake Public Library, Iowa Public Television, TS Bank Institute, Council Bluffs Community School District*

Needs Assessment

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,188 K-12 students and their families in western Iowa’s Pottawattamie County. Free/reduced lunch rates for the district are at 71%, including an average of 76% at the two proposed CLC sites (Carter Lake and Roosevelt Elementary Schools). An analysis of the 2016 Iowa Assessments reveals that students in both schools lag behind district average in 2nd-5th grade reading and math scores. The 2016 FAST literacy assessment also showed that 57% of K-3 students at both proposed CLC sites scored **below** proficiency in reading. And according to Kids Count 2014, CBCSD 4th graders score in the bottom 13 of 99 Iowa counties in terms of proficiency in reading on the Iowa Tests of Basic Skills. At this time, before- and after-school activities for Carter Lake and Roosevelt students are limited to fee-based childcare provided by Kids & Company or the Boys and Girls Club. While our families appreciate this as an option, our data study has revealed **major gaps and weaknesses in current programming**. Just 24% of students currently attend, leaving nearly 700 high-poverty elementary students unserved.

The Project

The CBCSD proposes to establish new comprehensive CLCs (Community Learning Centers) offering a range of quality before- and after-school and summer activities to academically-struggling, high-poverty students at two high-need elementary sites in our district: Carter Lake and Roosevelt Elementary Schools. We expect 200 students to attend the program 30 or more days/year. Operating 150 days during the school year and 30 days in summer, the program will address needs communicated to us by parents, students, staff, and community members. The CLCs will offer an integrated program of before- and after-school and summer recreation, enrichment, and academic interventions (with a special emphasis on service learning) to foster students’ cognitive, social/emotional, and healthy physical development. Our academic interventions are designed to help us achieve this primary academic goal: “By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading and math as compared to non-participating students.” Every month will feature at least two different family engagement / support programs and four student field trips. The overall design covers 13 of the 15 eligible federal activities suggested for 21st Century CLCs. Healthy meals, meeting USDA nutrition guidelines, will fuel students for engagement.

Research Base

Based on the third principle of effectiveness, the research for our CLC is based on extensive evidence from multiple sources. Our CLC embraces “*Serve the Whole Child*”, which is an evidence-based approach to education and enrichment that considers the needs of the whole child within three spheres: ❶ Social-Emotional Development Needs; ❷ Cognitive Development Needs; and ❸ Physical Development Needs. Since licensed classroom teachers from both schools will serve as after-school tutors, they will continue the same evidence-based approaches from the day school into after-school programming. Our CLC also features research from Active Bodies/Active Minds (Recess Before Lunch, Building our Kids’ Success, Brain Breaks), Social and Emotional Learning practices, and evidence-based practices such as student-centered coaching, Leveled Literacy Intervention, Reading Recovery, and more in our math and literacy interventions.

Management Plan

As the CBCSD expands CLC services district-wide and at multiple cohort sites, it is crucial that we map an efficient staffing plan. To that end, the District CLC Director is revising the staffing matrix as follows: (1) each site will be led by an on-site part-time Facilitator or Coordinator; (2) A 1.0 FTE Achievement Specialist will track, analyze and share achievement and attendance data for all K-12 cohorts, provide trending for participating students (to focus on continuous improvement support processes), and have oversight of strengths-based training assessments/ progress. Continuous improvement will be assured with a regularly updated continuous improvement plan; (3) A new 1.0 FTE Partnership Development and Sustainability Specialist will be the point person responsible for liaising with stakeholders, spearheading sustainability efforts, and developing and nurturing external partnerships and partner-based programming.

Communication Plan

Outreach strategies to share evaluation and other information about the CLC program focus on four audiences: students, parents, partners, and community members. Without these groups receiving clear, ongoing information and updates on CLC progress, student achievement, and fiscal health, the CLC program risks losing parent, partner, and community support. Such support is foundational to its success and sustainability. To ensure an efficient and organized communication plan, we will hire a new Partnership Development and Sustainability Specialist. Strategies are described in detail.

Partnerships

The project features a collaborative network of organizations committed to working together to address the varying needs of target-area students and their families. This is documented extensively in the Partners and Roles and Sustainability tables, including areas of most significant impact. All partners possess significant expertise and resources to maximize the outreach to be implemented through the project and to effectively sustain the project beyond the funding period. MOUs for major partners follow the narrative.

Evaluation

To ensure a successful grant-funded project now and in the future, we have designed a rigorous and comprehensive evaluation plan that will be used to refine, improve, and strengthen the program and secure community support. We will work with an experienced external evaluator (Dr. Sherry Huffman of the Green Hills AEA) to conduct the formative and summative evaluations of program effectiveness according to program requirements and local and state standards. Program staff will work with external evaluation consultants to help collect, analyze, trend, and share attendance, achievement, and other data with the management team and stakeholders.

Budget

The total annual request comes to \$300,000 to serve 200 K-5 students for 180 days/year (at \$8.33/day/student). The budget for both sites is evenly split between Roosevelt Elementary and Carter Lake Elementary Schools and does not supplant any existing services. All budget line items fall within grant limits and parameters.



2. STUDENT NEEDS ASSESSMENT

2.1 Objective data defining student need – The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,188 pK-12 students and their families in western Iowa’s Pottawattamie County.

The City of Council Bluffs (pop. 61,969, US Census 2013 estimate) is situated on the banks of the Missouri River, just across from Omaha, Nebraska. The district’s free/reduced lunch rate, a leading indicator of poverty, has risen from 43% in 2003 to 64% today. At the two elementary schools proposing to establish 21st Century Community Learning Center (CLC) programs, 76% of the 914 enrolled students live in poverty (*district avg: 71%*). At the close of the last school year, roughly one in five students (23%) were minority, 18% received special education services, 6.5% were English Language Learners, and the district’s student mobility rate was 20% (indicating that one in five students experiences a potentially disruptive transfer in, out, or between schools in the last school year).

Poverty indicators: The median household income in Council Bluffs is 14% below state average (\$45,204 vs. IA @ \$52,716), so it’s not surprising that Council Bluffs has a higher percentage of residents living below the federal poverty level (16.2%) than state average (IA = 12.2%). *US Census QuickFacts, 2010-2014*. Just 17.5% of Council Bluffs residents ages 25 and over have a Bachelor’s Degree or more compared to 26.4% statewide, which has dramatic impact on employment opportunities and wages: among adults ages 25-32, median annual earnings for college-degree holders are \$17,500/year greater than those with only high school diplomas. *Pew Research Center 2015*. Children in single-parent households are also more likely to live in poverty (45% vs. 13% in two-parent households). Pottawattamie County ranked 6th of 99 Iowa counties for the percentage of single-parent households (39%), and 17.5% of children live in poverty. *Kids Count 2014*. Children raised in poverty experience many more stressors that undermine school behavior and academic achievement.¹ However, children of low socio-economic status (SES), when provided with a supportive and enriching environment, can adapt and thrive. This proposal to establish two CLCs at the high-poverty elementary schools **Roosevelt** (School Wide SINA-3 for Math, SINA-5 for Reading) and **Priority-identified Carter Lake** (School Wide SINA-3 for Math, SINA-1 for Reading) was designed to do just that.

Proficiency in Math and Reading: According to Kids Count 2014, CBCSD 4th graders score in the bottom 13 of 99 Iowa counties in terms of proficiency in reading on the Iowa Tests of Basic Skills. **Table 1** illustrates achievement gaps between our proposed CLC site elementary schools as well as schools statewide. That gap was as high as 28 percentage points last year (*Grade 4 Reading, Carter Lake vs. State average*). Carter Lake and Roosevelt also lag behind their peers in other elementary schools in their home district. While we do not yet have comparable results for the state, our internal 2015-16 results also show that both schools have experienced a decrease in reading scores from 2014 to 2015. At Roosevelt, 2nd-grade reading proficiency scores dropped by 14 points in just one year!

Table 1. 2014-15 Iowa Assessments Elementary Reading and Math, % Proficient										
	Grade 2		Grade 3		Grade 4		Grade 5		All Grades 3-5	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State of Iowa	73.0	72.8	76.4	79.6	76	79.3	77.5	77.0	75.7	77.2
District	57.6	63	61	70.9	65.5	67.5	67.6	67.8	62.9	67.3
Carter Lake	51.9	55.6	61.1	63.0	47.7	55.4	51.0	40.8	52.9	53.7
Roosevelt	51.7	59	57.1	65.2	66.1	55.9	68.1	59.7	60.8	60
2015-16 Iowa Assessments Elementary Reading and Math, % Proficient										
District	56.5	64.3	62.6	70.6	63.8	65.8	71.7	69.4	63.7	67.5
Carter Lake	55.8	64	53.7	66.7	53.4	55.2	58	56.5	55.2	60.6
Roosevelt	37.7	55.1	50.8	70.5	60.3	60.3	61	63	52.5	62.2

¹ Jensen, Eric. *Teaching with Poverty in Mind; What Being Poor Does to Kids’ Brains and What Schools Can Do About It*. Nov. 2009.

Digging deeper into the data, we find serious gaps between student subgroups. The percentage of minority students (aggregated) who are proficient in math and reading combined at both schools has declined annually since 2013 and is far below performance by their white peers in the CBCSD and statewide. Since 23% of CBCSD students are Hispanic/Latino and minority enrollment is on an upward trend (up from 6% fifteen years ago), it is critical that we address this gap, during and *beyond* the school day.

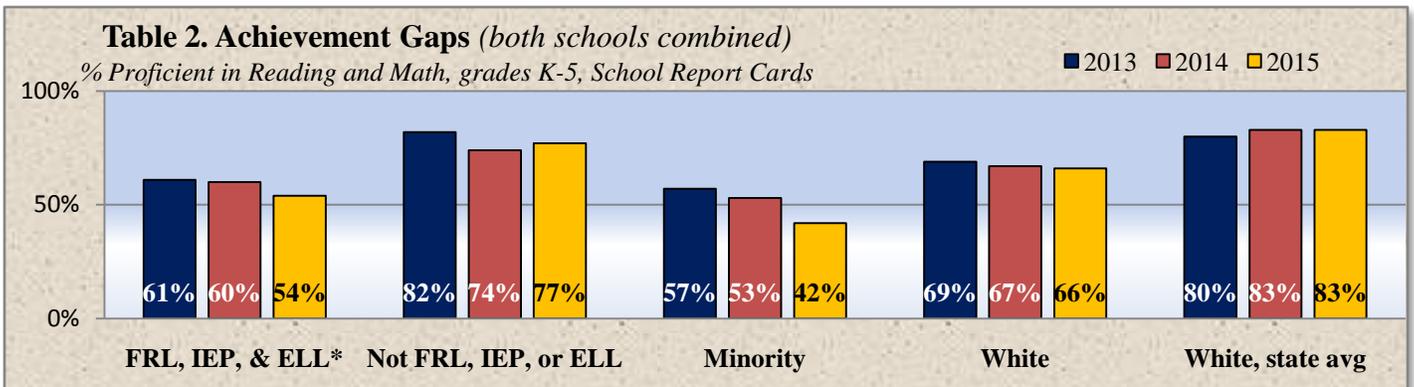
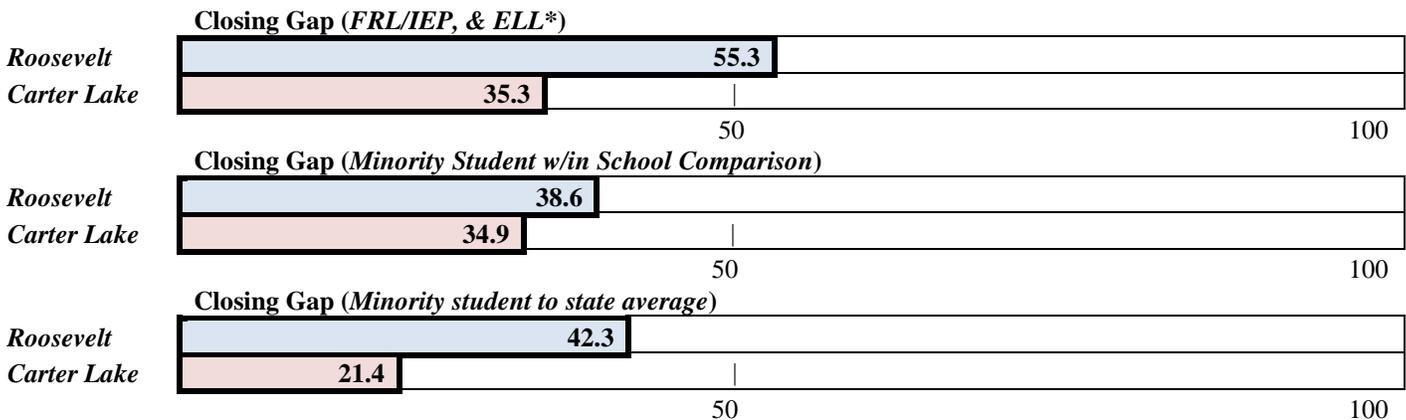


Table 3. 2015 School Report Card Data on Closing Achievement Gaps



*FRL = Free/Reduced Lunch; IEP = Individualized Education Program; ELL = Students whose first language is not English

The FAST (Formative Assessment System for Teachers) literacy assessment shows additional critical academic support needs among our even younger students, with 57% of all K-3 students at both proposed CLC sites scoring below proficiency in reading. (Results from 2015-16 in Table 4.)

	Kinder.	Gr. 1	Gr. 2	Gr. 3
Carter Lake	22%	47%	45%	47%
Roosevelt	61%	27%	52%	42%

According to the 2015 School Report Cards, Roosevelt Elementary scored 62.7 points (“Acceptable”—among the bottom 50% of all Iowa elementary schools), while Carter Lake just scored 51 points (“Priority”—among the bottom 3% of all Iowa elementary schools). Disproportionate academic challenges reflect behavioral ones: Last year, Carter Lake and Roosevelt together logged 26% of all K-5 disciplinary incidents recorded by the 11 elementary schools in the CBCSD.

How the program will address student needs, including needs of students with working families – At this time, Roosevelt students have the option of enrolling in the on-site “Kids & Company” before & after-school childcare program run by the Council Bluffs Community Education Foundation (\$32.50/minimum weekly charge for just one child: \$1,170/year, minimum). Students at both schools may travel off-site to after-school recreation at the Boys and Girls Club, also fee-based. While we are glad these options are available to our families, they have three major weaknesses: (1) **Cost can be a barrier**: Since these are fee-based programs, the high-poverty students who need such services most may not be able to afford them. At Roosevelt only,

16% of all preK-5 students attend the Kids & Company program (80 of 497). Roughly 135 students from both schools (on average) head to the Boys and Girls Club after-school. This leaves hundreds of high-poverty students without the additional support they need. *See Table 5. (2) **Structured academic support is not provided.*** Kids & Company and the Boys and Girls Club offer childcare, recreation, and unstructured play time after school—not tutoring. There are *no* academic goals established for individual students, and *no* academic or behavioral data is collected. This means we have no quantitative data with which to assess or improve existing programming, and *students miss a tremendous opportunity to build skills and work toward specific academic goals beyond the bell.* Ideally, after-school academic support should feature one-on-one skills practice, tutoring, and development using the same individualized instructional approaches, classroom management techniques, and research-based curricula as the day school, led by licensed, trained teachers. **(3) Staffing is inconsistent;** high turnover and lack of training/experience can actually contribute to behavioral issues! Student:staff ratios at the Boys and Girls Club frequently exceed the recommended 15:1 ratio.

Table 5. Site Demographics & Current OOS* Program Attendance (vs. Missed Opportunities)

Elementary School	Current 2016 Enroll.	Free / Reduced Lunch %	Current # Students Attending OOS* Program	# Students NOT Attending OOS Program
Carter Lake	417	78%	70 (17%)	347
Roosevelt	497	73.3%	145 (29%)	352
TOTAL/Avg:	914**	76%	215 (23.5%)	699

*OOS = Out-of-School – before-school and/or after-school. **K-5 school enrollment, where Kids & Company serves preK-5.

The Council Bluffs Elementary School CLC will not duplicate or supplant existing services, resulting in parallel after-school programs. Rather, it will *enhance* and *expand* upon these programs—offering district-aligned staff training on classroom management and

instructional practices, working together to offer engaging, interest-based enrichment activities, and most importantly, *expanding access to high-poverty students who need support the most.* The end result? Two strong, comprehensive CLCs that offer a variety of targeted, cohesive before and after-school activities, including math and reading reinforcement, to hundreds of struggling students at two elementary sites in our district. (We anticipate approximately 200 students attending the program 30 or more days/year.) Operating 150 days before and after school during the school year and 30 days in summer, the program will address needs communicated to us by parents, students, staff, and community members in the last school year.

In our new CLCs, students will receive individualized academic support from certified teaching staff, working toward specific math and reading goals. After academic support, students will participate in interest-based enrichment modules that get them excited about learning. These modules will also serve as an initial stepping stone to the innovative career exploration clubs now offered with our partners at the middle school CLC (e.g., Aviation Career Exploratory Club, Culinary Career Academy, etc.). An in-kind 1.0 FTE CLC Achievement Specialist will align the program to school-day learning, coach staff, and evaluate progress on learning targets. The Specialist will work closely with the Site Facilitator and teachers at each school. Both proposed sites for the CLC are safe, secure, and fully accessible to individuals with disabilities. Language translation services are available. In cases where participants are hard of hearing or visually impaired, project communication will be made available in alternate formats. All communications utilize clear, concise language with supporting graphics so that individuals of all literacy levels and backgrounds are aware of family programs and program advisory opportunities. Safe transportation home will be provided by bus.

2.2 Stakeholder Engagement – We are proud to have numerous diverse community partners involved with our existing sites (85 at the middle level alone!); 47 local partners attended our first “Partners and Pastries” event last year to share ideas; next spring, we will expand this event to include legislators. We invite ongoing input from parents at existing family engagement nights; this November, 79 Roosevelt & Carter Lake parents & 59 teachers completed a CLC interest survey, showing strong support for new sites at both schools. Thirteen teachers from around the district also attended a fall 2016 inservice on CLC club involvement

opportunities. CLC Leadership at the district and school building levels continues to reach out to parents and students in order to develop schedules and programs that meet family needs and student interests.

3. PROJECT

3.1. The Council Bluffs Elementary School CLC was carefully designed to link programming and services to student needs based on the comprehensive needs assessment detailed in Section 2. We anticipate targeting 400 students at sites at Roosevelt and Carter Lake, both Title 1-eligible elementary schools, 200 of whom we anticipate being “regular attendees (attending ≥ 30 days in the school year). The CLC will offer an integrated program of after-school activities to foster students’ academic, social and healthy development, with a special emphasis on service learning. The program will meet student needs as follows:

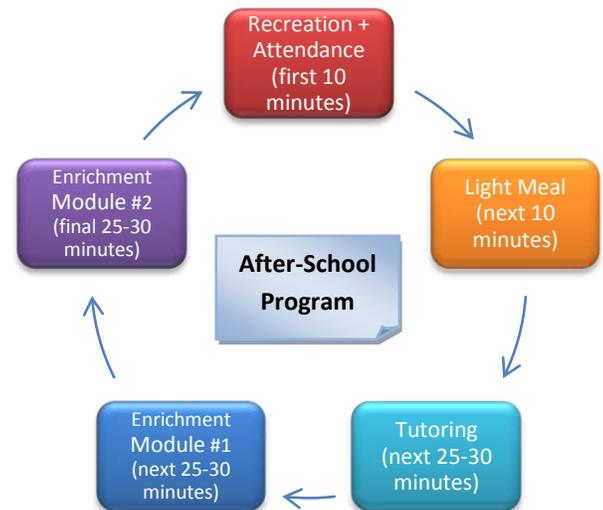
➤ Recreation / Fitness will be provided immediately before/after school every day to allow students to “Get their Giggles and Wiggles Out” and boost academic attention as well as maintain good health by participating in a variety of physical activities like organized intramurals, playground games, and fitness clubs (walking/jogging clubs exist at 8 elementary schools now). The YMCA and CB Parks & Recreation Department will help lead, expand, and develop recreation / physical activities in fitness enrichment modules.

➤ A healthy meal that meets USDA nutritional guidelines will be served each day after recreation to ensure students have “fuel” to support their learning and development.

➤ Homework Help / Tutoring will be provided after snack by certified teachers after school Monday through Friday and 4 weeks in August, as no summer school or school-based activities are currently provided that month. CLC tutoring will allow students to build positive relationships with a reliable mentor, which research shows is key to academic achievement.² The District’s CLC Achievement Specialist will work with staff to identify targeted interventions for growth and make recommendations for students’ success. Academic instruction and assessment will utilize the same curriculum as that used in the day school program (the Iowa Core Curriculum), which is aligned with the Iowa Core Standards for Literacy and Mathematics. All licensed classroom teachers have been trained in this curriculum and are provided ongoing support in its delivery by the CBCSD.

This targeted tutoring and academic support will help us achieve our primary academic goal: “By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading AND math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.”

➤ Enrichment Modules / Clubs will be available to students after daily tutoring on a rotating basis to enrich student learning in core content areas. Literacy modules may include book clubs or games and lessons suggested by *After School Iowa*, while the Math modules might offer chess and online games. Science clubs will include youth robotics, STEM projects (*Cloud in a Bottle*, *Cartesian Diver*), LEGO competitions, and “Citizen Scientist” events (*the Christmas Bird Count*, *Monarch butterfly tagging*). History clubs will feature field trips both in-person and virtual! We will expand the new “Google Expedition” activities currently rolling out to all existing CLC sites, allowing students to engage in guided virtual reality explorations of museums, national parks, outer space, animals, biomes, body systems, universities, historical sites, art galleries, even careers (“A day in the life of a paleontologist,” etc.). Specific expeditions (i.e., “Virtual Family Vacation”) will align with learning objectives and day school activities. In August, we will offer four weeks of daily themed activities: writing / humanities (poetry slam, writer’s workshop), visual arts, science / technology, and movement (yoga, dance), with Friday field trips that enhance the week’s lessons.



² Harris, P.L. 2007. Trust. *Developmental Science*, 10, 135-138.

Other modules will “Serve the Whole Child” in focus areas such as service learning, creative activities (art and music), career exploration, health / wellness, and social / emotional learning. The CBCSD 21st CCLC Director and staff recently developed a “*Learn and Serve*” curriculum modeled after the University of Nebraska at Omaha’s Service Learning Workshop. This model will provide research-based guidance for project-based service learning activities. In Learn and Serve, students learn about local non-profits and serve at least one of them in one of three project types: Direct Service, Indirect Service, or Advocacy. Two Learn and Serve clubs are running at our three existing K-5 CLC sites, and we are recruiting teachers and students to build momentum and interest as we expand the program to the two new sites. Students will participate in two unique daily modules of 25 – 30 minutes each that change according to rotating quarterly themes. (Est. 6-10 running concurrently daily at two sites with 15-20 students in each.)

➤ Field Trips will be organized at least weekly to expose students and families to new activities, ideas, and opportunities, inspire dreaming, and encourage healthy lifestyles. Trips will also boost school engagement and reinforce academic/enrichment lessons. Partners will work with CLC staff to plan and facilitate trips (Fridays to feature civic mindedness / Learn and Serve field trips in the community, Mondays may include mini-trips off-site to engage in a variety of lessons and activities at our partner locations.)

➤ Family Literacy/Engagement Activities will be provided 2x/month across four domains (detailed below).

Council Bluffs Elementary School 21 st CCLC Schedule	
Before School: Breakfast, Recreation, Reading / Math Tutoring, BOKS	Mon – Fri 7:30.- 8:50 a.m. (breakfast @ 8:35)
After School: Physical activity, Attendance, Snack, Academic Support, two rotating Enrichment Modules	Mon – 2:00 5:30 p.m.* Tues – Fri 3:45 – 5:30 p.m.
Ongoing Student / Family Events: Field trips, open houses, literacy nights, parent education workshops, etc.	Weekly field trips / events (4x/month) after school, evenings, or Saturday.
Summer School: Weekly themed activities: visual arts, writing/humanities, science/technology, movement	June - August (K-2 a.m., gr. 3-5 p.m.), Friday field trips based on theme
*extended Monday afternoon hours align with early release Mondays for district professional collaboration time and staff development.	

3.2 Academic, enrichment and family literacy services

– Both new sites feature an array of academic, enrichment, and family literacy services. Our design includes 13 of the 15 eligible federal activities suggested for 21st century learning centers.

Academic Services – Certified teaching staff will provide homework help and one-to-one tutoring in math, reading, science, and other areas as may be needed, including extended-day use of students’ Chromebooks. Enrichment Clubs will reinforce lessons in different subject areas; off-site field trips will further enhance lessons learned. The CLC Achievement Specialist will support CLC

tutors to differentiate learning based on each child’s identified academic goals and learning styles.

Enrichment Services – Enrichment will come in variety of exciting forms, including group Google Expeditions, Citizen Scientist projects, and community “Learn and Serve” projects that foster leadership skills, teamwork, career exploration, and social / emotional development. Enrichment also will include a wide variety of experiences with art, cooking, nature, health, writing/humanities, and technology (e.g., “Makerspace” / 3-D printer experiences during field trips to the public library).

Family Literacy/Family Engagement – Every month will feature at least two different family engagement events, and parent support will be provided in four distinct levels: **(1)** Our partner Iowa Western Community College offers a variety of educational parent supports including English as a Second Language (ESL) courses, basic literacy / skills, HiSET/GED prep and testing, computer literacy, and a volunteer program. **(2)** Monthly *Parent to Student 101* education sessions will be held at each CLC site to highlight local resources and strengthen the home-school connection: developing a shared, collaborative language, goals, and strategies, aligned with Iowa CORE standards, to enhance children’s development and academic success. Sessions (running from 5:30-7 pm) will include family dinner time followed by parent education, child activities, and parent-child creative time. Other fun family engagement nights will include “Reading Under the Stars” (with take-home book bags) or Dr. Suess celebrations. **(3)** *Common Sense Parenting* classes will be jointly offered with three CLC partners; the program covers proactive discipline, communication, and skills and techniques that create healthy family relationships. **(4)** Our partner Boys Town Iowa provides

voluntary in-home support services to families in or near crisis, with the goal of preventing children from being taken from the home / reuniting them with their families if outside placement is necessary.

3.3 Goals and Objectives –

Goal: To promote the social-emotional, physical, and cognitive development of CBCSD children by creating a comprehensive, inclusive before, after, and summer school program that provides academic assistance, education enrichment, and family literacy opportunities within a collaborative, caring community.

- **Objective 1)** By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.
- **Objective 2)** By June of each year, regular attendees (30 days or more/year) will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.
- **Objective 3)** 90% of participants will complete homework assignments at least 80% of the time.
- **Objective 4)** By June of each year, at least 80% of regular attendees will demonstrate increased school engagement with a higher average daily school attendance rate than students attending less than 30 days.
- **Objective 5)** By June of each year, at least 80% of regular attendees will demonstrate increased school engagement with fewer disciplinary incidents (on average) than students attending fewer than 30 days.
- **Objective 6)** By June of each year, at least 80% of parents will indicate via survey that the program has had a positive impact on their ability to help support their child’s educational growth.

3.4 Alignment with school day – The CLC is an extension of the district’s academic programs, standards, and goals, with shared resources, curriculum, & vision. CLC staff meet with school staff every other week in joint planning sessions to ensure that academic support is aligned with day-school practices and considers the developmental needs / learning styles of individual students. Our tutor pool will comprise licensed day school teachers who will be able to seamlessly connect the school day and after-school academic activities. The CLC Achievement Specialist, an existing 1.0 FTE position, will support school-day alignment. (New CLC grant funds will allow us to reorganize all staff duties so Ms. Stoffel can entirely focus on these duties.) She will track, analyze, and share achievement and attendance data and help design math & reading interventions. Our blended staffing model also supports after-school / day-school synergy regarding discipline and instructional approach. CLC and school day staff will participate in shared training activities.

3.5 Applicant Experience – The CBCSD currently coordinates seven CLC sites at both high schools, both middle schools, and three of our 11 elementary schools. Our middle school CLCs have an astounding **85 partners** and 46 students currently engaged in new Learn and Serve projects. The high school CLCs have just begun their first year, but each is already featuring a dozen enrichment clubs with strong student interest and staff buy-in. Each CLC site works with an average of **30** partners to implement a variety of enrichment activities. Our latest CLC grant evaluation report from Hanover Research highlighted the following at our elementary CLC sites: *-Regular and occasional attendees have higher school attendance rates than non-participants. -100% of parents of occasional attendees state that the program has had a positive impact on students’ educational growth. -Regular 4th grade participants showed greater math growth than non-participants (over the course of the school year). -Among students who were initially “basic” or “below” proficiency, 4th grade reading and math and 5th grade math showed greater growth vs. non-participants.*

Based on feedback provided by parents, we have improved our K-5 after-school CLC structure to offer more variety—going from 1.5 hours of a single daily activity with recreation or field trips only on Fridays—to a more balanced, interest-sustaining approach in which students engage in each “module” for shorter periods before rotating to the next: **recreation to blow off steam and prep for learning (10 mins) → snack (10 mins) → academic support (25-30 mins) → enrichment activity #1 (25-30 mins) → enrichment activity #2 (25-30 mins)**. We have also learned that one field trip/month is not enough at the K-5 level, so we are increasing this to at least one trip/week at our elementary CLCs.

As we look to make a positive impact with hundreds more students at Carter Lake and Roosevelt, we will use all evaluation data at our disposal (student achievement, parent surveys, site performance reports, and

feedback from IDE 21st CCLC Program Officers) to make mid-course corrections and continually improve programming to foster “Whole Child Development”—Cognitively, Physically, and Socially / Emotionally.

4. RESEARCH BASE

Council Bluffs Elementary School Community Learning Centers are based on extensive research:

Serve the Whole Child is an evidence-based approach to education and enrichment that considers the needs of the whole child. The Iowa 21st CCLC program divides this into three spheres: ❶ **Social-Emotional Development Needs** (“*A child needs positive human relationships to model and create a sense of safety, belonging, and identity. This results in improved self-control, self-confidence, empathy, and enhanced motivation to learn.*”) Many of our proposed enrichment activities speak to this, including yoga/dance, art/music, and notably, the Learn and Serve curriculum. ❷ **Cognitive Development Needs** (“*A child needs opportunities to process new information, concepts, skills and language to enhance and create value in learning. This results in enhanced learning outcomes, improved problem-solving competencies, and participation in a global environment.*”) In addition to targeted academic support and numerous STEM, literacy, family engagement nights, and humanities enrichment modules, our Google Expedition activities promote strong cognitive development. ❸ **Physical Development Needs** (“*A child needs exercise and nutrition to support healthy growth and development and overall well-being. This results in improved health outcomes and a healthy lifestyle.*”) Some CLC activities that address this include daily recreation during attendance, dance, yoga with The Block Yoga Company, & obstacle put-put golf. (*Whole Child Development is an approach recommended by the Iowa Afterschool Alliance and Iowa Department of Education. Fully 23 research studies are cited in the ASCD’s 2012 report, Making the Case for Educating the Whole Child.*) **Social and Emotional Learning Practices** (a 2015 self-reflection tool for afterschool staff published by Beyond the Bell at American Institutes for Research) will offer CLC staff specific guidance on developing and assessing their ability to support students’ development of social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The guide includes ten specific, research-based practices staff can adopt to promote students’ social and emotional learning, such as youth-centered problem-solving and using language that recognizes effort and work. These practices will be infused throughout CLC activities, from service learning projects in the community to student behavior on a field trip. A meta-analysis of 213 programs found that students engaged in school-based social and emotional learning attained higher grades and scored 11 percentile points higher on academic achievement tests than peers who did not engage in such learning (*Collaborative for Academic, Social and Emotional Learning, 2008*). Social and emotional learning programs also reduce aggression and emotional distress among students, increase helping behaviors in school, and improve positive attitudes toward self and others (Durlak et al., 2011).

Active Bodies, Active Minds: Before school, the CLCs will offer the Building Our Kids’ Success physical education curriculum to energize student minds and bodies for the full day of learning ahead. After school, both CLCs will begin their daily programs with immediate physical activity that “Gets the Giggles and Wiggles Out”, an approach (similar to Recess Before Lunch and Brain Breaks in Active Classrooms) that is proven to reduce behavior issues and prime children for learning. Dozens of research studies have shown that physical activity can help students’ academic performance, especially in reading and math. Active kids are better able to focus their attention and have better problem-solving skills than less-active children. (*British Journal of Sports Medicine, Oct. 2013; Institute of Medicine, May 2013; ABC News, Jan. 2012; Journal of Sports Medicine and Physical Fitness, Dec. 2012; US CDC, July 2010; Active Living Research, 2009*).

Interventions in reading and math: Both schools utilize a variety of research-based intervention strategies in reading and math, all of which are evidence-based and grounded in empirical research (*Teaching for Deep Comprehension, Scaffolding Young Writers, Leveled Literacy Intervention, Math Solutions, Math Reasoning Inventory, and Math Reads, Misconceptions in Mathematics, Reading Recovery*). Other academic games and teaching tools used by tutors are recommended / curated by Afterschool Iowa and other standards-based teacher resource libraries. Curriculum, instruction, and assessment for the day-school program is aligned with the Iowa Core Standards for Literacy and Mathematics. ***Since licensed classroom teachers from both***

schools will serve as after-school tutors, they will continue the same evidence-based approaches from the day school into after-school programming.

5. MANAGEMENT AND SUSTAINABILITY PLAN

5.1 Effective staffing, recruitment and retention of highly qualified staff; professional development; effective leadership, including maintaining alignment with the school day instruction; and how program will use volunteers, specifically seniors, to support high-quality programming—

A) Effective staffing of the Council Bluffs Elementary School CLC will occur through the following means:

- Minimum 1:15 staff-to-participant ratio; clubs will be capped or split to meet quality standards for optimal staffing, space, and resources.
- Volunteers will be used to reduce the staff-to-participant ratio and support the diverse mix of enrichment and recreational opportunities available to students.
- Staffing will follow inter-connected Program Management Format (see 5.3).

B) Recruitment and retention of highly qualified staff will be ensured as follows:

- The District CLC Program Director (Dr. Sandra Day; existing position, in-kind) will be supported by CBCSD Human Resources in recruitment, hiring, and management of CLC staff, tutors, and volunteers per District hiring practices. Volunteer outreach will be made to local colleges, senior centers, churches, the Council Bluffs Public Library, school PTOs, and via district-approved websites. Staff will be well supported in school-day alignment efforts by the Achievement Specialist.
- Staff will be encouraged to lead enrichment areas based on their unique strengths and interests, which will promote job satisfaction.
- Staff retention will be rewarded by slight stipend increases with each continued year of service.
- Strong relationships will be built and nurtured with community/business partners, including appropriate news releases detailing stories of their unique program involvement.
- Formal acknowledgement of business/community partnerships and volunteers will occur each year through special recognition events and/or commendations and district materials and publicity.

C) Highly Qualified Staff will be assured through the following criteria:

- The **District CLC Program Director** (Dr. Sandra Day) successfully manages programs, internal/external communication, strategic planning, and staff in seven existing CLC sites.
- The new 1.0 FTE **Partnership Development and Sustainability Specialist** position (*job description with position qualifications in Appendix C*) will allow the **Achievement Specialist** (Ms. Jessie Stoffel, 1.0 FTE) to entirely focus her energy on academic support and day-school alignment.
- **Site Facilitators** (one 0.5 FTE position per site) must meet the state's requirement for the position and will have program management experience and an associate or bachelor's degree.
- Staff members assisting with core subject skill development and tutoring will be **licensed teachers**. When licensed teachers are not available to lead enrichment modules, **Youth Development Workers** will be hired (job description in **Appendix C**: Formal Youth Development Worker certification under development with our partner Iowa Western Community College. Details in Section 5.4, p. 13.).
- Diversity in hiring is a priority for the CBCSD, which supports broad recruitment efforts, building relationships with culturally diverse organizations toward that end.
- Business/organization partners will be highly certified and trained in their professions and will work with project staff on implementing enrichment activities with a specific focus on meeting grant goals.
- Background checks will be conducted on all staff, business/organization partners, and volunteers.
- Background checks will include the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry.

D) Professional Development will be assured by:

- All CLC staff must complete 12-hours of professional development covering Chapter 103, sexual harassment policy/prevention, FERPA record confidentiality, hazard communication, blood-borne pathogens, and fire safety & emergency procedures. They will also receive ongoing coaching and

support as needed in policy and practice. Additional training outlined in **Appendix D** will cover family engagement and student support strategies (literacy, social and emotional learning, STEM, etc.).

- Teachers serving as tutors will continue to participate in regular day-school staff development on the Iowa Core Curriculum, poverty/diversity issues, and be afforded weekly collaborative planning time.
- Sources of ongoing professional development will also include Green Hills AEA (CLC staff training on new Smarter Balanced assessment), Iowa After-School Alliance, Iowa State University Extension and Outreach, the Collective for Youth, and other day-school training activities arranged by the CBCSD.
- At least one representative from each site will attend the state 21st CCLC conference.

E) Program Leadership: Leadership for this grant flows from the CLC Director and Advisory Councils, with support from the Facilitators, Achievement Specialist, and Partnership & Sustainability Specialist:

- The Program Director provides overarching leadership on a day-to-day basis; oversees site operations; manages site budgets and submits fiscal reports; schedules professional development and facilitates meetings; works with evaluation consultants to develop & submit reports to stakeholders and grant program staff; and assures that grant goals and objectives are being met and adhere to grant guidelines.
- The Site Facilitators provide site-based leadership on a day-to-day basis; organize activities and field trips with partners; monitor and procure supplies and materials; assist with evaluations; lead site staff team meetings; work directly with students; and assure that grant goals and objectives are being met.
- The Advisory Councils (see section 5.3) will meet quarterly to provide advisory leadership. The site-based councils will include parents, CLC & school staff, and community partners and oversee progress toward objectives, review consultant reports, identify challenges, and develop collaborative solutions.
- The Achievement Specialist tracks, analyzes, and shares individual student achievement and attendance data; provides trending data for continuous improvement and strategy development; assists with student interventions and trains site leaders and staff; and, supports standards-based school-day alignment with after-school instruction, academic interventions, assessments, and other enrichment activities.
- The Partnership Development and Sustainability Specialist serves as the main advisory liaison and lead on partnership development, sustainability tasks, and stakeholder relationships for all CLC cohorts.
- Kids & Company staff (at Roosevelt only) will supervise recreation/playground games while the Site Facilitator takes attendance from 3:45 p.m. - 4 p.m., after which teachers are freed from classroom duties to participate as academic enrichment leaders.

F) Volunteers, including Senior Citizens, will be an integral part of our program as follows:

- Senior citizens and school volunteers will be encouraged to help with topic areas that capitalize on their strengths, interests, and areas of expertise.
- Our business and non-profit service organization partners will provide additional “expert” volunteers for student enrichment module activities as well as support with family engagement programming.
- Iowa Western Community College (IWCC) is a rich source of student volunteers and will work with us to unroll the forthcoming Youth Development Leader after-school certification program for pre-service teachers / high school graduates, which will expand our pool of qualified, cost-effective local tutors.
- Parent Teacher Organizations (PTOs) and music/athletic Booster Clubs will help to generate parent enthusiasm and participation, enlist volunteers, and secure in-kind, event, and sustainability support. Each Site Facilitator will join the PTO and Booster Clubs at their respective school in order to keep parents well-informed about CLC activities and collect feedback on enrichment modules.

Note that parent and community/senior partners will not only be invited to lead specific enrichment activities, but also to provide ongoing feedback by joining Advisory Councils and CLC workgroups.

As the two new sites are established, the District CLC Director will work to ensure consistency in management structures across all nine sites district-wide. Currently, each CLC site is part of a different “cohort,” which has created some inefficiencies. To remedy this, Dr. Day will convene a district-wide All-Site “Brain Trust” CLC meeting annually –attended by all Site Facilitators, key administrators, and lead CLC staff – to identify and solve problems, foster efficiency and communication, coordinate activities and

schedules, eliminate redundancies, plan joint community events, and ensure consistent policies and protocols that support equitable, quality services for all CBCSD students, regardless of home CLC site.

5.2 Plan for student transportation to and from the program, and student access

Safe transportation to and from the CLC sites will be a priority and encouraged in all CLC communications to attendees, whether students are walking, biking, carpooling, busing, or using public transportation.

- Adult-led “walking school buses” will be organized to ensure safe transportation to and from home for students within walking distance. A late bus will serve students living beyond school attendance areas.
- A program-wide check-in, check-out system will be devised and strictly adhered to; all buildings have locked entrances with camera security systems, for safety.
- Transportation will be provided to all off-campus activities and events through grant funds.
- All facilities meet ADA requirements and will inclusively fit needs of all students and activities.
- Translation services will be provided as needed through district translator and community partners.
- Appropriate accommodations will be made for students with disabilities.
- Parent/Guardian/emergency contact information/youth medical form will be required.
- All bus drivers will be extensively screened for criminal offenses. National registry for Child Sexual Abuse check conducted. Six-month rechecks for driving record are conducted on all bus drivers.

5.3 The development/engagement of a stakeholder advisory group and program leadership structure

The keystones of CLC management are the site-based *Leadership Teams* that include each Building Principal, School Administrative Manager, at least one counselor, the Site Facilitators, Achievement Specialist, and District CLC Program Director. (The new Partnership Development & Sustainability Specialist will join these teams once hired.) Leadership Team members have open communication and meet formally on a quarterly basis to discuss budgets, analyze student and program evaluation data, share ideas, plan new activities, and solve problems. Once a month, the CLC Program Director reports to the *District General Cabinet*, which includes Superintendent Dr. Martha Bruckner plus 14 multi-department district administrators. For the first time last year, all CLC partners district-wide were invited to a “Partners and Pastries” event to share ideas, celebrate successes, and strengthen programming. More than 47 partners attended, and a second event is planned for March of 2017, with local policymakers also invited.

Previously, we have struggled to sustain parent interest in serving on a formal advisory structure; our K-5 CLCs currently receive most parent input informally, at family engagement activities. Our new Partnership and Sustainability Specialist will be charged with transforming our Leadership Teams into *site-based Advisory Councils* that add at least two parents and at least two local partners to existing rosters. These site-based advisories will respect the unique culture, activities, and partners of each CLC site / school, with the CLC Program Director serving as the bridge to other CLC sites in the District to ensure continuity, alignment with state requirements and evaluation timelines, and the sharing of resources and best practices. Dr. Day is already working to “retrofit” sites so all cohorts embrace consistent, strategic sustainability efforts. This will help to most efficiently utilize program funding, including reallocation of revenue streams as needed. The annual All-Site CLC “Brain Trust” meeting will strengthen these continuous improvement efforts.

Standing quarterly meeting agenda items will include: review of assessment data, identification of challenges, & development of collaborative solutions. The Partnership & Sustainability Specialist will spearhead sustainability strategies. Various workgroups will also be formed to accomplish specific project tasks (fundraising, outreach & parent engagement, etc.). Each respective workgroup will coordinate all activities related to its area of focus and advise CLC staff of progress. The Program Director, CLC staff, and CBCSD administration will assist the Advisory Councils and any specific workgroups and deal with barriers that may inhibit individuals from participation on these important governance bodies.

5.4 Plan for continuous program improvement and sustainability of the program after funding

To ensure that the program achieves results, a continuous improvement plan (CIP) will be adopted by the Advisory Councils in the first year. The CIP (updated quarterly) will be informed by data-driven decision-

making. With guidance from the Iowa Department of Education, we have strengthened our plans to effectively evaluate our proposed CLC program, because we know that quantitative evidence of success will be crucial in approaching our partners for long-term financial support. As funding expires, this outcome data will also allow CLC staff to make informed decisions on changes that need to be made regarding specific activities that can and should be continued, how many employees or volunteers will be needed, and the scale of the program in the future. Part of our Sustainability Plan will include a written description of what activities the Partnership & Sustainability Specialist recommends to continue post-grant, any modifications needed to improve those activities, plus what resources and staffing levels are needed to manage and operate the activities. Reviewing, refining, and renewing the program (the “3 Rs”) will not be possible without quarterly performance reports that include quantitative and qualitative data measuring progress toward identified outcome objectives and other process benchmarks.

The Partnership Development and Sustainability Specialist, with input from stakeholders and CLC staff, will draft a formal sustainability plan in the 2017-18 school year. The goal of the plan will be to expand existing and create new partnerships, obtain in-kind services and goods, plan and coordinate creative fundraisers, identify new external revenue streams, and secure grants and donations. The sustainability plan will identify quarterly milestones, associated tasks, and personnel responsible for achieving those tasks. Examples of tasks and activities include nurturing and cultivating partnerships, obtaining in-kind services and goods, planning and coordinating creative fundraisers, identifying a targeted number of new revenue streams, securing a specific amount of grant revenue, garnering corporate sponsorships, and conducting a cohesive and dynamic fundraising campaign / major gifts program. Having a District-wide plan managed by a dedicated staff member will also ensure the CLC sites within the District collaborate on city-wide social marketing and fundraising so as to strategically connect with donors and coordinate shared fundraising events, such as fun runs or sports tourneys. Older students participating in service learning activities will also be offered the opportunity to work on the sustainability subcommittee to help plan and volunteer at fundraising events and initiatives (chili cook-off with silent auctions, game/bowling nights, raffles, etc.).

So that all of our sustainability activities reflect research and best practices, we will utilize the detailed **Ready by 21** toolkits as a reference. These toolkits feature evidence-based strategies to support capacity building, including two focused on using student data to improve effectiveness and sustainability by better-aligning resources, plans, and policies. (“Ready by 21” is a set of innovative strategies developed by the Forum for Youth Investment that helps communities improve the odds that all children and youth will be ready for college, work, and life. The program provides clear standards, toolkits, and resources to help leaders build broader partnerships to improve systems.) Our sustainability efforts will also be grounded in best practices and research, such as that shared by the Wallace Foundation & Iowa Afterschool Alliance.

The CBCSD has committed and will continue to commit significant in-kind support to our CLC programs: maintenance, utilities, custodial & food services, communications, clerical & tech, office supplies, and more. Our partners will continue to provide expertise, time, leadership, and networking support.

Community colleges have been encouraged by recent legislation to develop a 17-hour after-school certification (akin to certificates for paraprofessionals), that would allow preservice student teachers and high school graduates to deliver high-quality, standards-based tutoring services in after-school settings. Our partner IWCC already offers the courses that align with the new proposal, and we have already developed a related Youth Development Worker job description. The position (which pays \$12.50/hour rather than the \$30/hour paid to teacher tutors) offers a cost-effective way to reduce our tutor:student ratio to 1:3 while still offering our students quality math, literacy, and reading support every day. Twelve Youth Development Workers were hired in fall of 2016 to supervise recreation, provide childcare during parent programs, and support enrichment in our existing CLC sites. These individuals are well-poised to become certified Youth Development Workers when the certificate program is finalized over the next year, adding academic support to the list of services they are qualified to deliver. The option is so promising that Dr. Day has been asked to chair the Iowa AfterSchool Alliance Communication Committee to help launch the certificate program *statewide* via online courses. If we can build a local pool of candidates who complete the certification as

preservice teachers to become math and reading tutors (a career-building pathway that gives valuable in-field experience), we will save money and support long-term sustainability while growing our own teachers!

6. COMMUNICATION PLAN

Outreach strategies or activities to share evaluation and other program information –

Outreach strategies for the Council Bluffs Elementary School CLC will focus on four audiences: students, parents, partners, and community. These groups need clear, ongoing information and updates on CLC activities and schedules, program progress, student achievement gains, strengths, challenges, and fiscal health of the program. Without this communication, the CLC program risks losing parent, partner, and community support, which is foundational to its success and sustainability. All messaging (verbal or written) will be tailored to audience and edited for clarity, including concise language commensurate with a variety of educational and linguistic backgrounds. When potential audiences are not native speakers of English, program staff will utilize CBCSD or contracted external staff to translate. Based on local needs, materials will also be made available in alternate formats for those who are visually impaired and/or hard of hearing.

➤**Parents** - Strategies used with parents will include a combination of group communications and personal contact and engagement. Before school starts in fall of 2017, CLC staff will canvass each school neighborhood door-to-door to introduce all attendance-area parents to the exciting new CLC opportunities available in their child's school. A parent teacher organization (PTO) exists at each school to give parents a voice into school activities and will be a direct line of communication to all parents in the school, inviting their participation as volunteers. The 21CCLC website and social media channels will be updated continuously and showcase CLC highlights such as academic gains, enrichment highlights, and participation rates and benefits. Families will be invited via personal letters and email to family literacy nights and/or other special events that will allow us to share program information in a pleasant, informal setting. Additionally, newsletters will be sent home quarterly and parent-teacher conferences will occur at least two times a year, providing one-to-one updates on student and CLC site progress. The impact of this communication is that parents are better informed about upcoming CLC activities, their student's academic progress and program involvement, and availability of community resources for family or child needs.

➤**Students** - Strategies to communicate with youth will include "word of mouth" promotion by all day-school staff, personal invitation to struggling students by school administration, staff and the Achievement Specialist, and the 21CCLC website, which will highlight current and upcoming clubs and opportunities. CLC registration information will be sent out twice a year (before the start of school and mid-year), which will align with enrichment club scheduling. Students will also receive an informational postcard mid-summer about upcoming opportunities. The impact will be students who are well informed about the CLC, their progress as participants, and opportunities for participation.

➤**Community** - Strategies for community members to learn about program impacts include using media releases at least two times per year and instant information through our website and social media channels (Twitter and Facebook), which have a banner of the latest news and events for ongoing updates. Media updates will include progress snapshots, including student achievement and participation. The impact will be to convey the progress and successes of the CLC program (including short- and long-term benefits to the community), cultivate new partnerships, recruit seniors and other volunteers, and highlight events related to family engagement/family literacy, success of participants, and student achievement.

➤**CLC Partners** –To keep all partners excited about and actively involved in program activities, we will use semi-annual media releases, updates on our website and social media sites, newsletters, phone calls, personal invitations to volunteer or provide in-kind resources, and recognition awards. Partners will also be kept abreast of CLC progress and student achievement in greater depth during site Advisory Council meetings, where evaluations will be thoroughly reviewed. The annual *Partners, Policymakers, and Pastries* event will provide another outlet for partners to share stories about their involvement, encourage others to get involved, and celebrate successes. The impact will be to strengthen existing partnerships, grow new partnerships, and keep partners informed so they can help create a strong, sustainable after-school resource for youth. *The new Partnership Development and Sustainability Specialist will serve as the primary advisory*

/ stakeholder liaison and will oversee communication and outreach efforts to ensure consistent messaging and timing and allow Site Facilitators to more efficiently focus their energies on daily student programming.

7. PARTNERSHIPS

7.1 Existing Partnerships and roles – Our major partners, as indicated by the attached memoranda of understanding (MOUs), will provide leadership for many of the enrichment clubs that will inspire our students and spark interest in future educational paths. Most will provide the hands-on and close-up experiences that will make our after-school program a life-changing one for many students, or at least an exciting and educational place to be throughout the school year. Many will provide us with the curriculum and staff support, field trip experiences, programming, and in-kind support to positively affect youth development at a much higher level than we could ever attain on our own. All are longtime supporters of our district and students, and all have our targeted CLC students and their families at heart.

Descriptions of major partners’ roles, including our own, and examples of impact are detailed below.

Partner	Role / Area of Significant Impact
Council Bluffs Community School District (CBCSD)	Provide leadership, vision and program implementation toward higher student achievement and engagement. Provide safe, accessible facilities, a highly qualified project director, and certified teaching staff for academic clubs, homework help, and tutoring. Reorganize staffing to support a multi-cohort Achievement Specialist and a multi-cohort Partnership Development and Sustainability Specialist to enable Site Facilitators and Coordinators to more effectively deliver site-based student programming. Incorporate family programming, including literacy programs, and wraparound community services for child/family needs. Value of Full-time 21 st CCLC Project Director Salary (paid by the school district): \$80,000 year including benefits x 3 years = \$240,000. Value of office spaces, technology and connectivity support, in-kind supplies and materials valued at \$60,000 (all sites) x 3 years = \$180,000. Total 3-year CBCSD contribution: \$420,000. <u>Area of significant impact: Student achievement and engagement</u>
Council Bluffs Community School District Food Service Partnership	Provide staffing and leadership in application for and local administration of Iowa Child-Adult-Care Food Programs (CACFP). (CACFP subsidizes healthy meals for out-of-school hour center, with all meals reimbursed at the free rate in the at-risk meal category.). Provide additional support and enhance the variety and nutrition of daily CLC meals by managing and distributing any food donations from local farms, the Hy-Vee grocery chain, other businesses and foundations, and the Fresh Fruit and Vegetable Program from the USDA. <u>Area of impact: Student nutrition to support enhanced concentration and overall child health and well-being.</u>
Boystown Iowa	Provide “Common Sense Parenting” classes, covering topics including communication, discipline, decision-making, relationships, self-control, and school success. (Value: \$2,500/class x 4 = \$10,000 x 3 years = \$30,000). Offer voluntary in-home support services to families in or near crisis, with the goal of preventing children from being taken from the home / reuniting them with their families if outside placement is necessary. (Value: \$2,500 per family x 10 families/year = \$25,000 x 3 years = \$75,000). Total value of partner contribution: \$105,000. <u>Area of impact: Fostering healthy families and positive youth development.</u>
Iowa West Foundation	Provide, for the seventh consecutive year, free summer school programming for K-5 students at risk of non-proficiency in reading and/or math. Summer school has run from 9AM-3PM from early June through July, Mon-Thurs. 21 st CCLC funds will support wrap-around services for participating students for one hour before and three hours after regular summer school and will run a full-day program on Fridays. 21 st CCLC funds will also support a 4-week “summer safety net” program in August before the school year begins. Value: \$600,000/year x 2 years = \$1,200,000. <u>Area of significant impact: At-risk student achievement and engagement.</u>
Council Bluffs Public Libraries	The Carter Lake Library and Council Bluffs Public Library will provide literacy skill enrichment support for participating students. This is valued at \$2,400/year x 3 years: \$7,200 total. <u>Area of significant impact: student achievement, literacy skill development.</u>
Iowa Public Television	Provide CLC staff with professional development on free web-based literacy & numeracy resources such as PBS Kids Lab (full books + complementary skill-building activities, etc.) and

Partner	Role / Area of Significant Impact
	mobile apps. Value: \$7,500/year x 3 years = \$22,500 total. <i>Area of significant impact: student achievement in math and reading.</i>
Green Hills AEA	Provide quality external evaluation services as outlined in the evaluation section of this proposal, to include survey development, administration (students, parents, staff, and partners), and analysis and collection, analysis, and reporting of key student data (attendance, demographics, longitudinal reading and math achievement, disciplinary referrals, homework completion). Provide professional development in the new Smarter Balanced assessment to promote alignment with day school. Evaluation is a paid service, not to exceed \$9,000/year.
CBCSD 21 st CCLC Program	Coordinate multi-site professional development; retrofit program alignment and achievement monitoring; reorganize staffing duties to improve efficiency and coordination.
Iowa Western Community College	Co-plan and deliver parent programming (literacy, English language literacy and HiSET prep and testing, computer literacy, etc.). Contribute volunteers from several volunteer and service-learning programs in the college. Work with Dr. Day to finalize and unroll Youth Development Worker online certification program. Value: \$1,200/year x 3 years = \$3,600. <i>Area of significant impact: Adult literacy skills development and academic / career support.</i>
TS Bank Institute	Provide at least one 6-week student session/year in financial literacy as well as field trip opportunities. Value: \$2,000/year x 3 years = \$6,000. <i>Area of significant impact: Positive youth development through enrichment (service-learning, money / self-management skills, entrepreneurial skills, student engagement for improved student academic achievement.</i>

7.2 Plan for Meaningful and Engaging Partnerships – Our plan begins with the district philosophy that collaborative relationships expand and enhance how we can meet the needs of our youth. Meaningful and engaging partnerships will be assured through several means: **1)** The crown jewel of our engagement plan is our annual *Partners, Policymakers, and Pastries* event, which allows existing partners to share highlights of their experiences with the CLC program in small and large groups, brainstorming to improve existing and generate ideas for new school-community activities. Strategic media (such as a background slideshow of successful middle school Fire and Aviation academies in action) celebrates our partners in an impactful visual format. **2)** Aggregate student data related to youth enrichment interest areas and academic achievement will be shared with parents, PTOs, our site-based Advisory Councils, and media to link these documented interest areas/needs with local community partners uniquely qualified to work with us. For example, our Learn and Serve enrichment activities at the middle school level have resulted in a detailed student resource website (“Community Compass”) featuring all metro-area non-profits interested in hosting student experiences; **3)** Ongoing publicity, through news releases, school websites, social media, booths at parent-teacher conferences, and newsletters will highlight our CLC activities, progress, partners, and partner opportunities. New partners will be recruited through resource fairs, current volunteers, coalition participation, Chamber of Commerce involvement, and the CLC itself. Existing partner relationships will be retained through effective communication, appropriate recognition strategies, activity/service rotation to alleviate partner fatigue, and continual evaluation of programming efforts.

The new Partnership Development and Sustainability Specialist will be the lead staff member responsible for developing and expanding partnerships for all sites, retrofitting older cohorts to the new protocols and approaches so all cohorts embrace an efficient shared partnership and sustainability model. Currently, all Site Facilitators and Coordinators are spread too thin—not only working on student programming (recruitment, activity development and roll-out, data collection, staff and volunteer management, etc.), but also ① partner outreach and maintenance, ② sustainability, and ③ liaisoning with advisory groups (students, staff, parents, community, etc). With a new staff member assuming these three tasks, site staff will be “freed up” to shine in their roles, more effectively training their expertise and energy on their primary responsibilities: student recruitment, daily activity oversight, and delivery of high-quality programming to all students. The Partnership Development and Sustainability Specialist will be able to create efficient, pre-packaged program ideas with built-in partnerships that can be disseminated to various

sites as needed, further enhancing efficiency. Rather than expect all staff to do a little of everything, this revised staffing model features staff “specialists”, each focused on their respective area of expertise.

8. EVALUATION – 8.1 Experienced Evaluator - Evaluation is an essential tool used daily in our district and by many of our CLC partners to measure successful attainment of goals and objectives. It is key to knowing how well our after-school students are meeting their district-aligned learning and social skills goals; it will help us make big and small decisions, from staffing a position to creating a strategic plan; and it will provide us with the evidence that can help us justify sustaining successful program components.

The CBCSD will conduct a comprehensive, rigorous evaluation of program effectiveness both at the CLC/district level and for the Iowa Department of Education. This multi-tiered effort involves a lead evaluation firm (Green Hills AEA), our internal Achievement Specialist, the CLC Program Director, Site Facilitators, and in-district assessment staff (including district/building administrators) to provide quality data, analysis, and continuous quality improvement.

Evaluator/Experience	Evaluation Type	Purpose
<p>Green Hills Area Education Association (AEA) / Sherry Huffman, Ed.S. will serve as the lead project evaluator.</p>	<p>Evaluation services / consulting to provide:</p> <ul style="list-style-type: none"> • Collection and analysis of student achievement data (academic, attendance, behavioral, etc) • Development/analysis of teacher, staff, parent and youth surveys • Presentations of findings • Development of local, state/federal reports, including Iowa Dept. of Ed. • Other information as may be required to the Iowa Dept. of Education • Data-driven support with continuous quality improvement and mid-course corrections (meet with CLC staff on a quarterly basis for K-8 sites, trimester basis for high school sites). • Training for CLC staff on the new Smarter Balanced student assessment in support of strengthened alignment between after-school / day-school academic programs. 	<p>Provide meaningful program data / analysis in areas of student involvement, academic progress, behavioral progress. Provide systems and analysis for determining progress in student achievement related to program goals and objectives in a comprehensive, rigorous evaluation of effectiveness. Provide reporting of findings to facilitate staff/family/public review & input, and strengthening of programs for sustainability.</p>
<p>CBCSD Achievement Specialist / The 1.0 FTE Achievement Specialist (Jessie Stoffel) is an experienced individual familiar with the district’s literacy and math programs who works well with district leadership, teachers, and CLC site facilitators. Ms. Stoffel works directly with the program director and district assessment personnel.</p>	<p>Evaluation services to provide:</p> <ul style="list-style-type: none"> • Collection and analysis of attendance and achievement data of CLC students. • Use of data for program improvements, including staff professional development, best practice demonstration, student curricula/program needs • Coordinated efforts with external evaluator • Data-driven alignment of after-school programming with the school day. 	<p>Track the academic progress of students and share data between the elementary schools and the CLC programs. Share data with Advisory Councils and stakeholders for continuous improvement of students and CLC programming.</p>

8.2 Use of Evaluation results – So that evaluation results can be used to refine, improve and strengthen the program and build community support, our evaluation team will follow a specific evaluation schedule:

- Evaluation plan review, including timeline and alignment of all project goals, objectives, activities and associated data collection tasks for team: *annually*
- Creation of reporting forms and data collection set-up, including academic and behavioral evaluation tools –*annually*
- Creation of student, parent and staff surveys, facilitation of survey process, and data review – *quarterly or as needed*
- Completion of analysis & trend results reporting of district measures for process improvement and sustainability – *semi-annually*
- Consultation by site for idea generation based on trend results or identified challenges – *quarterly*
- Consultation with district data point person(s) and grant administrator – *as needed/requested*
- Generation of report /presentation to site Advisory Councils and evaluation reports to families and public (newsletters, website, direct mailings, including translated summary reports) – *semi-annually*

- Facilitation of program site communication sessions for data review, and best practices – *quarterly*
- Facilitation of communication between CLC staff and Achievement Specialist and/or program director to align site program to current academic focus and/or identified student needs – *quarterly*
- Assistance with evaluation of family engagement events – *as needed*.
- Oversight of completion of the Federal report by site and grant – *annually*

Continuous Improvement Plan (CIP): Our evaluation plan includes internal and external evaluation as indicated in the preceding chart and aligns with goals, objectives, and activities of the program (see Section 3.3, page 8). As data is compiled it will be evaluated by site CLC staff, our external evaluator from the Green Hills AEA, and the CLC Achievement Specialist. These individuals will examine data, trends, and performance feedback from periodic progress assessments to recommend timely improvements to daily program implementation in the quarterly CIP. Based on data shared at Advisory Council and/or evaluation subcommittee meetings, members will use process observation, action item, and logic model templates developed by our evaluation consultants to assess program quality, implementation timeliness, cost-efficiency, participation, and overall impact. These formative assessments will identify challenges (such as low parent turnout at an event, or staff resistance to change in a specific building) that will spark solutions and itemize resources needed to implement those solutions. The evaluator will support mid-course corrections based on trend results or identified challenges. Hosting communication sessions with site program staff will further help to refine, strengthen, and improve CLC programming. Input from community partners via the local Advisory Councils and at *Partners & Policymakers* events will help strengthen community support. Student, parent, and staff surveys will provide crucial input that will be analyzed by our evaluation team and shared with stakeholders to generate ideas and solutions.

Public Reporting of Results: The CBCSD will comply with all reporting guidelines required by the State of Iowa Department of Education. Program evaluation results will be disseminated through school newsletters, public media, and directly to project participants, partners, and families. Translated summary reports will be made available for family members who do not speak English so that they too may stay informed. The following table outlines how evaluation results for project objectives will be made available to the public:

Objective	Data Points	Public, Stakeholder Reporting
Objective 1: Reading Growth	Iowa Reading Assessment, DLM, FAST, quarterly data wall analysis & DAIS meetings.*	<i>Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media</i>
Objective 2: Math Growth	Iowa Assessments and/or district assessments like quarterly data wall analysis & DAIS meetings.*	<i>Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media</i>
Objective 3: Homework Completion	Participant homework completion rates (teacher data collection sheet)	<i>Annual results in CLC reports; personal results used year-round with students; community media</i>
Objective 4: Increased school engagement via daily attendance	Participants’ day-school average daily attendance rates	<i>Quarterly and annually –reports to Councils and parents/public; website, newsletters, local media</i>
Objective 5: Student behavior improvement	Office disciplinary referrals (monthly + full-year comparison)	<i>School-year post-reports to Councils and parents/public; website, newsletters, local media</i>
Objective 6: Parent perception of impact on parenting skills/ability to provide home academic support	Parent surveys and other qualitative measures as appropriate (focus groups, interviews, etc.)	<i>School-year post-reports to Councils and parents/public; website, newsletters, local media</i>

Quarterly DAIS* (Designing Appropriate Intervention Strategies) meetings are scheduled for students performing at the basic level in reading and math; monthly DAIS meetings are held to select strategies for “below basic students.” These meetings include the classroom teacher, ELL teacher, interventionist, literacy coach, special education teacher, and principal. Progress is closely monitored and results are used to make

instructional decisions. These results will also help day-school staff determine which students to invite to attend the proposed before- and after-school CLCs for academic remediation support.

9. BUDGET NARRATIVE

9.1 Justification for each line item including how each expenditure is necessary and reasonable.

Every effort has been made to select the most cost-effective yet high-quality services and resources for a project of this size, complexity, and scope. As required by the grant, the daily cost for provision of before- and after-school and summer school services falls well within the funding standard of less than \$10 per day per student, thanks to significant partnering and collaborative planning with current out-of-school service supporters. With 200 students targeted as regular attendees (more than 30 days) for 180 days (school year plus summer), the spending ratio for this period averages to \$8.33 per day per student.

PERSONNEL – 66.67% (\$200,000) - We justify spending roughly two-thirds of our total budget on personnel because teachers/staff are the main pillars of our program, so employing quality staff members is imperative to the success of our program. As we open two new elementary CLC sites and retrofit older cohort sites to a more sustainable and efficient staffing model district-wide, personnel funds will cover: ❶ a new Partnership Development and Sustainability Specialist at 1.0 FTE/200-day contract (100% FTE), ❷ two 0.5 FTE site facilitators, one at each site (200 half-days each), ❸ extended teacher contract stipends (\$30/hour with up to five hours of prep time at each site), and ❹ part-time Youth Development Workers (\$12.50/hour) who will assist with physical education, reading, enrichment, snack service, and general support activities (paid at a paraprofessional wage). If not enough teachers are available to lead enrichment modules, we hire Youth Development Workers to ensure we have the on-site capacity to provide quality service for the full number of students we anticipate serving. (As the certificate program is finalized, we aim to ensure these hires are formally certified via IWCC.) Personnel funding will support a student:staff ratio of no more than 15:1 to cover 194 days of before and after-school programming during the school year, evening and weekend family literacy activities (12 days/year), and four weeks of summer school activities in August. For the Specialist and Facilitators, benefits are calculated at 50%, prorated by FTE, and include fringes required by law (FICA) as well as the standard District benefit package including medical/dental family plan coverage & the Iowa Public Employees' Retirement System (IPERS). Estimated salary expenditures will be split evenly between sites. Site Facilitators will devote less than 8% of their time to administrative tasks, as required by the grant. Please turn to **Appendix C** for job descriptions for newly hired staff.

STAFF TRAVEL– 1% (\$3,000) – We will reserve 1% of grant funds to reimburse staff for reasonable travel expenses (mileage at the annual IRS-approved rate and lodging, meals, & per diem) incurred as a result of attending local, regional, and state 21st CCLC workshops, conferences, and other professional development activities as well as travel to off-site partner and advisory meetings.

MATERIALS – 10.67% (\$32,000) - Cost for materials will be 10.67% (\$32,000) of the total grant budget. Grant funds will be used to leverage additional contributions from local partners. Material costs include: academic and enrichment supplies, literacy materials and books, technology resources, additional gym and recreation equipment, family night refreshments and meals, admission for field trips, etc.

PROFESSIONAL DEVELOPMENT -- 5% (\$20,000) - Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support our educators. We have budgeted 5% at each site for professional development, STEM and family literacy, social and emotional learning, nutrition and health, state and national-level 21st CCLC and related conferences, the Harry Wong classroom discipline management approach, and more. Please see a matrix-in-progress for staff development activities in **Appendix D**.

STUDENT ACCESS – 7% (\$21,000) - It is important to the success of our program to ensure students have safe and adequate transportation to and from daily CLC programming as well as off-site enrichment

activities and field trips. Transportation will include funding for a daily late bus serving Carter Lake and Roosevelt attendance areas and at least four off-site field trips per month. As this will be a significant expense, we have devoted 7% of the budget to this item.

EVALUATION – 3% (\$9,000) - Dr. Sherry Huffman of the Green Hills AEA will conduct a comprehensive, rigorous evaluation of our program, including analysis of student achievement data (behavioral, attendance, homework completion, and academic progress in reading and math); survey creation, administration, and analysis; development of required state/Federal annual performance reports; and continuous quality improvement with site staff. We have budgeted \$9,000/year (below the 4% limit allowed) for Dr. Huffman’s services as our lead evaluator. She will also provide CLC staff with training on the new district-wide Smarter Balanced assessment system. Other evaluation resources will include the work of an existing 1.0 FTE Achievement Specialist, who will track and utilize student achievement data to ensure individualized student supports and day-school alignment (in addition to other related CLC continuous improvement duties).

ADMINISTRATIVE (includes indirect costs) – 5% (\$15,000) - Our program targets up to 699 students at both schools who do NOT attend existing after-school programming. At least 200 (29%) of these students are anticipated to attend 30 or more days during the school year and summer. This will require significant administrative oversight and logistical planning to ensure that all participants have a high-quality experience. Administrative expenses incurred by the district and both CLC program sites will include: CLC staff prep time and attendance-taking, office space & utilities, office supplies, phone, computer, District human resource management (background checks, payroll, interview set-up, etc.), scheduling of transportation, technology support, and other clerical and business services support.

9.2 How the program seeks to supplement, rather than supplant, current funding. - No funds awarded to the Council Bluffs Community School District will be used to supplant funding for existing programs and services. Funds will be used to open brand-new CLC sites at two high-poverty elementary schools, staffing each with a part-time Facilitator. Funds will also hire a new 1.0 FTE Partnership Development and Sustainability Specialist who will serve as the point person for all advisory-related communication, cultivation and nurturing of partnerships, development and roll-out of partner-based program concepts, and short- and long-term sustainability initiatives. This will allow new and existing Site Facilitators / Coordinators to more effectively focus all of their energy to their primary responsibilities of student recruitment, daily activity oversight, and delivery of high-quality academic & enrichment programming.

As detailed earlier, fee-based after-school programming is currently available at both elementary schools (Kids & Company and off-site at the Boys and Girls Club). However, structured academic support is *not* provided and nearly 700 students at both schools do not participate in either program. Opening two new CLC sites will allow us to **enroll hundreds more students who need additional help**, *supplementing* (not supplanting) existing activities in a research-based continuation of day-school academic approaches and processes. We will be able to offer hundreds of unserved, high-need students with a daily nutritionally-balanced meal, strong academic skills development using the same instructional approaches as the day school, engaging enrichment activities, monthly field trips, family engagement activities, and recreation.

The CLC will also leverage the expertise and resources of a host of community partners identified in the Partnerships section and attached MOUs. As detailed in this proposal, we will align programming to district curriculum and student needs through our existing district Achievement Specialist. The Iowa West Foundation currently funds a summer academic program for incoming third graders scoring below reading and math proficiency. Summer school runs from 9AM-3PM from early June through July, Mon-Thurs. New 21st CCLC grant funds will enhance and expand this existing summer program by adding wrap-around services for participating students for one additional hour before and three more hours after existing summer school hours as well as adding a full-day program on Fridays. 21st CCLC funds will also support a new “summer safety net” program for four weeks in August, when there is currently no programming.

Enrichment services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered in any way as “supplanting” funding.

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

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

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

Mail Applications to:

Jodi Bruce

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

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) Council Bluffs Community School District

County: Pottawattamie		Amount Requested: \$300,000	
Director of Agency (Superintendent, City Manager, Executive Director, etc) Dr. Martha Bruckner, Superintendent		Grant Contact/Project Director: Dr. Sandra Day, 21 st Century Grant Program Director	
Agency Name: Council Bluffs Community School District		Agency Name: Council Bluffs Community School District	
Address: Educational Service Center, 300 West Broadway, Suite 1600		Address: Educational Service Center, 300 West Broadway, Suite 1600	
City: Council Bluffs	Zip: 51503	City: Council Bluffs	Zip: 51503
Phone: 712-328-6446	FAX: 712-328-6548	Phone: 712-328-6423 ext 11103	FAX: 712-328-6548
Email: mbruckner@cb-schools.org		Email: sday@cbcsd.org	
DUNS Number: 0802174330000			
Data Collection and Evaluation Contact: Sherry Huffman, Ed.S., Green Hills AEA		Fiscal Contact: Dean Wilson	
Address: 103 Central, Suite 301		Address: Educational Service Center, 300 West Broadway, Suite 1600	
City: Glenwood	Zip: 51534	City: Council Bluffs	Zip: 51503
Phone: 712-366-0503	FAX:	Phone: 712-328-6438, ext. 11242	FAX: 712-328-6548
Email: shuffman@gheae.org		Email: dwilson@cb-schools.org	

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

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

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Carter Lake Elementary School
 - Free and Reduced Lunch Rate Percentage: 78%
 - Site/Building Name: Roosevelt
 - Free and Reduced Lunch Rate Percentage: 73.3%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
 - **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
 - 194 number of children x 150 days x either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$291,000 (total funding request for before and afterschool programs)
- Summer School Formula**
- 30 children x 30 of days = (minimum 30 days) x \$10.00 = \$9,000 (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$300,000

Funding Request total for Three Years: \$900,000

Number of Children Served in Year One: 200 (assuming minimal summer unduplicated student count)

Number of Children Served in Three Years: 600 (est.)

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: <u>42-6001281</u> OR Enter School District Code _____

(If applicable) Enter Child Care License #: _____
--

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Carter Lake Elementary was designated a "Priority" school on the 2015 Iowa School Report Card, with an overall rating of 51.0 points. This score puts Carter Lake among the lowest 3% of Iowa elementary schools in terms of performance. (Priority Schools receive scores of 0 – 54.9). Carter Lake is identified as SINA-3 in Math, SINA-1 in Reading (School Wide Title 1 Status); Roosevelt is SINA-3 Math, SINA-5 Reading (School Wide Title 1 Status). Please see attached documentation of this status.

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

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

Documentation: MOUs included from Iowa Western Community College (IWCC—adult literacy + Youth Development Worker certificate development), Boystown Iowa, Iowa West Foundation, Green Hills AEA, Council Bluffs Public Library, Carter Lake Public Library, Iowa Public Television, TS Bank Institute

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

FORM A: SITE INFORMATION

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

21CCLC Site Name: Carter Lake Elementary School		
Site Address: 1000 Willow Drive		
City, State, Zip: Council Bluffs, IA 51510		
Phone: 712-347-5876		
Site Contact Person: Doreen Knuth, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Carter Lake Elementary		100
21CCLC Site Name: Roosevelt Elementary School		
Site Address: 517 N. 17 th Street		
City, State, Zip: Council Bluffs, IA		
Phone: 712-328-6528		
Site Contact Person: Mark Schuldt, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Roosevelt Elementary		100
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<i>M. Martha Bruckner</i>	Council Bluffs Community School District

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>M. Martha Bruckner</i>	Council Bluffs Community Schools Dr. Martha Bruckner
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Mrs. Doreen Knuth</i>	Carter Lake Elementary School Mrs. Doreen Knuth, Principal
<i>Mr. Mark Schuldt</i>	Roosevelt Elementary School Mr. Mark Schuldt, Principal

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	Virginia Behrtd / Director of Nutrition Services	Agency	Council Bluffs Community School
Signature	<i>Virginia Behrtd</i>	Address	801 S. 16th Street
Name/Title	Meresa Hawkins / Director	City/Zip	Council Bluffs 51501 Phone 712-328-6420
Signature	<i>Meresa Hawkins</i>	Agency	Edward E. Owen Memorial
Name/Title	SHERY HUFFMAN	Address	1100 Willow Drive
Signature	<i>Sheri Huffman</i>	City/Zip	Carter Lake 51501 Phone 112-317-5492
Name/Title	Paul Sather / Director	Agency	self employed
Signature	<i>Paul Sather</i>	Address	10286 Highway 166
Name/Title	Tim Hammiten - Director STS, (CSD)	City/Zip	Louisville, NE 68087 Phone 402-657-594
Signature	<i>Tim Hammiten</i>	Agency	UNO - Service Learning Academy
Name/Title	Tisa Carlson (parent)	Address	6001 Dodge St.
Signature	<i>Tisa Carlson</i>	City/Zip	Omaha 68182 Phone 402-554-3194
Name/Title	Kellie Aldmeyer (parent)	Agency	Council Bluffs CSD
Signature	<i>Kellie Aldmeyer</i>	Address	300 West Broadway, Suite 1600
Name/Title		City/Zip	C.B. 51503 Phone 712-328-6423
Name/Title		Agency	Roosevelt Elementary
Signature		Address	2401 Ave A
Name/Title		City/Zip	Council Bluffs 51501 Phone (712) 314-8838
Name/Title		Agency	Carter Lake Elementary
Signature		Address	1201 Willow Dr.
Name/Title		City/Zip	Carter Lake IA Phone 402 312 5542
Name/Title		Agency	
Signature		Address	
Name/Title		City/Zip	Phone
Signature		Address	
Name/Title		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application: <u>2</u>	Total number of students being served (all sites for one year): <u>200</u>	Total first-year funding request (all sites): <u>\$300,000</u>	Total three-year funding request (all sites): <u>\$900,000</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
Carter Lake Elementary	\$150,000	\$150,000	\$150,000	\$450,000	100
Roosevelt Elementary	\$150,000	\$150,000	\$150,000	\$450,000	100
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 200

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

Applicant Agency: Council Bluffs Community School District

Site: Carter Lake Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$90,000	\$10,000	\$90,000	\$10,000	\$90,000	\$10,000	\$300,000
Staff Travel	\$1,000	\$500	\$1,000	\$500	\$1,000	\$500	\$4,500
Materials	\$12,000	\$4,000	\$12,000	\$4,000	\$12,000	\$4,000	\$48,000
Professional Development (minimum 4% per year)	\$8,000	\$2,000	\$8,000	\$2,000	\$8,000	\$2,000	\$30,000
Student Access, Transportation etc. (maximum 8% per year)	\$10,500	--	\$10,500	--	\$10,500	--	\$31,500
Evaluation (about 4% per year)	\$4,000	\$500	\$4,000	\$500	\$4,000	\$500	\$13,500
Administrative/ Indirect Costs (maximum 8% per year)	\$5,000	\$2,500	\$5,000	\$2,500	\$5,000	\$2,500	\$22,500
Totals	\$130,500	\$19,500	\$130,500	\$19,500	\$130,500	\$19,500	

*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: Council Bluffs Community School District

Site: Roosevelt Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$90,000	\$10,000	\$90,000	\$10,000	\$90,000	\$10,000	\$300,000
Staff Travel	\$1,000	\$500	\$1,000	\$500	\$1,000	\$500	\$4,500
Materials	\$12,000	\$4,000	\$12,000	\$4,000	\$12,000	\$4,000	\$48,000
Professional Development (minimum 4% per year)	\$8,000	\$2,000	\$8,000	\$2,000	\$8,000	\$2,000	\$30,000
Student Access, Transportation etc. (maximum 8% per year)	\$10,500	--	\$10,500	--	\$10,500	--	\$31,500
Evaluation (about 4% per year)	\$4,000	\$500	\$4,000	\$500	\$4,000	\$500	\$13,500
Administrative/ Indirect Costs (maximum 8% per year)	\$5,000	\$2,500	\$5,000	\$2,500	\$5,000	\$2,500	\$22,500
Totals	\$130,500	\$19,500	\$130,500	\$19,500	\$130,500	\$19,500	

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.

10-0025-1200-140-4646-00323

General tax revenue will be used to cover program expenditures until reimbursement is recovered.

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

The Council Bluffs Community School District has seen an increase in diversity over the last fifteen years; minority enrollment has grown from 6% in 1999 to 18% today. Minority enrollment is comprised of two primary groups at 17% Latino and 3% black; these numbers are reflected in our proposed CLC sites. Fully 28% of students at Carter Lake are racial minorities; (15% of all students are Hispanic & 6% black). One-quarter (25%) of the student body at Roosevelt are racial / ethnic minorities, primarily Hispanic (15%) & black (3%). The Carter Lake and Roosevelt CLC will have a POSITIVE impact on our minority students as well as those with an identified disability (IEP). (19% of students at Carter Lake have an IEP requiring a plan for individualized education, and 15% of students at Roosevelt do.) The one-on-one academic remediation and support along with the enhanced and/or new partner-led enrichment activities will provide additional opportunity for development of social skills as well as promote academic achievement for all. We anticipate closing achievement gaps between our student subgroups with the targeted academic interventions planned. Students will be exposed to new and exciting interests in enrichment clubs and family programs that may otherwise be cost-prohibitive.

Minority families will be personally invited to participate on advisory groups and project subcommittees to participate in project oversight, give input on CLC activities (including family activities that support students' continued learning at home), and reduce cultural bias. CLC site staff will be invited to participate in all CBCSD cultural competency and diversity professional development. PTOs and CLC site-specific advisory and task workgroups at each school will also continue to invite minority parents and guardians to be part of school decision-making and leadership teams. Linking with parents and other key stakeholders to obtain input will also *apply a lens of cultural responsiveness to all project structures and activities*, particularly concerning family engagement. Staff resources for involving diverse families are based on the best-practice model created by Dr. Joyce Epstein and include tips like, "Enable families to share information with the school about culture, background, children's talents and needs," "Know how to get information translated into the languages of your students' families," and, "Consider parents who do not read well and arrange for phone calls in their native language."

To ensure linguistic competence, we will utilize district staff and local consultants as needed for print and verbal language, recordings, ASL, etc. Written communications will feature supporting graphics and concise language with few idioms and appropriate to the academic background and age of the targeted audience. To create the most effective multicultural outreach strategy, we will invite feedback from key ethnic community leaders on culturally acceptable and sensitive messages, meaningful symbols, and impactful strategies. Building staff will complete book studies and training on how to better understand & meet the needs of low-income individuals. All new resources and activities will reflect strategies that research has shown to be successful in engaging *all* students, including those with disabilities. For students requiring specialized assistance, special education teachers will consult with CLC site staff to identify and remove barriers to their full participation in out-of-school activities. This includes consultation on adjustments that enable the environment, instruction differentiation strategies, and materials to best meet students' individual needs in an appropriate continuum of services.

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

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

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

Indicate which group is impacted:

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

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

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

Name: M. Martha Bruckner
Title: District 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

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

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

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

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

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

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



Private School Consultation Meeting Log

There are no private schools within the enrollment / attendance areas of Carter Lake and Roosevelt Elementary Schools.

Meeting called by: Dr. Sandra Day
Attendees: (Attach attendance sign-in sheet)

Type of meeting:

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
Discussion: _____		

Conclusions: _____		

Action Items:	Person responsible:	Deadline:
_____	_____	_____
Resources for Non-Public Schools	[Insert Name]	[Insert time allocation]
Discussion: _____		

Conclusions: _____		

Action Items:	Person responsible:	Deadline:
_____	_____	_____

NOT APPLICABLE

Carter Lake Elementary School 2015

Green Hills | Council Bluffs Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 367



- Home
- School Information
- Educational Measures
- More Information

Expand all



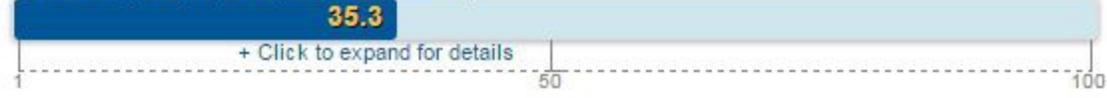
Rank: Priority



Proficiency

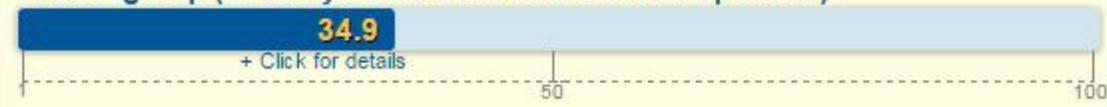


Closing Gap (FRL, IEP and ELL)



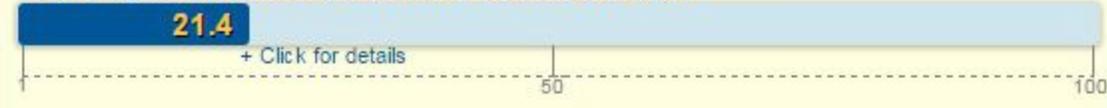
NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

Closing Gap (Minority student within school comparison)

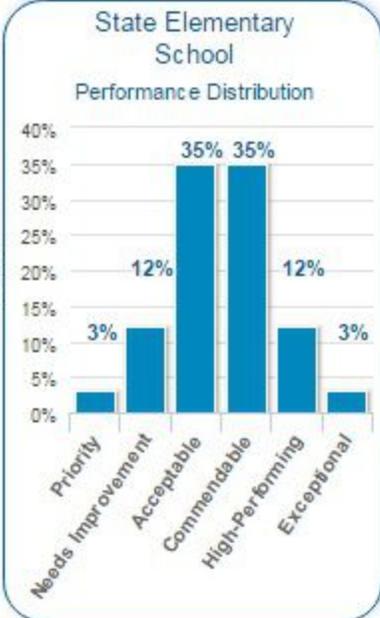


NEW: This measure is not currently part of a school's overall rating but has been included to provide additional information about the achievement gap between race/ethnic groups.

Closing Gap (Minority student to state average)



College and Career Ready Growth





School Name	Title 1 Status	Math AMO	Reading AMO
Council Bluffs Community School District (1476-0000)	No Value	DINA-9	DINA-10
Thomas Jefferson High School (1476-0109)	No Value	SINA-9	SINA-11
Abraham Lincoln High School (1476-0118)	No Value	SINA-9	SINA-11
Gerald W Kirn Middle School (1476-0212)	No Value	SINA-10	SINA-8
Woodrow Wilson Middle School (1476-0245)	School Wide	SINA-7	SINA-6
Bloomer Elementary School (1476-0418)	School Wide	SINA-2	SINA-3
Carter Lake Elementary School (1476-0422)	School Wide	SINA-3	SINA-1
Crescent Elementary School (1476-0425)	No Value	Watch	Watch
College View Elementary (1476-0427)	No Value	Watch	SINA-2
Edison Elementary School (1476-0445)	School Wide	Delay-2	SINA-2
Franklin Elementary School (1476-0454)	School Wide	SINA-2	SINA-4
Hoover Elementary School (1476-0481)	No Value	Delay-1	Delay-1
Lewis & Clark Elementary School (1476-0490)	No Value	SINA-3	SINA-1
Longfellow Elementary School (1476-0499)	School Wide	SINA-4	SINA-3
Roosevelt Elementary School (1476-0544)	School Wide	SINA-3	SINA-5
Rue Elementary School (1476-0553)	School Wide	SINA-2	Delay-3

Participation

School Name	Title 1 Status	Math Part.	Reading Part.	Other
Council Bluffs Community School District (1476-0000)	No Value	MET	MET	MET
Thomas Jefferson High School (1476-0109)	No Value	MET	MET	Removed-Watch
Abraham Lincoln High School (1476-0118)	No Value	MET	MET	MET
Gerald W Kirn Middle School (1476-0212)	No Value	MET	MET	MET
Woodrow Wilson Middle School (1476-0245)	School Wide	MET	MET	MET
Bloomer Elementary School (1476-0418)	School Wide	MET	MET	MET
Carter Lake Elementary School (1476-0422)	School Wide	MET	MET	MET
Crescent Elementary School (1476-0425)	No Value	MET	MET	MET
College View Elementary (1476-0427)	No Value	MET	MET	MET
Edison Elementary School (1476-0445)	School Wide	MET	MET	MET
Franklin Elementary School (1476-0454)	School Wide	MET	MET	MET
Hoover Elementary School (1476-0481)	No Value	MET	MET	MET
Lewis & Clark Elementary School (1476-0490)	No Value	MET	MET	MET
Longfellow Elementary School (1476-0499)	School Wide	MET	MET	MET
Roosevelt Elementary School (1476-0544)	School Wide	MET	MET	MET
Rue Elementary School (1476-0553)	School Wide	MET	MET	MET

SINA/DINA status is based on assessment participation, annual measureable objectives, and other academic indicators. A status of delay is used to indicate that a location has met for a particular indicator, but it is its first year of meeting.

The
State Report
Card
for
No Child
Left Behind

Iowa Department
of Education
October 2016



Districts and Schools in Need of Assistance

Student academic progress is reported by subgroups and their test participation rates in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the other academic indicators (OAI) for public districts and schools.

It is important to note that the status of all districts and schools in this version of the report are the same as was reported in the 2015 version of the State Report card. Iowa froze the Adequate Yearly Progress status of all districts and schools for the 2016-2017 school year. Districts and schools will continue to implement the same plans or actions that were developed in 2015-2016. The Every Student Succeeds Act provides Iowa with some flexibility related to Title I requirements for school choice and supplemental education services (SES) during the 2016-17 school year. Iowa, through the Iowa Department of Education, has chosen that flexibility option and has developed a transition plan for ensuring that local education agencies provide alternative supports for students eligible for school choice in buildings with the greatest need during the 2016-17 school year.

Based on 2014-2015 performance, 50 of 338 (14.8 percent) public school districts were identified as a district in need of assistance (DINA) for the 2015-2016 school year (including Delay status). Of the 1,336 Iowa public schools that provided services to students in grades K to 12 for which AYP decisions were made, a total of 874 public schools (65.4 percent) were identified as a school in need of assistance (SINA). With the changes due to new legislation schools remain in the same classification that was determined for 2015-2016 for one more year.

Table 21 shows the list of the districts in need of assistance and Table 22 shows the list of schools in need of assistance. For this report, the AYP status of all districts and schools is displayed. Ratings include SINA-X (denoting the number of years in improvement status), Delay (meeting AYP for one year; meeting the following year would cause removal from the improvement list), Watch (missing AYP for one year; missing the following year would change designation to SINA status), Removed (from Watch status for making AYP after missing AYP; or from SINA status for making AYP for two consecutive years after being designated as SINA), or MET (making AYP through at least one of eight steps in the determination process). Districts marked with an asterisk (*) have closed or changed configuration since the 2015-2016 school year.

Table 21 (continued)

AYP Status for Districts for the 2016-2017 School Year
Based on 2014-2015 School Year's Performance

District	Math Proficiency	Reading Proficiency	Other Academic Indicator
Clinton	DINA-6	Delay-7	Removed-Watch
Colfax-Mingo	Watch	Watch	MET
College	Watch	DINA-3	MET
Collins-Maxwell	Watch	Watch	MET
Colo-Nesco	Watch	MET	MET
Columbus	DINA-3	DINA-2	MET
Coon Rapids-Bayard	MET	Watch	MET
Corning	MET	Watch	MET
Corwith-Wesley	MET	MET	MET
Council Bluffs	DINA-9	DINA-10	MET
Creston	Watch	MET	MET
Dallas Center-Grimes	Watch	Watch	MET
Danville	MET	MET	MET
Davenport	DINA-10	DINA-11	Removed-Watch
Davis County	MET	Removed-Watch	MET
Decorah	MET	MET	MET
Delwood	MET	MET	MET
Denison	MET	Delay-4	MET
Denver	MET	MET	MET
Des Moines Independent	DINA-7	DINA-9	Removed-Watch
Diagonal	MET	MET	MET
Dike-New Hartford	MET	MET	MET
Dubuque	DINA-6	DINA-6	MET
Dunkerton	Watch	Watch	MET
Durant	Watch	MET	MET
Eagle Grove	MET	Watch	MET
Earlham	MET	Removed-Watch	MET
East Buchanan	MET	MET	MET
East Marshall	MET	Removed-Watch	MET
East Mills	Removed-Watch	Watch	MET
East Sac County	Watch	MET	MET
East Union	Watch	Watch	MET
Eastern Allamakee	MET	MET	MET
Easton Valley	MET	MET	MET



Table 22 (continued)

AYP Status for Schools for the 2016-2017 School Year Based on 2014-2015 School Year's Performance						
District	School	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Council Bluffs	Carter Lake Elementary	MET	MET	SINA-3	SINA-1	MET
Council Bluffs	College View Elementary	MET	MET	Watch	SINA-2	MET
Council Bluffs	Crescent Elementary	MET	MET	Watch	Watch	MET
Council Bluffs	Edison Elementary	MET	MET	Delay-2	SINA-2	MET
Council Bluffs	Franklin Elementary	MET	MET	SINA-2	SINA-4	MET
Council Bluffs	Gerald W Kirn Middle	MET	MET	SINA-10	SINA-8	MET
Council Bluffs	Hoover Elementary	MET	MET	Delay-1	Delay-1	MET
Council Bluffs	Lewis & Clark Elementary	MET	MET	SINA-3	SINA-1	MET
Council Bluffs	Longfellow Elementary	MET	MET	SINA-4	SINA-3	MET
Council Bluffs	Roosevelt Elementary	MET	MET	SINA-3	SINA-5	MET
Council Bluffs	Rue Elementary	MET	MET	SINA-2	Delay-3	MET
Council Bluffs	Thomas Jefferson High	MET	MET	SINA-9	SINA-11	Removed-Watch
Council Bluffs	Woodrow Wilson Middle	MET	MET	SINA-7	SINA-6	MET
Creston	Creston Early Childhood Center	MET	MET	Watch	Watch	MET
Creston	Creston Elementary	MET	MET	SINA-5	SINA-5	MET
Creston	Creston High	MET	MET	SINA-5	Removed-Watch	MET
Creston	Creston Middle	MET	MET	SINA-5	SINA-5	MET
Dallas Center-Grimes	Dallas Center Elementary	MET	MET	SINA-1	SINA-1	MET
Dallas Center-Grimes	Dallas Center-Grimes High	MET	MET	SINA-1	Watch	MET

.5 SITE FACILITATOR-21st Century Grant

Elementary School

4 hours/day

200-Day Work Year – For the 2016-2017 School Year

Exempt Hourly Position - Beginning Salary - \$18.75 per hour

(Salary credit for experience will be considered)

SUMMARY:

Oversees implementation of the before and after school programs for the 21st Century Grant at Franklin Elementary School

EDUCATION and/or EXPERIENCE:

Associate degree in human service or related field preferred.

Bachelor's degree preferred

Prior experience in human service area preferred

ESSENTIAL DUTIES & RESPONSIBILITIES: *Essential Duties must be performed on site. Other duties or tasks may be assigned.*

- Reports to work as scheduled on a regular and reliable basis.
- Organizes and assists in the implementation of the 21st Century Grant before and after school programs each day that school is in session.
- Secures all needed snacks and materials for community partners and staff at 21st Century Grant program.
- Assist with attendance of all participants at 21st Century Grant program events.
- Assists in developing methods of recruitment for student participation in programs.
- Assists in coordination and facilitation of student transportation if needed for participation in district before and after programs.
- Acts as a liaison between the district and community partners in providing services for students.
- Participates in Family Literacy and Family Engagement programs and events offered through the 21st Century Grant.
- Routinely joins 21st Century Grant Advisory Board for school specific updates.
- Assist with day to day operations of the 21st Century Grant program at assigned location.

To apply go to www.cbcsd.org select Careers, then Apply Online. Internal Candidates Must Select Internal Applicants Only

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) or any other protected trait or characteristic in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Toby Rees, Chief Human Resource Officer, 300 W. Broadway, Ste 1600, Council Bluffs, Iowa, [712-328-6446](tel:712-328-6446), rees@cbcsd.org.

Sustainability Specialist 21st Century Community Learning Center Grant

All Cohorts - 9 Schools

Full time

220-Day Work Year – For the 2016-2017 School Year

Flexible Contract

(Salary credit for experience will be considered)

SUMMARY:

Successful candidate will be a person who can network with community partners and propose materials and or services to be donated or provided at a discount to 21st CCLC after school programs in five (5) elementary schools, two (2) middle schools, and two (2) high schools for the purpose of increasing student achievement and engagement with school.

EDUCATION and/or EXPERIENCE:

Associate degree in human service or related field preferred.

Bachelor's degree preferred

Prior experience in human service area preferred

Main duties and responsibilities

- To maintain and develop working relationships with existing partner organizations (listed in the Sustainability Plan)
- To develop links with other organizations working in the community to provide opportunities for afterschool programming
- To liaise with other staff members on the 21st CCLC Team to strategically manage program offerings
- To liaise with advisory groups consisting of students, staff, community partners, and parents to ensure that suggestions from the groups are researched for viability and to report back to those groups on status
- To collaborate with existing and new partners to identify programs
- To pursue other funding streams in order to supplement 21st CCLC federal funds
- To carry out regular and robust monitoring of projects to ensure quality delivery of outputs and activities; ensure effective evaluation of these projects through visits and reports from partners
- To report on the outcomes and impact of projects internally to assist with program development and externally to project funders; and be ready to share this information with our volunteer and supporter base to raise awareness of our work
- To undertake other duties as required by the 21st CCLC Program Director.

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) or any other protected trait or characteristic in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Toby Rees, Chief Human Resource Officer, 300 W. Broadway, Ste 1600, Council Bluffs, Iowa, [712-328-6446](tel:712-328-6446), rees@cbcsd.org.

Draft

YOUTH DEVELOPMENT WORKER

Franklin, Longfellow and Rue Elementary Schools

(Multiple positions available at each site)

(Mon: 1:45-4:00p.m.& Tues-Fri:3:30-5:30p.m.)

Beginning Salary: \$12.50/hr. (21st Century Grant)

Education/Experience:

High school diploma or general education degree (GED)

Previous experience in working with children preferred

Essential Duties and Responsibilities:

(Essential job duties must be performed on site. Other duties may be assigned.)

Lead Students groups for planned after school activities

Assist with after school transition

Take attendance

Assist with providing snacks to students

Assist with clubs/activities/modules

Assist with tutoring for math and reading

Assist with activities for art, social development, physical fitness and career awareness

Must attend one Saturday or evening family event per month (3-4 hours in duration)

Required Characteristics and Qualifications:

Willingness and ability to be trained to complete the tasks essential to this position

Ability to communicate with colleagues, follow instructions and use problem-solving and other skills that will enable applicant to work effectively as a member of the instructional team; uses appropriate communication in both oral and written language

Ability to practice ethical and professional standards of conduct

Ability to motivate and assist children to build self-esteem through strengthening skills so students become more independent and by monitoring and controlling behavior

Ability to follow health, safety and emergency procedures

Ability to use equipment and provide special care as needed

Displays enthusiasm, flexibility and understanding of children and the educational setting

Promotes positive self-concept

Is self-motivated; ability to implement activities as planned by site director

Is willing and able to be trained in the use of communication devices

Other duties as assigned

Physical Requirements:

Visual and auditory acuity and mobility to move about the building, both indoors and outdoors

Dexterity to help with mobility and safety of students

Occasional assistance in physical management of students and lifting/moving minimum of 40 lbs.

Internal candidates may bid this position on or before October 7, 2016

To apply go to www.cbcsd.org select Careers, then Apply Online.

Internal Candidates Must Select Internal Applicants Only

AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) or any other protected trait or characteristic in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Toby Rees, Chief Human Resource Officer, 300 W. Broadway, Ste 1600, Council Bluffs, Iowa, [712-328-6446](tel:712-328-6446), trees@cbcsd.org.

COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

Classified Vacancy Notice

September 30, 2016

The Council Bluffs Community School District is seeking applicants for the following position for the 2016-2017 school year



**21st Century Community Learning Centers
Council Bluffs Community School District
Cohorts IX, X, XI Professional Development Matrix, Current Staff
2016-2017**

* Categories outlined in order of priority...**updated on a weekly basis**

Categories of Professional Development	Number of Staff Trained	Hours (length of professional development)	Date	Who facilitated?	Additional Information
1. Required Professional Development (required by local district or law, such as blood borne pathogens, etc., as well as logistics / operations / administration of programs type of professional development)	A. Nine	9 staff X 1hr = 12hrs on-line (108 hours). Topics included: <ul style="list-style-type: none"> ● Chapter 103 (Custom) ● Sexual Harassment: Policy and Prevention (Full Course) ● Policy Acknowledgement. (Custom) ● FERPA: Confidentiality of Records (Full Course) ● Hazard Communication: Right to Understand (GHS) (Full Course) ● Bloodborne Pathogen Exposure Prevention (Full Course) ● Fire Extinguisher Safety (Full Course) 9 Staff X 2 hours = 18 9 X 2.5 hours - 22.5 Hours	8/15/16	SafeSchools™	All Staff were required to complete these modules on-line before the 11/11/16 deadline.



Categories of Professional Development	Number of Staff Trained	Hours (length of professional development)	Date	Who facilitated?	Additional Information
	B. Nine		8/17/16 @ TJHS	Red Cross "Adult & Pediatric First Aid/CPR/AED"	In a spring of 2016 21st CCLC staff meeting, we determined that it would be a good policy and practice to have all 21st CCLC trained in First Aid/CPR/AED since all of the school health aids/nurses are not on site at school after hours.
	C. Nine		8/18/16 @ MAC	CBCSD Summer Teaching Academy	Our 21st CCLC Team was able to present information to (26 registered) 13 participants of the Summer Academy about our out-of school offerings at the 7 schools. Here is a link to our lesson plan.
2. Whole Child Professional Development (social, emotional, mental, dental, medical, behavior management, etc.)	A. Six	1 hour X 6 = 6 hours	8/24/16	Make Your Mark by Dr. Coyte Cooper	Dr. Cooper held a preview for TJHS Staff of the message that he intends to share with all students in grade-level assemblies on Thursday, 8/25/16 - the first day of school. His message is one of projecting a positive image of oneself to the world through personal and social media interactions. A link to to more specific notes is here. NTS - Dr. Cooper is coming out with a new book soon and an accompanying online course.



Categories of Professional Development	Number of Staff Trained	Hours (length of professional development)	Date	Who facilitated?	Additional Information
	B. One	1 hour	9/22/16	Gallup	<p>We might want to look into this for an out-of-school offering - "Make Your Mark Club."</p> <p>Information and training regarding Gallup Student Poll which measures school engagement, hope, entrepreneurial aspiration and career/financial literacy of students.</p>
3. Family Engagement (such as the Parenting Way, Inc.) 4.		Link to updated Parent Engagement Plan			
5. Academic Professional Development (such as literacy, math, STEM, etc.)	TBD	TBD	TBD	Dr. Sherry Huffman, Green Hills AEA	<p>Proposed training for all CLC lead staff on new district-wide Smarter Balanced math and reading assessments, in support of enhanced connection with the day school and improved overall academic support for / assessment of participating students.</p> <p>Additional academic professional development in planning stages.</p>

Categories of Professional Development	Number of Staff Trained	Hours (length of professional development)	Date	Who facilitated the professional development?	Additional Information
6. Enrichment Professional Development (physical education, art, music, chess, or other enrichment)	TBD	TBD	TBD	TBD	(Under development.)
7. 21CCLC Committee Participation (counts as professional development)	A. 7 Full - 21st CCLC time staff serve on at least one Committee	Monthly - 1 hour	Varies	Vic Jaras and Iowa Afterschool Alliance, Rhonda Calderon	Darcie Capo - Family Engagement Jess Clark - Support Nikki Clausen - Family Engagement Sandy Day - Communications Julia Hartnett - Support Jessie Stoffel - Evaluation Elana Zalar - Conference
8. Statewide Professional Development (state conferences, workshops, webinars) – Impact After School, Best Practice Webinars, Fall Professional Development Workshop, state PD provided by other providers.	A. Sandra Day	7 hours	9/22/2016	<u>Notes:</u> Vic Jaras and Iowa Afterschool Alliance, Michelle Rich and Rhonda Calderon at the Fall Professional Development	Two sessions: Snap Circuits and Literacy Development in Afterschool Programs will be offered as a 2-hour Lunch and Learn sessions for staff during out of school time. Dates/times TBA
	B. Sandra Day Darcie Capo	30 minutes	9/27/2016	<u>Notes</u> SEL Webinar 9/27/2016 Topic: Social Emotional Learning in Afterschool Programs	A staff session will be developed on SEL for CBCSD Staff. Angela's model will be implemented second semester 2017.

Categories of Professional Development	Number of Staff Trained	Hours (length of professional development)	Date	Who facilitated the professional development?	Additional Information
	C. Sandra Day	2.5 hours	10/14/2016	Presenters: Angela Cardamon Date: Tues., Sept. 27, 2016 Time: 10:00-11:30 Technical Assistance Meeting in Atlantic, IA for grant writing for Cohort XII.	Meeting Summary notes were discussed at 10/17 and 10/18 staff meetings.
	D. Jess Clark, Sandra Day, Kim Woods, and Elana Zalar	16 hours X 2 = 32 (Sandra & Kim) 8 hours X 2 = 16 (Jess & Elana)	10/27-28/2016	NASA Training for the Challenge in Vehicle Design and Space Suit Design	This two-day workshop trained teachers, site, and leadership staff in the resources and plans related to the NASA Challenge (Materials are in my book case)
9. Out-of-State Professional Development (optional – if progress is being made in other categories)					

21st CCLC Staff:

- | | |
|--|--|
| 1. *Darcie Capo, Thomas Jefferson Site Facilitator | 7. Holly Larsen, Longfellow Site Facilitator |
| 2. *Jess Clark, Wilson Site Facilitator | 8. Christina Larney, Franklin Site Facilitator |
| 3. *Nikki Clausen, Elementary Coordinator | 9. *Jessie Stoffel, Achievement Specialist |
| 4. *Sandy Day, Director | 10. *Elana Zalar, Kirn, Site Facilitator |
| 5. *Julia Hartnett, Abraham Lincoln Site Facilitator | * = full time staff |
| 6. Sandra Jones, Rue Site Facilitator | |

SUSTAINABILITY PLAN TEMPLATE

ORIGINAL SUSTAINABILITY PLAN (From your application) Boxes will adjust as you put text inside.

To ensure that the program achieves results, a continuous improvement plan (CIP) will be adopted by the Advisory Councils in the first year. The CIP (updated quarterly) will be informed by data-driven decision-making. With guidance from the Iowa Department of Education, we have strengthened our plans to effectively evaluate our proposed CLC program, because we know that quantitative evidence of success will be crucial in approaching our partners for long-term financial support. As funding expires, this outcome data will also allow CLC staff to make informed decisions on changes that need to be made regarding specific activities that can and should be continued, how many employees or volunteers will be needed, and the scale of the program in the future. Part of our Sustainability Plan will include a written description of what activities the Partnership & Sustainability Specialist recommends to continue post-grant, any modifications needed to improve those activities, plus what resources and staffing levels are needed to manage and operate the activities. Reviewing, refining, and renewing the program (the “3 Rs”) will not be possible without quarterly performance reports that include quantitative and qualitative data measuring progress toward identified outcome objectives and other process benchmarks.

The Partnership Development and Sustainability Specialist, with input from stakeholders and CLC staff, will draft a formal sustainability plan in the 2017-18 school year. The goal of the plan will be to expand existing and create new partnerships, obtain in-kind services and goods, plan and coordinate creative fundraisers, identify new external revenue streams, and secure grants and donations. The sustainability plan will identify quarterly milestones, associated tasks, and personnel responsible for achieving those tasks. Examples of tasks and activities include nurturing and cultivating partnerships, obtaining in-kind services and goods, planning and coordinating creative fundraisers, identifying a targeted number of new revenue streams, securing a specific amount of grant revenue, garnering corporate sponsorships, and conducting a cohesive and dynamic fundraising campaign / major gifts program. Having a District-wide plan managed by a dedicated staff member will also ensure the CLC sites within the District collaborate on city-wide social marketing and fundraising so as to strategically connect with donors and coordinate shared fundraising events, such as fun runs or sports tournaments. Older students participating in service learning activities will also be offered the opportunity to work on the sustainability subcommittee to help plan and volunteer at fundraising events and initiatives (chili cook-off with silent auctions, game/bowling nights, raffles, etc.).

So that all of our sustainability activities reflect research and best practices, we will utilize the detailed **Ready by 21** toolkits as a reference. These toolkits feature evidence-based strategies to support capacity building, including two focused on using student data to improve effectiveness and sustainability by better-aligning resources, plans, and policies. (“Ready by 21” is a set of innovative strategies developed by the Forum for Youth Investment that helps communities improve the odds that all children and youth will be ready for college, work, and life. The program provides clear standards, toolkits, and resources to help leaders build broader partnerships to improve systems.) Our sustainability efforts will also be grounded in best practices and research, such as that shared by the Wallace Foundation & Iowa Afterschool Alliance.

The CBCSD has committed and will continue to commit significant in-kind support to our CLC programs: maintenance, utilities, custodial & food services, communications, clerical & tech, office supplies, and more. Our partners will continue to provide expertise, time, leadership, and networking support.

Community colleges have been encouraged by recent legislation to develop a 17-hour after-school certification (akin to certificates for paraprofessionals), that would allow preservice student teachers and high school graduates to deliver high-quality, standards-based tutoring services in after-school settings. Our partner IWCC already offers the courses that align with the new proposal, and we have already developed a related Youth Development Worker job description. The position (which pays \$12.50/hour rather than the \$30/hour paid to teacher tutors) offers a cost-effective way to reduce our tutor:student ratio to 1:3 while still offering our students quality math, literacy, and reading support every day. Twelve Youth Development Workers were hired

in fall of 2016 to supervise recreation, provide childcare during parent programs, and support enrichment in our existing CLC sites. These individuals are well-poised to become certified Youth Development Workers when the certificate program is finalized over the next year, adding academic support to the list of services they are qualified to deliver. The option is so promising that Dr. Day has been asked to chair the Iowa AfterSchool Alliance Communication Committee to help launch the certificate program *statewide* via online courses. If we can build a local pool of candidates who complete the certification as preservice teachers to become math and reading tutors (a career-building pathway that gives valuable in-field experience), we will save money and support long-term sustainability while growing our own teachers!

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Council Bluffs Community School District	Provide leadership, vision and implementation toward higher student achievement and engagement. Provide safe, accessible facilities, a highly qualified project director, and certified teaching staff for academic clubs, homework help, and tutoring. Reorganize staffing to support a multi-cohort Achievement Specialist and a multi-cohort Partnership Development and Sustainability Specialist to enable Site Facilitators and Coordinators to more effectively deliver site-based student programming. Incorporate family programming, including literacy programs, and wraparound community services.	1.0 FTE 21 st CCLC Project Director	Value of Full-time 21 st CCLC Project Director Salary (paid by the school district): \$80,000 year including benefits x 3 years = \$240,000. Value of office spaces, technology and connectivity support, in-kind supplies and materials valued at \$60,000 (all sites) x 3 years = \$180,000. Total 3-year CBCSD contribution: \$420,000.	9 total, including both new sites
Council Bluffs Community School District Food Service Dept.	Provide staffing and leadership in application for and local administration of Iowa Child-Adult-Care Food Programs (CACFP). (CACFP subsidizes healthy meals for out-of-school hour center, with all meals reimbursed at the free rate in the at-risk meal category.). Provide additional support and enhance the variety and nutrition of daily CLC meals by managing and distributing any food donations from local farms, the Hy-Vee grocery chain, other businesses and foundations, and the Fresh Fruit and Vegetable Program from the USDA.	1.0 FTE Dir. Of Nutrition Services	Value of the Director’s salary (paid by the school district): \$80,000/year including benefits x 3 years = \$240,000.	9 total, including both new sites

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Boystown Iowa	<p>Provide “Common Sense Parenting” classes, covering topics including communication, discipline, decision-making, relationships, self-control, and school success.</p> <p>Offer voluntary in-home support services to families in or near crisis, with the goal of preventing children from being taken from the home / reuniting them with their families if outside placement is necessary.</p>		<p>Value: \$2,500/class x 4 = \$10,000 x 3 years = \$30,000</p> <p>Value: \$2,500 per family x 10 families/year = \$25,000 x 3 years = \$75,000</p> <p>Total value of partner contribution: \$105,000</p>	Roosevelt and Carter Lake
Iowa West Foundation	<p>Provide, for the third consecutive year, free summer school programming for K-5 students at risk of non-proficiency in reading and/or math. Summer school runs from 9AM-3PM from early June through July, Mon-Thurs. 21st CCLC funds will support wrap-around services for participating students for one hour before and three hours after regular summer school and will run a full-day program on Fridays. 21st CCLC funds will also support a 4-week program in August.</p>		Value: \$400,000/year x 3 years = \$1,200,000.	Roosevelt and Carter Lake
Council Bluffs Public Libraries	<p>The Carter Lake Library and Council Bluffs Public Library will provide literacy skill enrichment support for participating students.</p>	Library staff	\$2,400/year x 3 years: \$7,200 total.	Roosevelt and Carter Lake
Iowa Public Television	<p>Provide CLC staff with professional development on free web-based literacy & numeracy resources such as PBS Kids Lab (full books + complementary skill-building activities, etc.) and mobile apps.</p>	Iowa Public TV outreach / ed support staff	\$7,500/year x 3 years = \$22,500 total	Roosevelt and Carter Lake
Iowa Western Community College	<p>Co-plan and deliver parent programming (literacy, English language literacy and HiSET prep and testing, computer literacy, etc.). Contribute volunteers from several volunteer and service-learning programs in the college. Work with Dr. Day to finalize and unroll Youth Development Worker online certification program.</p>	IWCC instructional staff, academic program development staff	\$1,200/year x 3 years = \$3,600.	Roosevelt and Carter Lake

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
TS Bank Institute	Provide at least one 6-week student session/year in financial literacy as well as field trip opportunities.	TS Bank employees	\$2,000/year x 3 years = \$6,000.	Roosevelt and Carter Lake

PREPARE FOR COMPREHENSIVE SITE VISIT (This visit requires a meeting with Community Partners and an updated Sustainability Plan to guide you through 2 years of additional funding at 75%)

Plan to sustain the level of programming for children despite a 25% reduction in years 4 and 5 – how will you reorganize? What changes will you make? What new community partners have been added? What community partners have dropped off? What additional funding sources will you have?

Ongoing / TBD (based on Year One assessment results, formative program evaluation, partner and parent satisfaction and involvement, and the like as detailed in sustainability plan drafted by new Partnership Development and Sustainability Specialist position, plus committee work).



Memo of Understanding

December 1, 2016

Our 21st CCLC Family Engagement Plan, "Parent to Student 101," that will be offered at Carter Lake and Roosevelt Elementary Schools, SUPER KIDS Squared, contains four distinct levels of support and engagement for families at the project schools. Community Partners for this plan are Iowa Western Community College, Boystown Iowa (separate MOU), Council Bluffs Community Schools, and 21st CCLCL Grant.

Level 1 - Iowa Western Community College (IWCC) will co-plan and attend evening meetings at school sites to educate parents on these offerings: Literacy Program, English as a Second Language courses, Basic Skills, HISET preparation and testing, Computer literacy, and free short-term training opportunities (Education2Employment). The value of this commitment is \$1,200.00 per school year which reflects IWCC staff time and materials such as brochures.

Level 2- Monthly school-based parenting education sessions will be held. Our partners at this level are school teachers, counselors and administrators at the project schools as well as 21st CCLC district staff

All of these sessions are designed to help parents develop a relationship with the school and its staff and are designed to help answer the question, "How can I help my child at home to be more successful in school?" The 5:30-7PM sessions will be family dinner time, followed by one or more of these activities: parent education time and child activity time (HS athletes and other high school students in our Ready by 21 21st CCLC Cohort XI have volunteered to help), Parent and Student Safety, and Parent-Child Creative Time. Below are the current parent education topics for the 2017-2018 school year.

Back-to School Night – August, 2017

This session builds trust, gives basic beliefs about the CB education system and why staying child/student centered will be productive. A special segment called, "Talking the educational talk: a session teaching all the language teachers and schools use" will be covered.

Is It My Kid or Me? – September, 2017

Is it my kid or me: Teaching parents what to be concerned with and what is developmental stages for students? When to get concerned and how to approach the concern for the best results for their child.

Time for Me? – Busy Time of Year, October, 2017

This session parent investigates parent education opportunities at Iowa Western Community College. Staff from the recruitment and outreach department will highlight 2 and 3 year certification programs. The combined parent/student portion will be a family painting creation led by Block Party, INC.

A New Year – New Possibilities, January 2018

Pro/cons of homework: Not only how to do it but when is it busy work and when is it useful. How to have students learn to do homework alone or with little assistance. Why reading for pleasure is important for a growing mind?
www.familydinnerproject.org

How can I help the school? March, 2018

The importance of school involvement. The unspoken messages your reactions give students in casual conversation. The importance of daily chats with your student. Three questions to ask your child to be a lifelong learner.

It takes a village! April, 2018

Any concern or difficulty parent is having with child regardless of school related or not. This is primarily a resource development piece. Following this session, we will highlight summer 2017 21st CCLC offering.

Problem solving.....the winner is? May, 2018

The importance of problem solving so that all stakeholders' needs (student, parent, teacher, and school) are met. Often when problem solving it is how someone approaches the individual and not the problem itself. There are skills to approaching someone to not raise defense mechanisms.

The value of this commitment per year is \$3,125.00 in facility, staff time, materials, and food.

Signatures:



Adult Learning Center Coordinator Iowa Western Community College, Terri Amaral



Program Director for 21st CCLC, Sandra Day





Memo of Understanding

December 1, 2016

Our 21st CCLC Family Engagement Plan, "Parent to Student 101," that will be offered at Carter Lake and Roosevelt Elementary schools, SUPER KIDS Squared, contains four distinct levels of support and engagement for families at the project schools. Community Partners for this plan are Iowa Western Community College, Boys Town Iowa (separate MOU), Council Bluffs Community Schools, and 21st CCLCL Grant.

Level three of our parent plan involves Common Sense Parenting. Common Sense Parenting (CSP) is a parenting program that can be applied to every family. The program's easy-to-learn techniques address issues of communication, discipline, decision making, relationships, self-control, and school success. Classes are taught throughout Omaha, Bellevue, and Southwest Iowa. The proactive skills and techniques taught in Common Sense Parenting classes have helped parents from diverse backgrounds create healthy family relationships that foster safety and well-being at home, in school and in the community. Our partner list at this level includes Boys Town Iowa. The value of these sessions is \$2,500.00, in staff time and materials.

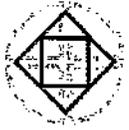
Level four of our parenting plan involves Voluntary In-Home Family Services, offered by Boys Town Iowa. In the program, Boys Town Family Consultants go to the homes of Iowa families who are in or near crisis and in danger of having a child removed from the home. No matter what the underlying cause – economic hardship, substance abuse, marital issues, family conflicts, health challenges or others – the goal is to prevent children from being taken from their home or to reunify them with their family if outside placement is necessary. The value of this support is \$2,500 (per family), in staff time and materials.

Signed *Robert Culbreth*
Title *Program Director*

Sandra Day

Sandra Day, Ed. D.

21st CCLC Program Director for Council Bluffs Community Schools



IOWA WEST FOUNDATION

10/3/2016

Dr. Martha Bruckner
Superintendent
Council Bluffs Community School District
300 West Broadway Street, Suite 1600
Council Bluffs, IA 51503

10-13-16
SUPERINTENDENT'S
OFFICE

RE: International Baccalaureate and Summer School

Dear Dr. Bruckner,

The Directors of Iowa West Foundation take great pleasure in announcing funding of two initiatives to your organization from our **Cycle 3 2016** funding period.

The official announcement of your award will be in a media release appearing in the next week in the local news. We ask, however, that you refrain from making your grant award public before our initial announcement is published in the Council Bluffs *Daily Nonpareil* and on its website.

The Foundation encourages collaborative communications, in particular, to assist you in meeting your organization's mission (see the enclosure for details).

Enclosed are the Iowa West Foundation Initiative Agreement detailing the amount, conditions, and uses of the award. Please sign and return the enclosed original initiative agreement to the Foundation office to the attention of Pam Bierce, Grants Assistant, prior to **November 15, 2016**.

A primary objective of the Iowa West Foundation is to improve the lives of people in our area. Throughout our grant making and initiative program, we have the distinction of working with outstanding charitable and civic organizations in over 100 communities. We are honored to support you as you serve your community.

Sincerely,

Pete Tulipana, MSW, MPA
President & CEO

Enclosures

Council Bluffs Community School District

Summer School 2017 and 2018

ES 2016
\$1,278,900.00
REQUEST #125
STAFF CONTACT:
Kathleen Rapp

1. Purpose

The purpose of this initiative is to provide two years of summer school funding for the Council Bluffs Community School District.

2. Background

Beginning in 2009, the Iowa West Foundation funded CBCSD's summer school program in an effort to prevent the "summer slide." The slide is the proclivity of low-income students to regress academically over the course of the summer, and never regain their academic "footing" which leads to poor outcomes. Research from the Annie E. Casey Foundation and the National Summer Learning Association bears out that:

- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains.
- More than half of the achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college.

Summer School within CBCSD has different goals based on grade level. At the K-5 levels, the goals for Summer School are to prevent summer learning loss and build student achievement in reading. At middle school, the goals are to engage students in hands-on, high-interest activities and partner with the community to demonstrate that learning extends outside the classroom walls and keep students engaged in learning throughout the summer months. At high school, the goals of summer learning are to recover and/or accelerate learning by earning course credit. In total, 644 elementary students, 108 middle school students and 206 high school students are served totaling 925 students.

Prior to the last round of Summer School funding, IWF staff studied best practices and results from research-based programs nationally. Of concern to IWF was that while the program was well-liked by parents, the academic gains experienced as a result of summer school were either difficult to assess or student progress was lost between the end of summer school and the beginning of school. Two notable shifts occurred as a result of funding in 2015-16: First, CBCSD agreed to integrate noted best practices, specifically integrating smaller teacher to student ratios, using reading interventionists for students struggling significantly and providing summer school instruction for six weeks in duration, in their most recently funded summer school programs (2015, 2016). Second, CBCSD is able to test students at the outset of summer school and at the conclusion using two strong tools for measurement – FAST Sight words and the Scholastic Reading Inventory – which offer strong data regarding students' progress. Additionally, CBCSD administrators compare summer data with end of the previous year assessment and first assessments for the new school year. Finally, data is compared to kids eligible for summer school but didn't enroll (control group) and kids who did not need summer programming to understand students' progress. This offers a comprehensive picture of progress which was not previously available to IWF staff.

While the full data for summer school 2016 is pending, data and analysis from summer 2015 demonstrated strong results following program adjustments. Specifically, students in grades 1 and 2 saw noticeable differences in their pre- and post-test scores in the summer and advances made in the summer remained when they were tested at the beginning of the new school year. Additionally, intermediate level students

(grades 3-5) showed outstanding gains as noted by the Scholastic Reading Inventory. On average, students grew from spring to fall testing by an average of 59 "lexile" points (3rd graders grew by 75 lexile points, 4th graders grew by 47 lexile points and 5th graders grew by 53 lexile points). Of note, typical growth in one full year for 3rd graders is 90 lexile points and 95 for 4th graders. So, 3rd and 4th graders saw academic growth of more than half a year as a result of six weeks of summer school. More compelling was that those results held steady once the new school year began (which had not previously occurred) and served as a strong jumping off point for students.

3. Activities / Deliverables

Continue the current program based on best practice:

- Run the Summer School program for six weeks for at least 700 students
- Employ more teachers and paraprofessionals to ensure a smaller teacher to student ratio
- Devote three or more hours per day to reading and math
- Complete a pre- and post-test of students entering and exiting the program
- Maintain data on students' progress including but not limited to: grades the following school year, grade promotion, third grade reading and eight grade math aptitude, dropout rates and graduation rates.

4. Expected Outcomes/Impact

In the short-term, CBCSD's summer school program will educate 700+ low-income, K-12 students per summer to reduce the achievement gap typically suffered by low-income students. Long-term, low-income children will demonstrate increased performance in school, greater likelihood of grade promotion, and greater likelihood to graduate due to high-quality summer school programs.

5. Partners/Roles of Partners

- Kathleen Rapp, Vice President, Grants & Initiatives, Iowa West Foundation
- Dr. Martha Brückner, Superintendent, Council Bluffs Community School District

Kathleen Rapp will manage the Initiative and serve as the primary point of contact on behalf of the Foundation.

Dr. Martha Brückner will serve as the primary point of contact and oversee CBCSD's summer school program.

6. Period of Performance/Length of commitment

The length of this commitment is two years.

7. Progress Reporting

CBCSD will submit annual progress reports to IWF, the first report being due one year from the execution of the Initiative agreement. These reports will provide a narrative of progress made over the past year. They should cover (1) program impact; (2) any obstacles faced and how these obstacles were addressed; (3) outlook/milestones to be achieved in following period. The progress report should also include a financial reconciliation of funds used. All reports should be sent to Kathleen Rapp.

8. Evaluation

CBCSD conducts extensive evaluation on Summer School led by their Director of Assessment, Dr. Marty Shudak and shares evaluative results in a timely manner with IWF staff. In addition to the results provided from summer school regarding progress before, during and after the program, CBCSD will track students

enrolled in summer school to help study the impact of summer school on dropout rates and high school graduation rates in the long term.

9. Budget/Conditions of Initiative disbursements

The Council Bluffs Community School District will receive initiative funds (\$1,278,900.00) based on a reimbursement system currently in place between the foundation and the school district. CBCSD is required, by the last day of the grant period, to submit a financial reconciliation of funds spent. The budget for this initiative is as detailed in the following table:

CBCSD Summer School Budget		
	2017	2018
Salaries and benefits	\$505,500.00	\$520,665.00
Transportation	\$78,000.00	\$80,340.00
Supplies and Vendors	\$45,500.00	\$47,895.00
Total	\$630,000.00	\$648,900.00
Total for 2017 and 2018		\$1,278,900.00

Note: Summer 2017 and 2018 assume a 3% increase in salaries and benefits. 2016 Summer School expenses are still being reconciled. If there are funds unused from 2016, those funds will be applied to Summer School 2017 before new funds are expended.

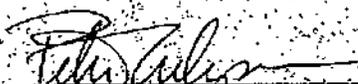
10. Conditions and exclusions of the grant

Reserved.

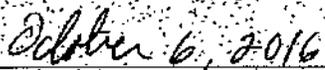
11. Matching funds

There are no matching funds for this initiative.

Please sign and date below to ensure that all parties acknowledge and understand the terms of the agreement.



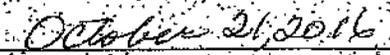
Pete Tulipana, President and CEO
Iowa West Foundation



Date 10/6/2016



Dr. Martha Bruckner, Superintendent
Council Bluffs Community School District



Date 10/21/2016



December 14, 2016

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Sherry Huffman, Ed. S., and concerns annual evaluations for the current three (3) Cohorts, seven (7) schools, covered by the grants. 21st CCLC Grants are a part of the federal ESSA in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior.

CBCSD and 21st CCLC Staff will collect student in-school and out-of-school attendance and discipline data, achievement data, and parent, student, and staff survey responses over the course of Day 1 of summer school through the final day of the following regular school year on a quarterly or trimester basis for students in these schools: Franklin, Longfellow, and Rue Elementary Schools, Kim and Wilson Middle Schools, and Abraham Lincoln and Thomas Jefferson High Schools. The data will be turned over to Sherry Huffman in an Excel spreadsheet form through Google Drive.

Sherry Huffman will analyze the data to determine if stated objectives for each Cohort have been:

- Met the stated objective.
- Did not meet but made progress toward the stated objective.
- Did not meet and no progress was made toward the stated objective.
- Unable to measure the stated objective.

Cohort IX, Cohort X, and Cohort XI.

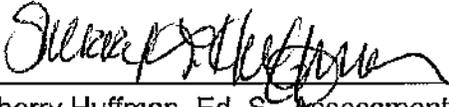
In addition, Sherry will meet with CBCSD and 21st CCLC Staff on a regular basis following the survey completion time (quarterly/trimesterly) to make mid-course corrections based on that feedback.

Timeline: On or before June 30, all district and 21st CCLC collected data will be given to Sherry Huffman. The analysis of the data will be given to the 21st CCLC Program Director and Achievement Specialist by September 15, 2017. This allows time for anecdotal data, pictures and other information to be added to the annual report which is due to the federal and state government offices on November 30, 2017 (and each similar annual date as long as schools are funded).

Upon completion of the data analysis, Sherry Huffman will provide the 21st CCLC Program Director with an invoice for services. No more than 3% (\$9,000.00) per cohort can be spent on this annual evaluation.

Finally, Sherry Huffman will assist 21st CCLC Leadership staff in training on the Smarter Balanced Assessment System. New state standards are challenging students to understand subject matter more deeply, think more

critically, and apply their learning to the real world. To measure these new state standards, educators from Smarter Balanced states worked together to develop new, high-quality assessments in English Language Arts/Literacy and Mathematics for grades 3–8 and high school. As questions may arise, Sherry will act as our external expert on these new assessments as we attempt to align out-of-school learning with in-school expectations.



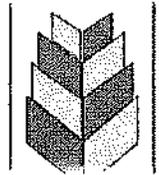
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Memorandum of Understanding

December 7, 2016

Our 21st CCLC student academic engagement plan that will be offered at Carter Lake and Roosevelt Elementary schools, SUPER KIDS Squared, will include a close working relationship with both Carter Lake, Iowa's and Council Bluffs, Iowa's Public Libraries.

Carter Lake: The Carter Lake Elementary School and the Carter Lake Library have contiguous property lines and share a parking lot. Currently, many teachers use the library as a resource during the school day. In our SUPER KIDS Squared program which will be held one hour before and two hours after school as well as during the summer sessions, the library will be utilized in the same fashion as a literacy rich environment where students will practice reading, increase comprehension, and research topics interesting to students. Our after school staff will escort students to the library and work in concert with library staff on a schedule of sessions that is beneficial to all stakeholders. The value of these sessions is \$1, 250.00, in facility, staff time and materials use.

Council Bluffs: The Council Bluffs Public Library is currently a partner with 21st CCLC and CBCSD in the seven (7) schools across three (3) Cohorts. While this library does not share a campus with Roosevelt, bus transportation will be used to access activities at the library that are based there such as "Art a Doodle" and "Love on a Leash." In addition, custom-made sessions will also be organized for students during out-of-school times. The value of these sessions is \$1,250.00, in facility, staff time and materials use.

Edward F. Owen Memorial
Carter Lake Public Library
1120 Willow Drive
Carter Lake, IA 51510
Phone: 712-347-5492

owenlibrary@cox.net

Council Bluffs Public Library
400 Willow Ave
Council Bluffs, IA 51503
712-323-7553
dherzog@councilbluffslibrary.org

Sandra Day, Ed. D., 21st CCLC Program Director
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November 22, 2016

Iowa Department of Education
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146

Memorandum of Understanding

To Whom It May Concern:

It is my pleasure to provide you with this letter of commitment from Iowa Public Television in regard to the Council Bluffs Community School District's grant application to provide additional funding and support for their 21st Century Community After-School Program at Carter Lake and Roosevelt Elementary Schools.

Iowa Public Television works with community partners including school districts to implement innovative educational media initiatives designed to enhance literacy and math skills. Our Ready for School and PBS LearningMedia initiatives have a strong history of helping teachers and students use technology to increase learning motivation.

Iowa Public Television has partnered with the Council Bluffs Community School District to enhance the learning experiences of children participating in after-school and summer school programs.

The resources and activities that Iowa Public Television makes available to the Council Bluffs Community School District were developed through a Ready To Learn grant from the U.S. Department of Education. The programs and strategies that Iowa Public Television will provide are built upon scientifically based reading and mathematics educational research and have been extensively evaluated and proven effective.

Specifically, here are some examples of the resources and activities designed to help the children develop academically that will be made available:

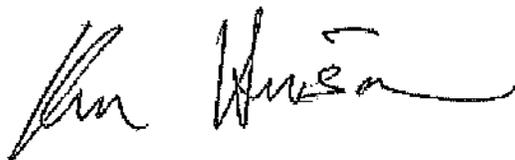
- **PBS KIDS Lab** provides multimedia resources that support math and literacy development, designed for use in after-school programs and other out-of-school settings such as during summer and spring breaks. The resources include materials for extended learning programs of between six and eighteen weeks,

including orientation materials for program facilitators, full activity plans, related video clips, and take-home activities for families.

- ***PBS KIDS Mobile Apps***—Iowa Public Television will provide professional development to the before/afterschool staff on implementation of select PBS apps such as ***PBS KIDS Scratch Jr.*** This activity pairs students to build computer code. The older students mentor the younger students on activities while completing activities focused on early math and science skills. Additionally, this program contains a parental involvement component.
- ***PBS KIDS Afterschool Adventure***—Iowa Public Television will provide educational resources and training to Council Bluffs Community School District staff on effective use of the ***PBS KIDS Afterschool Adventure*** program. This program is a collection of multimedia activities designed to strengthen literacy connections and hands-on math activities with students, designed for use in an after-school program.

In conclusion, Iowa Public Television fully supports the efforts of the Council Bluffs Community School District to build a vital after-school program. The resources and training that Iowa Public Television provides are offered at no cost. Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner with the school for this Iowa 21st Century Community After-School grant application.

Sincerely,



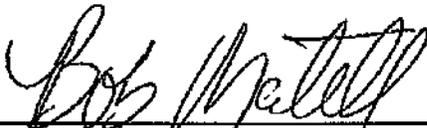
Ken Harrison
Director of Educational Services

Memorandum of Understanding

December 7, 2016

Through the Council Bluffs Community Schools and their 21st Century Community Learning Center, TS Institute will:

- **Provide programming at two sites, Carter Lake and Roosevelt Elementary schools for financial literacy and basic career exploration in the out-of school club times. By supplying a TS Institute staff member to lead a minimum 6 week session in the industry. At a minimum of the three year grant duration.**
- **Provide educational hands on programs pertaining to the following:**
 - Junior Achievement Elementary School programming, including the Biz Town experience
 - The Stock Market Game
 - Entrepreneurship Camp
 - Online financial literacy simulators, including Vault and Money Island
- **Provide Field Trip Opportunities for clubs and exploratory academies sponsored by TS Institute**
- **Provide information to students and families about further educational opportunities including but not limited to programs, fields of study, scholarships, job shadows, and internships offered by TS Institute.**



Bob Mantell, Director, TS Institute



Sandra Day, Program Director for 21st CCLC

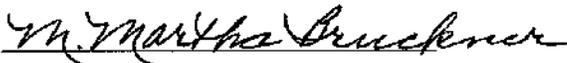


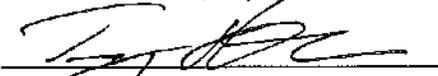
Memorandum of Understanding

December 14, 2016

The Council Bluffs Community School District will provide several supports for the Century Community Learning Center project that includes Carter Lake and Roosevelt Elementary Schools. Cohort XII, a.k.a. "SUPER" (Student University Promoting Education and Recreation) Kids – Squared, is the second generation of elementary 21st CCLC programs in the district. In this project, the district will:

- Provide leadership, vision and implementation toward higher student achievement and engagement, and a highly qualified project director.
 - Provide safe, accessible facilities, and certified teaching staff for academic clubs, homework help, and tutoring.
 - Provide work areas, computers, paper, etc. for two part-time and one full-time position related to this project.
 - Reorganize staffing to support a multi-cohort Achievement Specialist and a multi-cohort Partnership Development and Sustainability Specialist to enable Site Facilitators and Coordinators to more effectively deliver site-based student programming.
 - Incorporate family programming, including literacy programs, and wraparound community services.
1. The approximate value of these services is:
Value of Full-time 21st CCLC Project Director Salary (paid by the school district): \$80,000 year including benefits x 3 years = \$240,000.
 2. Value of office spaces, technology and connectivity support, in-kind supplies and materials valued at \$60,000 (all sites) x 3 years = \$180,000.
 3. Total 3-year CBCSD contribution: \$420,000.


Martha Bruckner, Superintendent of Schools


Timothy Hamilton, Executive Director of Student & Family Services

