

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

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APPLICATION INFORMATION

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

County: Pottawattamie		Amount Requested: \$ 900,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) <i>Martha Bruckner</i>		Grant Contact/Project Director: Jessica Plueger, District Coordinator	
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Is this an application for a continuation grant? (Check yes or no): Yes No

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: 42-6001281 OR Enter School District Code _____
--

(If applicable) Enter Child Care License #: _____
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REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: Both Gerald W Kirn Middle School and Woodrow Wilson Middle School are SINA schools as documented in the attached 2013-14 SINA document -from the www.educateiowa.gov website. Kirn Middle: SINA-8 Math 12-13 and SINA-6 Reading 12-13; Woodrow Wilson: SINA-5 Math 12-13 and SINA-5 Reading 12-13

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

- 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 follow the narrative for joint partners Council Bluffs Library; Council Bluffs Fire Dept., Council Bluffs Airport/Advanced Air, Inc.; TS Bank; YMCA; and more.

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

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Attachments.....also on PDF

Cover Page (also in PDF)

Memoranda of Understanding (MOU) - *Advanced Air, Inc., Council Bluffs Fire Department, Council Bluffs Public Library, City of Council Bluffs Parks & Recreation Department, Iowa State University Extension Outreach West Pottawattamie County 4-H, TS Bank, and YMCA of Greater Omaha/Council Bluffs*

Appendix A - Required Forms

- Form A: Site Information
- Form B. Assurances and Agreements
- Form C: Collaborative Signatories
- Form D1: Funding Requirements
- Form D2: Budget Forms
- Form D3: Applicant Agency Fiscal Resource Information
- Form E: Minority Impact Statement
- Form F: Private School Consultation Log

Appendix B – Supporting Documents

- SINA Documentation for Competitive Priority
- 21CCLC Monitoring Tool – Crosswalk for Program Requirements & Narrative

Abstract

Absolute Priority

Targeted School	2013 -14 Enrollment	2013-14 Eligibility FRL %
Wilson Middle School	943	78%
Gerald W. Kirn Middle School	923	63%
Middle Schools Combined	1,866	<u>70.5%</u>
District	9,016	<u>70%</u>
State		<u>39.4% (2012-13)</u>

Competitive Priority Status

1. *School District DINA, SINA listings/ 5 additional points* - The CBCSD is listed on the 2013/2014 DINA listing. Woodrow Wilson Middle School is SINA for a 5th year in both Reading and Math. Gerald W. Kirn Middle School is SINA for a 6th year in Reading and 8th year in Math.
2. *Joint Submission/ 5 additional points* - Application is jointly submitted as a collaboration with the Council Bluffs Community School District as the lead. Attached are MOU's recognizing joint submission by partners Advanced Air, Inc., TS Bank, Council Bluffs YMCA, Council Bluffs Library, Iowa State University Extension Outreach West Pottawattamie County 4-H, City of Council Bluffs Parks & Recreation, and Council Bluffs Fire Department

Needs Assessment

The correlation between poverty and student achievement is very real within the Council Bluffs Community School District, enrollment 9,016, and a significant motivation for the proposed Council Bluffs Middle School Community Learning Center (CLC). Free/reduced lunch rates for the district are at 70%, including an average of 70.5% at the two middle schools, Wilson and Kirn (enrollments 943 and 923, respectively). The district, through its Comprehensive School Improvement Plan (CSIP), has made strides in fostering greater student achievement in the schools as well as better attendance, both of which have contributed to improved graduation rates for the past eight years—from 68.56%, the lowest graduation rate in the state at the time, to 81.51% in 2012. Some of the most exciting efforts are now happening at the middle school level, where staff, administration, parents, students and community members have worked and provided input over the past two years on Middle School Reform action plans. These plans are impacting the school day, but also uncovering *weaknesses* in how we support students outside of school, from lack of before-school activities, to lack of adequate summer programming, a need for greater 5th to 6th grade transition support, and a desire to get local professionals sharing hands-on career experiences. The CLC addresses these needs and more.

The Project

The Council Bluffs Middle School CLC, with the help of local businesses and community partners, will provide a dynamic mix of before and after-school clubs, academies and activities, as well as summer clinics, clubs and camps. Roughly 90% (1,678) of students at Wilson and Kirn middle schools are targeted, with 60% of all students (1,120) anticipated to attend 30 days or more, and 40% (746 students) in at least one summer component. The CLC will operate 180 days during the school year and 40 days during summer. Aligning with the middle school reform work begun last year in the district, the CLC also addresses many of the needs communicated to us by parents, students, staff and community members, particularly in panel discussions held this fall. The resulting design features a safe, fun environment with homework help and literacy/math intervention clubs, career exploration clubs with local businesses, academic and special interest clubs and academies, fitness activities, family engagement, and summer programs including a two-week summer “bridge” club for students transitioning from 5th to 6th grade. As we tied programming to the needs

of our students, we found the design covers 11 of the 14 eligible federal activities suggested for 21st century learning centers, from remedial learning and tutoring in academic subjects to academic enrichment including music and arts to recreational activities and character education. Services will flow from a strengths-based perspective, including use of both research-based 40 Developmental Assets and Gallup Student Poll and Gallup StrengthsFinder for all students and staff. Healthy snacks, meeting USDA nutrition guidelines, will keep students' fueled for engagement.

Research Base

Based on the third principle of effectiveness, the research for our CLC is based on extensive evidence from multiple sources. One strand is research from our middle school reform work: *This We Believe/This We Believe in Action* (2010, 2005) by the Association for Middle Level Education Action and *Breaking Ranks in the Middle* by the National Association of Secondary School Principals (2006). Others include the 16 Career Clusters developed by the U.S. Department of Education, strengths-based programming including use of the Developmental Assets framework, and the Gallup Student Poll and Gallup StrengthsFinder for both CLC students and staff.

Management Plan

The management plan shows the extensive staffing, recruitment and management plans of the district and its partners. Of special note is the Achievement Specialist position for the CLC program. This individual will oversee academic aspects of the program; track, analyze and share achievement and attendance data; provide trending for participating students (to focus on continuous improvement support processes) and have oversight of strengths-based training assessments/ progress. Sustainability and continuous improvement will be assured with a regularly updated continuous improvement plan and use of a Sustainability Committee.

Communication Plan

Outreach strategies to share evaluation and other information about the CLC program focus on four audiences: students, parents, partners and community. Without these groups receiving clear, ongoing information and updates on CLC progress, student achievement, and even fiscal health, the CLC program risks losing parent, partner and community support. Such support is foundational to its success and sustainability. 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 table, including areas of most significant impact. Further, these organizations 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

A rigorous and comprehensive evaluation plan is critical to the success of our learning centers for current operation and future sustainability. It will be used to refine, improve, and strengthen the program and build community support. Our evaluation plan includes utilizing an experienced evaluator, Hanover Research, to conduct a comprehensive, rigorous evaluation of program effectiveness according to our local and state standards. Additionally SuccessLinks will provide us with student data analysis and linkage to community impact with our partners. Finally, our Achievement Specialist position will have evaluation responsibilities – to collect, analyze, trend and share the attendance and achievement data with management team and stakeholders, with a focus on strengthening the school day-CLC connection.

Budget

The budget for the two sites is as follows:
\$150,000/year – Wilson; \$150,000/year – Kirn. Supplementing existing services, such as the current small-scale menu of intramurals, is emphasized for maximum effectiveness in our program.

2. STUDENT NEEDS ASSESSMENT

2.1 Objective data defining student need - The Council Bluffs Community School District, the eighth largest district in Iowa, serves 9,016 students and their families in western Iowa’s Pottawattamie County. The metropolitan area of Omaha, Nebraska lies to the west of Council Bluffs, just across the Missouri River. Poverty is high in the Council Bluffs area and has been on the rise over the past decade. Since 2003 the school district’s free or reduced lunch rate, an indicator of student poverty, has risen from 42.7% to 70%. For students at Council Bluffs’ two middle schools—Gerald W. Kirn Middle School (enrollment 923) and Woodrow Wilson Middle School (enrollment 848), targeted within this proposal for a 21st Century Community learning Center (CLC) program—the poverty rate is higher yet, averaging 70.5%.

Other poverty-related indicators are equally stark:

- ✓ 15.9% of Council Bluffs residents live below the federal poverty level compared to 12.2% across the state, U.S. Census Bureau, 2008-12.
- ✓ Pottawattamie County ranked 4th out of 99 Iowa counties for the percentage of single parent households—38.1%, per Kids Count (2010).
- ✓ Only 16.4% of Council Bluffs residents ages 25 and over have a bachelor’s degree or higher compared to 25.3% statewide, which means fewer employment options and wages for those without this education, U.S. Census Bureau, 2008-12.

The correlation between poverty and student achievement is very real within the district and a significant motivation for the proposed Council Bluffs Middle School Community Learning Center (CLC). According

	Reading – target 93%	Math – target 93%	Missed AYP**
All Grades 6-8	59.24%	63.01%	Yes –both
Low SES***	52.38%	57.47%	Yes –both
Special Ed. (IEP)	26.67%	29.26%	Yes –both
ELL	24.39%	37.8%	Yes –both
African American	65.45%	49.09%	Yes –both
Hispanic	52.25%	61.71%	Yes –both
White	59.69%	63.34%	Yes –both
Multi-racial	66.67%	75.93%	Yes –both

* Asian and Native American sample size too small for confidential reporting requirements.
 Annual Yearly Progress (AYP) determined by Iowa Test of Basic Skills and Iowa Test of Educational Development./*Low socioeconomic status (SES) based on free/reduced lunch

to state assessments to determine adequate year progress (AYP), Council Bluffs Community School District (CBCSD) is a District in Need of Assistance (DINA) for not meeting achievement targets in reading and math. The 2012-13 school year was the 8th consecutive year that the district was identified as DINA. Both middle schools targeted within this proposal are designated Schools in Need of Assistance (SINA). Wilson Middle School is SINA for a 5th year in both Reading and Math. *Kirn*

Middle School is SINA for a 6th year in Reading and 8th year in Math. Both high schools and nine of the twelve Council Bluffs elementary schools also have SINA designations. Through its Comprehensive School Improvement Plan (CSIP), the district has made strides in fostering greater student achievement in the schools as well as better attendance, both of which have contributed to improved graduation rates for the past eight years—from 68.56%, the lowest graduation rate in the state at the time, to 81.51% in 2012. Creating that kind of impact at the middle school level is at the heart of this proposal.

The Council Bluffs Middle School CLC, with the help of local businesses and community partners, will provide a dynamic mix of before and after-school clubs, academies and activities, as well as summer clinics, clubs and camps, to roughly 90% (1,678) of students at Wilson and Kirn middle schools. Operating 180 days during the school year and 40 days during summer, the program aligns with the exciting middle school reform work begun this past year in the district. The CLC also addresses many of the needs communicated to us by parents, students, staff and community members, particularly in panel discussions held this fall. The resulting design features a safe, fun environment with homework help and literacy/math intervention clubs, career exploration clubs with local businesses, academic and special interest clubs and academies, fitness

activities, family engagement, and summer programs including a two-week summer “bridge” club for students transitioning from 5th to 6th grade.

Currently the variety of academic and youth development activities for middle school students is extremely limited before and after school, and in the summer, as indicated by an analysis of the past two school years:

- Just 32% of middle school students participate in two or more after-school activities with roughly half of this participation in athletics, as opposed to youth development, academic help or enrichment.
- No before-school tutoring or homework help is in place, although many students come to school early each day for free/reduced price breakfast; our staff/families recognize this as a missed opportunity.
- Few students—roughly 10-12 at Wilson and 15-25 at Kirn—come for daily after-school homework help offered by volunteer staff.
- Summer programming is limited to an all-day Explorer Program held each June at the middle schools for career exploration/enrichment. However capacity is reached quickly, creating wait lists each year.

The Middle School CLC design will ensure services to remedy all of these weaknesses. We expect much higher after-school participation due to the many career/interest-based activities offered, plus the scheduling of an activity bus 30 minutes later in the day, and transportation for all CLC field trips.

Achievement gaps: These can be seen by subgroups in Table 1, above, including the greatest gaps between special education, ELL and low socioeconomic status (SES) students and their peers. Significant gaps exist between African American students in the subject of math and their peers, and Hispanic students in the subject of reading and their peers, as well. Given that the current percentage of minority students in the

Table 2. Reading Proficiency - 2012-13 Middle School/State Comparison				Math Proficiency - 2012-13 Middle School/State Comparison			
Grade	Kirn Middle	Wilson Middle	State	Grade	Kirn Middle	Wilson Middle	State
6	52.45%	48.32%	65.01%	6	61.81%	53.18%	71.9%
7	68.62%	56.27%	67.54%	7	66.42%	66.10%	77.1%
8	58.55%	52.33%	65.11%	8	55.41%	53.33%	73.22%

district is 21% with 14% Hispanic students as the largest racial minority, and nearly 5% African American students, it is crucial we address these gaps, both inside and outside of the school day, including attention

to family literacy needs. Table 2, above, illustrates how gaps also occur between the middle schools and notably between our middle school students and their peers statewide. That gap was as high as 20 percentage points in the case of 8th grade Math proficiency last year.

Social, emotional and behavioral issues also challenge our students, particularly in the formative middle school years. A 30% mobility rate exists in the district, which can complicate learning even further for many students, and challenges our teaching staff as they work to meet these students’ unique needs. Motivation to learn, homework completion and behavior are all affected. Results of the district’s 2012 Iowa Youth Survey illustrate other 6th through 11th grade students’ social and environmental challenges:

- A full 24% of 6th grade students think someone their age could find it “easy” or “very easy” to get cigarettes, alcohol, or illegal drugs within their own neighborhood or community. That number rises to 42% by the time students are in 8th grade, and more than doubles to 55% by 11th grade.
- While 74% of 6th graders strongly agree they can say “no” to peer pressure related to doing wrong or dangerous things, the percentage drops to 67% for 8th graders and 63% for 11th graders.
- More than a third (33%) of all 6th, 8th and 11th grade students agree or strongly agree with the statement, “I feel I do not have much to be proud of.”

How the program will address student needs, including needs of students with working families –

Given the serious academic, social and emotional needs indicated in our assessment, it is clear that research-based interventions such as after school programming, extended learning, math and reading reinforcement, and family involvement are crucial. Given research on middle school reform, we also recognize that career and interest-based hands-on learning opportunities will attract and engage our youth. Taken together these strategies will help ensure that more students become proficient in their learning. We also recognize that students benefit from a safe, caring environment where their healthy development, including character development, is reaffirmed in positive relationships with peers and adults, and where families' needs are included in the equation. Our task, then, has been to plan for such an empowering environment in our CLC.

Within our Middle School CLC program, students will have an after-school support structure that helps them with homework and meet district-aligned goals in reading and math. Certified teaching staff will lead academic clubs and academies in core subjects, book clubs, hands-on science clubs and the like. A district "Achievement Specialist" will be hired as part of the management team to align the program to school-day learning, monitor achievement of all participants, coach staff and evaluate progress with district and student learning targets. The specialist will work closely with the Project Director and teaching staff at each school.

Taking a best practices approach that has been successful in communities such as Dubuque, our program will use interest- and career-focused clubs and academies to engage students in career exploration. Most will be led by community organizations and businesses. Utilizing the 16 Career Clusters framework, great variety will be sought each year for our students, whether that equates to an Aviation Career Exploratory Club through our airport or Culinary Career Academy through local catering companies. This is a departure from our current after-school programming, with its limited attendance for homework help and intramurals.

The middle school program will also offer much needed support to working families through a positive, safe and engaging place for their children to go after school. Currently, our local Boys & Girls Clubs and the YMCAs partner with the district, including an after-school elementary program, but onsite teen participation has been weak given the distance from the middle schools. Two years ago Y-Teen programming was brought to the schools and numbers increased to approximately 30 students from each school; given this interest, Y-Teen's youth activities will be incorporated into CLC offerings. Other benefits to families will be creation of a parent teacher organization (PTO) at each site to encourage parent voices and engagement, plus CLC summer programming, which will help address summer reading loss, provide background knowledge through enrichment activities and field trips, and provide families assurance of healthy snacks and/or meals in a safe setting while they are working. Families will also benefit from family literacy programming, engagement activities, accessible facilities, and accommodations including language translation services.

2.2 Evidence of a wide variety of engaged stakeholders -The district has made extensive, successful efforts to include the voices of students, parents and stakeholders in needs identification and development of the program, from surveys to focus groups. What we have learned is reflected in our design. For example, last year students surveyed at our Alternative Learning school indicated that only 25% are given useful roles within their community and yet 82.2% believe "it is really important to help people." Our CLC's summer leadership camp, and clubs with service learning elements, such as Habitat for Humanity, will address this concern. On October 22, hour-long panel discussions were held with five groups of students and adults: community partners, administrators, elementary youth & their parents, and middle youth & their parents. They identified the following needs: 1) hands-on learning to keep youth engaged and provide ties to school-day learning, 2) improved 6th grade achievement, 3) use of community professionals teaching in their focus areas, 4) life skills and enrichment instruction (technology, health, home ec) to offset curricular changes in these areas, 5) increased respect among youth and between youth/staff and 6) career-focused clubs to gain and draw interest about youths' future. We are pleased we have been able to address **each** of these needs in the CLC design. With this tapestry of parent, student and community support, we cannot wait to begin!

3. PROJECT

3.1. The Council Bluffs Middle School CLC was carefully designed to link programming and services to student needs based on a comprehensive needs assessment (needs detailed in Section 2). We anticipate serving 90% of our middle school students (1,678) at sites at Kirn and Wilson Middle Schools, both Title 1-eligible schools, including 60% (1,120) of all students participating as 30 day or more attendees and another 40% (746) in at least one summer component. The CLC will offer an integrated program of after-school activities to foster students' academic, social and healthy development, with a special emphasis on hands-on learning, including career exploration. Program components will meet student needs as follows:

- **Homework Help /Tutoring** will be provided by certified teachers before and after school daily to assist in raising the low achievement scores of the students involved, as indicated in our needs section. The CLC tutoring will allow students to build positive relationships with staff. A school Achievement Specialist will help guide staff with interventions for growth, and make recommendations for students' success.
- **Tech Center** will also be provided before and after school daily to give technology access for the students who may or may not have equipment/resources outside of school hours. This will also allow for leadership opportunities for all students involved in technology programs. Small group activities will allow for peer to peer learning/tutoring opportunities and give students greater motivation to learn.
- **Academic Clubs** will be provided after school on a rotating bases to allow students to expand their learning in specific core subjects. Literacy-related clubs may include book, poetry, current events and journalism themes, while Math Clubs may feature local competitions, and Science Clubs may include hands-on science activities, plus collaboration with STEM grant-related activities at Wilson Middle School. History Clubs may plan, research and organize student-led assemblies for History Day.
- **Career Explorer Clubs/Academies** will be provided after school daily to allow students to explore career fields of interest and career fields that align with their individual strengths. Numerous partners have been identified to lead clubs/academics, such as Fire Service (Council Bluffs Fire Dept.), Aviation Academy (Advanced Air), Money Management and Stock Market (TS Bank) and Technology (Google).
- **Enrichment Clubs** will be offered to all students weekly, with the joint effort of community partnerships, to promote healthy choices for students living in low income communities. Focus areas will include physical activity; creative activities – music, theater, art; empowerment; boundaries/ expectations; positive values; resistance skills; planning and decision making; and positive identity.
- **Intramural Sports/Fitness** will be provided before/after school daily to allow students to maintain good health, and explore competitive and non-competitive sport opportunities, including the variety of leisure activities offered locally. Currently a limited number of intramural sports are offered after school one to two days per week. The YMCA and Parks & Recreation Dept. will assist us in expanding offerings.
- **Field Trips** will be offered within the clubs and academies in addition to special one-day community trips. These trips will allow students and families to explore possibilities for the future, promote personal goals for graduation, and encourage postsecondary education planning. Trips will also help with school engagement, providing hands-on experiences for topics addressed.
- **Family Engagement Activities** will be provided at least monthly to increase parent involvement in schooling. Examples include parenting workshops, such as those offered by district partner Iowa State University Extension & Outreach, and college/career readiness activities through partner GEAR UP. The CB Library will help us promote reading/literacy skills and enjoyment with special activities. Recognizing the lack of Parent Teacher Organization (PTO) groups at our middle schools, each CLC site will help organize a PTO for parent involvement and support.
- **Resources for Families** will be provided with the help of community partners to provide wraparound support in areas of social, emotional and literacy needs. Resources will be provided during family engagement activities related to graduation/college, daily living, and general youth/family support.
- **Snacks** will be provided daily to ensure students have a healthy snack outside of school hours. Snacks are adding an additional nutritional element for the large population of students receiving free/reduced lunch. Before-school participants will also be provided a healthy breakfast opportunity.

- **Summer Clinics, Camps, and Academies** will keep middle school students engaged in learning and exploring interests during the summer while building friendships in a safe environment. Topics will range from technology to fine arts, literacy, and career exploration. Camps for incoming 6th graders, including an Exploration/Leadership Camp and a two-week-long “bridge” camps at summer’s end, were designed in response to a need identified by parents, students and staff for 5th to 6th grade transition services, particularly recognizing that 6th grade was added to the middle schools just two years ago.

3.2 Academic, enrichment and family literacy services – The Council Bluffs Middle School CLC provides an array of high-quality academic, enrichment and family literacy services. As we tied

Council Bluffs Middle School 21CCLC Schedule	
Before School: Breakfast, Homework Help, Tech Center, book clubs, fitness opportunities	Mon - Fri 7 a.m. - 7:55 a.m.
After School: Snack, Homework Help/Tutoring, Academic Clubs – led by teachers; Career Explorer Clubs/ Academies and Enrichment Clubs– led by staff/community partners, Intramurals/Fitness, Tech Center hours	Mon - 1:15 p.m. – 4:30 p.m.* Tues - Fri 2:55 p.m. – 4:30 p.m.
Ongoing Student/Family events: Field trips, family engagement events, family literacy events, family clubs, parent education opportunities, community opportunities, showcase nights, college tours, etc.	1-2 monthly organized, extended trips, family events, assemblies during after school, the evening or a Saturday
Summer Clinics, Camps, Academies, such as: Fine Arts Camps, Technology Camps, Literacy Programs with the CB Library, Athletic Camps, Boot camp with National Guard, and special camps for incoming 6 th graders, including Exploration/Leadership Camps in June/July, and Bridge Camp in August 2 weeks before school starts.	Multiple programs of various lengths (from 1-day to 2 or more weeks) throughout June and July, plus 2-week late August camp for incoming 6 th graders.
<i>*extended Monday afternoon hours align with early release Mondays for district professional development</i>	

programming to the needs of our students, we found the design covers 11 of the 14 eligible federal activities suggested for 21st century learning centers, from remedial learning and tutoring in academic subjects to academic enrichment including music and arts to recreational activities and character education. Services will flow from a strengths-based perspective, including use of both research-based 40 Developmental Assets and Gallup Student Poll and Gallup StrengthsFinder for all CLC students and staff (see Section 4, Research Base).

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. Extended-day use of students’ Chromebooks will be possible due to extended services through each school’s tech center (both before and after school). This technology will also allow customization of online remedial and other learning as needed. Academic clubs and academies led by content teachers will encourage exciting hands-on, project-based activities in different subjects (Math Club, Science Club/STEM, History, etc.) and utilize field trips related to topics and projects. CLC teaching staff will be trained in best practices for after-school tutoring by the newly hired Achievement Specialist and/or other district staff. Healthy

snacks, meeting USDA nutrition guidelines, will keep students’ fueled for engagement.

Enrichment Services – Enrichment will come in variety of exciting forms for our middle school students, including an expanded menu of daily intramural and fitness activities (from team sports to yoga) taught by staff, career exploration clubs/academies with our community partners (as described above in 3.1), family engagement events, and community service opportunities with partners. Enrichment also will include a wide variety of experiences with music, theatre, art, cooking, nature, health, and skills for healthy development.

Family Literacy/Family Engagement - Each month will feature 1-2 family literacy /family engagement events, including incentives for attendance (gas cards, groceries, etc.) Various events will include but are not limited to: resource fairs, tax preparation, technology classes, future planning, career development, English literacy and assistance, and getting to know available school activities. Parents will have the opportunity to use computer labs in association with these events, and/or meet one to one with staff about student and/or related family needs that would promote student achievement. Referrals and information will also be shared with regard to local community colleges, such as Iowa Western Community College, for family interest in GED programming.

3.3 GOALS AND OBJECTIVES

Goal: To promote the safe and healthy development of CBCSD children by creating a comprehensive, inclusive before/after/summer program which provides academic assistance, education enrichment, career exploratory, and family literacy / engagement opportunities within a collaborative, caring community.

- Objective 1: By June of each year, program participants will experience greater growth in reading as measured by performance on Iowa Assessments and/or district assessments as compared to non-participants after accounting for at-risk factors.
- Objective 2: By June of each year, program participants will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participants after accounting for at-risk factors.
- Objective 3: By June of each year, participants will show a greater annual school attendance rate than non-participants.
- Objective 4: By June of each successive year, 75% of program participants who participate 30 or more days will show an increase in hope, engagement, and sense of well being measured by the Gallup Student Poll (2014-15 will be baseline year).
- Objective 5: By June of each year, 75% of all parents will indicate on post-surveys that the program has had a significant positive impact on their child in the areas of educational, career focus, and social skill development.
- Objective 6: By June of each year, at least 50% of program participants will have had family participation in at least one of the family literacy or family community resource sessions.

3.4 Alignment with school day – The Middle School CLC is an extension of the district’s academic programs, standards, and strategic goals and objectives, its Comprehensive School Improvement Plan (CSIP), as well as the new action plans for Middle School Reform. Through daily, ongoing communication between management team members (see management chart, Section 5), as well as monthly site-based meetings of the project director, principals, Achievement Specialist, and site facilitators, the program will provide a process to ensure that drill-down information regarding individual student needs and progress is a focus. The program partners will receive appropriate information and participate in team sessions as needed. Of primary assistance in efforts toward student achievement through CLC/school-day alignment will be a district “academic specialist” hired specifically for the CLC. This individual will align all CLC activity to goals of the district, oversee academic aspects of the CLC, track analyze and share achievement and attendance data, and provide trending data and best practices suggestions for participants to focus on continuously improving the processes and strategies of support. Other alignment with the school day (and with elements of the District Strategic Plan and Middle School Reform plans) includes reinforcement of Gallup-identified strengths, including during student Advisement periods, use of each schools’ math/reading data walls as an objective for measurement, and area partnering for wraparound student/family services.

3.5 Applicant Experience – The CBCSD has significant experience providing the kinds of educational and related activities that complement and enhance our students’ academic achievement and positive youth development. This includes 21CCLC operations in joint partnership with the Council Bluffs Boys & Girls Club that have continued to serve needy elementary-level students and their families after the grant period. Experience also includes provision of a popular and creative array of before/after-school services to low-income middle school youth and families in spite of limited budgets. These include teacher-led intramural program opportunities like homework help, dance/flag team, Fit club, soccer, cross country, and Movie Makers, as well as partnerships with Iowa State UEO for STEM activities, and the local YMCA for Y-Teen onsite program activities. Wilson Middle School’s experience includes helping provide STEM and college access programs to students of low income through a current federal grant tied to its high school, while Kirn has increased after-school participation with new partnership-based clubs like Lego League through Iowa State Extension 4-H. Enhancing these student opportunities, which are now limited, is a CLC priority.

4. RESEARCH BASE

Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. – The Council Bluffs Middle School Community Learning Center is based on extensive research, including the following four areas:

Middle School Reforms - The CLC program design is fully aligned with a comprehensive plan for research-based middle school reforms occurring over the next three years within the district. Two nationally respected, research-based works on reform are driving this plan, and were part of a major literature study by school administrators and staff last year and over the summer: 1) *This We Believe/This We Believe in Action* (2010, 2005), an extensive work based on position paper of the Association for Middle Level Education Action and now considered a standard in the field; and 2) *Breaking Ranks in the Middle* by National Association of Secondary School Principals (2006). Tenets of *This We Believe in Action* that align to the CLC proposed practices include creation of an inviting, supportive and safe environment, students and teachers engaged in active learning that is relevant, challenging, integrative and exploratory, school-initiated family and community partnerships, and assessment and evaluation that promote quality learning. CLC-related alignment to *Breaking Ranks* includes a learning community focus, continuous improvement including regular use of data, and focus on transition support for students moving from 5th to 6th grade.

College/Career Readiness Focus – College and career readiness is a focus of our District Strategic Plan for the next five years; the CLC offers us an excellent environment for student growth in this area. Our work will be linked to 16 Career Clusters developed by the U.S. Department of Education and endorsed by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) and the National Career Technical Education Foundation (NCTEF). Each career cluster represents a grouping of occupations and career fields based on required knowledge and skills. Using this framework, students will be more focused as they investigate and gain experience in after-school career-related clubs, events and activities offered by the center and business/community partners.

Gallup Strengths-Based Programming – Gallup Strengths-Based programming, including use of individual StrengthsFinder scores, will be used to guide all after-school students and district after-school staff in knowing and enhancing their strengths in all settings. This information will help students with career interests, and help guide staff to lead clubs and activities to which they are best suited. Annual results from the Gallup Student Poll will also be used, measuring hope, engagement and wellbeing of individual students, as well as the Gallup Strengths Explorer program. Educational psychologist Dr. Donald Clifton led much of the strengths psychology research that the Gallup's Clifton StrengthsFinder is based upon. Clifton began with the question, "What would happen if we studied what is right with people?" according to a Gallup 2012 review of research, "The Clifton StrengthsFinder and Student Strengths Development." Clifton inspired a shift from the more common deficit-based research of the past.

Developmental Assets Emphasis – The Search Institute's Development Assets framework will be used by the Council Bluffs CLC program to help support, measure and increase the external supports and internal strengths that students need for wellbeing and success in their lives. Assets are 40 research-based positive qualities known to influence development in youth and help them become resilient, productive adults. When CLC staff, students and parents are made aware of the assets and related strength-based practices and strategies, they can intentionally increase asset-building opportunities and experiences at school, in their homes and in the community. The Search Institute's studies of over 4 million children have consistently found that "the more assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society."

5. MANAGEMENT PLAN

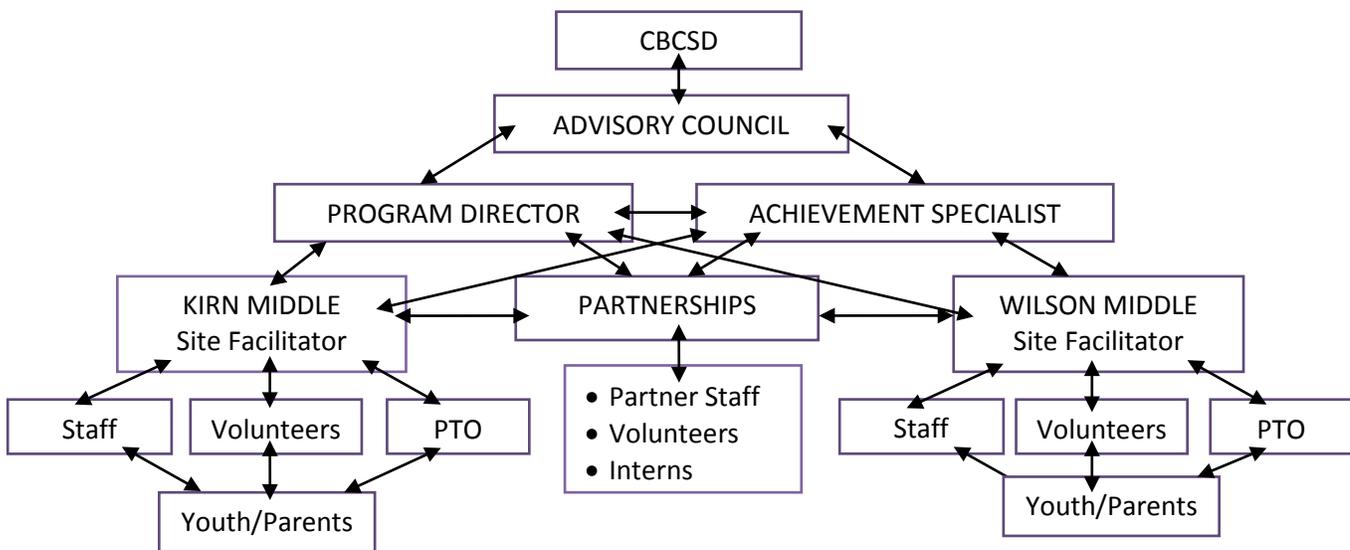
5.1 Effective staffing, recruitment and retention of highly qualified staff; professional development; effective leadership, including maintaining alignment with the school day instruction; and how program will use volunteers, specifically seniors, to support high-quality programming.

1. Effective staffing of the Council Bluffs Middle School CLC will occur through the following means:
 - Minimum 1:20 participant to staff ratio, as recommended for adolescent youth; clubs/academies will be capped or split to meet quality program standards for optimal staffing, space and resources.
 - Volunteers will be used to reduce the participant to staff ratio, and support the diverse mix of clubs, academies and recreational opportunities available to students.
 - Staffing will follow Program Development Plan (see chart 5.3)
 - Program will be strength-based for youth, centered on Gallup Explorer StrengthsFinder results for both students and staff, and aligned with 16 Career Clusters and 40 Developmental Assets, both scientifically based approaches for measurable youth development.
2. Recruitment/Retention: Multiple strategies will be used to ensure recruitment and retention of highly qualified staff including:
 - Recruitment/ retention are a high focus of administration and human resources department.
 - Staff will be welcomed and well supported in best practices for school-day alignment efforts through district Achievement Specialist, including for college/career readiness activities.
 - Staff will be encouraged to lead engagement areas based on their unique strengths and interests, utilizing findings of the Gallup StrengthsFinder assessment, 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, including webinar, newsletters, and letters.
3. Highly Qualified Staff will be assured through the following criteria:
 - Project Director will have previous 21st CCLC experience and will meet state requirements for the positions with a bachelor's degree at minimum in specific focus areas.
 - Achievement Specialist will have previous youth development experience and will possess a current teacher license or be a retired teacher.
 - Site Facilitators must meet the state's requirement for the position, will have program coordination experience, and an associate or bachelor's degree.
 - Staff members assisting with core subjects and tutoring will be licensed teachers. Other project staff, including those assisting with enrichment clubs, will meet at least minimum qualifications for an instructional aide in the school district (high school diploma or recognized equivalent is required plus one of the following: 2 years of higher education; an associate's degree; or pass a formal assessment).
 - 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.
4. Professional Development will be assured by:
 - All district staff will have ongoing training with the Gallup Organization Strengths Program.
 - All service providers will attend minimum two-hour training before programs begin, and ongoing coaching and training as needed. Initial training will cover working with youth, emergency procedures, goals and objectives of grant, schedules, confidentiality, program rules and expectations, and the like.

- Sources of ongoing professional development will also include Green Hills AEA, Council Bluffs School District, InPurpose Consulting, Iowa After School Alliance, Iowa State University Extension and Outreach and Collective for Youth.
 - Minimum of one representative will attend the annual National 21CCLC conference
5. Program Leadership: Overall leadership for this grant flows from the Project Director and Advisory Council, with additional direction from a newly created position for the CLC, the Achievement Specialist.
- Project Director:
 - a. Provides leadership on day-to-day basis
 - b. Organizes, schedules and directs program activities, clubs, and field trips.
 - c. Organizes, schedules and delivers trainings, meetings, and evaluations.
 - d. Assures that grant goals and objectives are being met and adheres to grant guidelines.
 - Advisory Council (see section 5.3):
 - a. Provides advisory leadership
 - b. Meets quarterly
 - c. Oversee progress toward the objectives, review consultant reports, identify obstacles hindering the attainment of objectives, and develop collaborative solutions to challenges
 - d. Develops project improvement plan; communicates findings to all district stakeholders.
 - Achievement Specialist
 - a. Tracks, analyzes and shares individual student achievement and attendance data
 - b. Provides trending data for continuous improvement and strategy development
 - c. Assists with interventions for growth, including training and development to site leaders and staff in best practices
 - d. Supports school-day alignment of Developmental Assets, Gallup strengths, and college/career readiness at the after-school level with school day.
6. Volunteers, including Senior Citizens, will be an integral part of our program as follows:
- Senior citizens and other volunteers will be encouraged to help with topic areas of their strengths; school volunteer lists will be used to engage volunteers in these new after-school settings.
 - Local businesses and organizations will provide specialized skill workers and interns.
 - Iowa Western Community College (IWCC) will contribute volunteers from several volunteer and service-learning programs.
 - The Center, a senior citizen wellness facility serving adults 50 years of age and older, and local nursing homes, will be another source of volunteers.
 - A Parent Teacher Organization (PTO) will be formed to support this CLC at both middle schools, which may include volunteer efforts as well as in-kind, event and sustainability support.
- 5.2 Plan for student transportation to and from the program, and student access**
- Safe transportation to and from the CLC sites, which are based at the middle schools, will be a priority, with safe routes and practices encouraged in all CLC communications to participants, whether participants are walking, biking, carpooling, busing or using public transportation.
 - Students who ride the bus to school will be provided a district-funded activity bus for transportation home at the end of each program day (4:30 p.m.).
 - A program-wide check-in, check-out system will be devised and strictly adhered to; both buildings are a locked entrance 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 conducted on all bus drivers.

5.3 The development/engagement of a stakeholder advisory group and program leadership structure. The Advisory Council will be comprised of middle school and district leadership, and a balance of community representatives, including parents, students and community partners, as seen in the *Council list* and *management diagram* below. Agenda items will include: review of progress toward the objectives, review of consultant reports, identify obstacles hindering the attainment of objectives, develop collaborative solutions to challenges, develop project improvement plan, and review program assessments and communicate findings to students, parents, stakeholders, and partners. In addition, the Council will play a critical role in developing strategies to sustain the project’s activities and maintaining after-school programming addressing the 21st CCLC core elements. The **Advisory Council will include:**

- a. Dr. Martha Bruckner, Superintendent, CBCSD
- b. Representatives from Kirn & Wilson Middle School Leadership Team
- c. District TAG Instructor
- d. Executive Director of Student & Family Services
- e. Tucker Career & College Center Administrator
- f. Program Director
- g. Achievement Specialist
- h. Representative from Kirn & Wilson PTO
- i. Representative from Kirn & Wilson Student Leadership
- j. Rotating Community Partners



5.4 Plan for continuous program improvement and sustainability of the program after funding – Sustainability of a high-quality CLC program after the funding ends is crucial. To assure this, a continuous improvement plan (CIP) will be adopted by the Advisory Council in the first year and will be updated quarterly reflective of: 1) data-informed decision-making, including both student achievement data shared by our Achievement Specialist, and program data collected, including from all stakeholders, and shared by the program director and evaluation team; 2) alignment of objectives and goals; 3) focus on achievable goals and 4) monitoring of results. Establishment of a Sustainability Committee will also occur during the first program year to devise a formal sustainability plan using research and stakeholder input. Its goal will be to have increased experience in each year of the grant in partnering, obtaining in-kind assistance of services and goods, and direct donations. One sustainability asset of our design is the partner-led academies and clubs, which can regularly change—an antidote to partner fatigue—and yet provide great benefits to both CLC and partners. Local grants from the Iowa West Foundation, Union Pacific Railroad, area community foundations and others, will also be pursued to help with supplies, field trips and other needs after 21CCLC funding ends.

6. COMMUNICATION PLAN

Outreach strategies or activities to share evaluation and other program information - Outreach strategies for the Council Bluffs Middle School CLC will focus on four audiences: students, parents, partners and community. These groups need clear, ongoing information and updates on CLC progress, student achievement, strengths, career focuses and even 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.

Parents - Strategies used with parents will include a combination of group communications and opportunities for personal contact and/or engagement. A parent teacher organization (PTO) will be formed for each school and will be a direct avenue of communication to all parents in the school. The PTO will also empower a key group of engaged parents to help with different areas within the program based on their interests, talents and current program needs. The 21CCLC website will be updated continuously and include evaluation highlights of our CLC progress, from academic achievement and career interest to participation levels. Families will be invited each month to family literacy nights and/or other special events that will allow us dissemination of program and evaluation information in a pleasant, informal setting for questions or input. 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 school day staff, use of focus groups during school-day advisement periods to gain student input, and use of the 21CCLC website as the homepage on students' Chromebooks, 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 midyear), which will align with registration of clubs. 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, which will have a banner of the latest news and events for ongoing updates. Media updates will include progress snapshots, including of student achievement and participation. The impact will be to convey the progress and successes of the CLC program, encourage partnership development, including recruitment of senior and other volunteers, and to highlight events related to family engagement/family literacy, success of participants, and student achievement.

Partners – Strategies for working with partners are multiple with the recognition that partnerships often depend on the initial development of relationships, fostered connections, and eventually shared resources. We will use semi-annual media releases, our website, 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 Advisory Council meetings, where evaluations will be more thoroughly reviewed. 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.

7. PARTNERSHIPS

7.1 Existing Partnerships and roles – Virtually all 21CCLCs benefit from partnerships. But with a career- and interest-based CLC planned for a high-need middle school population, a committed and vibrant network of partners is essential. Our major partners, as indicated by the attached memorandums of understanding (MOUs), will provide leadership for many of the career academies and clubs that will stir our students’ interests in future educational paths and careers. 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 and summer. Many will provide us with the curriculum and staff support, the field trip experiences, programming and in-kind support to positively affect youth development at a much higher level that we could ever attain on our own. All are longtime supporters of our district and students, and all have our targeted 1,678 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. Guide student achievement efforts with creation of an Achievement Specialist position through the grant to oversee academic aspects of the CLC program, align to district/middle school reform goals, monitor and report on progress, and strengthen our continuous student improvement efforts. Bring together partners to support a mosaic of engaging activities and services, including career exploration related to the 16 Career Cluster framework. Incorporate family programming, including literacy programs, and wraparound community services for child/family needs. <i>Area of significant impact: Student achievement and engagement</i>
Council Bluffs Public Library	Contribute staff time and expertise to literacy programs for all middle school participants and their families. Facilitate a family book club to encourage students and their parents to read and discuss books together. Provide other programs that inspire middle school students to read for pleasure. Expose our students and families to a great local resource for continued life-long learning: the public library. <i>Area of significant impact: Lifelong literacy and learning</i>
TS Bank Institute	Provide programming at both sites for career exploratory academies/clubs in financial literacy related to student needs. Staff member will lead a minimum of a 6-week session in the industry, for a minimum of three years. Provide hands-on instructional programs (career development, savings and investing, needs vs. wants), field trip opportunities for clubs and exploratory academies sponsored by TS Bank Institute. Provide information to students and families about scholarships, job shadows and internships offered by TS Bank Institute. <i>Area of significant impact: Career exploration and financial literacy related instruction.</i>
Advanced Air, Inc.	Utilize aviation experts at the airport for career exploratory academies/clubs. Staff member will lead a minimum of a 6-week session in the industry, for a minimum of three years. Introduce students to aviation-related careers through hands-on programs (becoming a pilot, air traffic controller, airplane mechanic or flying for the military). Offer field trip opportunities to the clubs and exploratory academies sponsored by Advanced Air. Provide students and families with information on further educational opportunities including programs, fields of study, scholarships, job shadows and internships with Advanced Air. <i>Area of significant impact: Hands-on career exploration in the aviation industry.</i>
The YMCA of Greater Omaha/ Council	Provide enrichment programming at the two CLC sites, including educational programs related to a Tri (Triathlon) Club, Swim Team Club, Water Sports Club, Health Club, and Art Club. Provide field trip opportunities for environmental YMCA projects. Provide a full-time

Bluffs	Teen/Family Director that will help with running clubs, field trips and family events. Provide office-related equipment to support project elements. Provide Child Protection Background checks for all volunteers and employees unless previously approved by district. <u>Area of significant impact: Positive youth development through recreational programming.</u>
Iowa State University Extension & Outreach (ISUEO) /West Pottawattamie County 4-H Program	Provide research-based curriculum and expertise on best practices for out-of-school time. Provide expertise on Positive Youth Development for staff. Provide STEM (science, technology, engineering, and mathematics) trainings for staff. Assist staff with the planning and implementation of clubs and field trips. Provide expertise on risk management best practices. Assist with parent resources and education, and family literacy/engagement events. Families-Program Specialists will additionally provide resources and expertise to families in the areas of nutrition and health, family finances and parenting. <u>Area of significant impact: Best practices for instructional staff; family resources, including expertise in nutrition and health.</u>
Council Bluffs Fire Department	Provide career exploratory academies/clubs at both CLC sites in the Fire Service and Emergency Medical Service fields. Lead a 6-week session in the Fire Service industry, at a minimum of the three-year grant duration. Provide educational hands-on programs in fire behavior, fire suppression gear/tools, fire alarm systems, fire suppression systems/ tactics, first aid and CPR basics. Provide field trip opportunities for clubs and exploratory academies sponsored by the Council Bluffs Fire Department. Provide information to students and families about further educational opportunities including but not limited to programs, fields to study and scholarships. <u>Area of significant impact: Hands-on career exploration in the fire prevention and safety fields.</u>
Parks & Recreation Department, City of Council Bluffs	Lead parks & recreation-related career exploratory academies/clubs at both middle school CLC sites. Supply a Parks & Recreation staff member to lead a minimum of a six-week session in the industry for a minimum three-year grant duration. Offer hands-on programming such as sports officiating, lifeguarding, coaching, turf/field maintenance, golf course management, and other park/rec-related topics. Provide park locations with the city for field trip opportunities and exploratory academies. Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by the City of Council Bluffs. <u>Area of significant impact: Hands-on career exploration in outdoor/recreation-related careers; use of recreational areas</u>

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) A Community Engagement Committee from within our Advisory Council—including district, parent and community membership—will create and update a Community Engagement Plan annually to keep the community aware of the CLC sites, and aware of current and upcoming partner needs/ opportunities/efforts. 2) Aggregate student data related to career interest areas (16 Career Clusters), personal strengths (Gallup StrengthsFinder) and academic achievement will be shared with parents, PTOs, our Advisory Council and media to link these documented interest areas/needs with community partners uniquely qualified to help—whether through career academy leadership, volunteers or in-kind donations; 3) Ongoing publicity, through news releases, school websites, social media, booths at parent-teacher conferences, and newsletters will be utilized to highlight our CLC activities, progress, current partners and needs for partner involvement. New partners will be additionally be recruited through resource fairs, current volunteers, coalition involvement, Chamber of Commerce involvement, and the CLC itself. Existing partner relationships will be maintained/retained through effective communication, appropriate recognition strategies (certificates, awards, open house invitations), club/service rotation to alleviate partner fatigue, and continual evaluation of programming efforts. These include Ellison Technologies, Google, Hy-Vee, Hot Shops Art Center, Alegent Creighton Health Mercy Hospital, Jennie Edmundson Hospital, and Iowa Western Community College.

8. EVALUATION – 8.1 Experienced Evaluator - Evaluation is a tool used daily in our district and by many of our CLC partners to measure success with their stakeholders. It will be 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 whether about staffing a position or creating a strategic plan; and it will provide us with the evidence that can help us make a case for sustainability of our program.

The CBCSD will use several forms of evaluation to conduct a comprehensive, rigorous evaluation of program effectiveness both at the CLC/district level and for the Iowa Department of Education. This multi-strand effort involves a lead evaluation firm, our CLC Achievement Specialist, and two other evaluation experts, who will work cooperatively with our CLC program director and in-district assessment staff, including district/building administrators, to provide quality data, analysis and continuous improvement.

Evaluator/Experience	Evaluation Type	Purpose
<p>Hanover Research / Hanover Research is the school district’s evaluator and will serve as the lead project evaluator. Founded in 2003, the company has grown to serve for-profit and non-profit organizations of every size around the world. K-12 education work includes instructional integrity, community engagement, student success and resource management.</p>	<p>Evaluation services/consulting to provide:</p> <ul style="list-style-type: none"> • Analysis of student achievement data • 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 Iowa Dept. of Ed. 	<p>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 CBCSD Achievement Specialist will be an experienced current or retired educator who is familiar with the district’s literacy and math programs, and who can work well with district leadership and site directors. She/he will work directly with the program director, and district assessment personnel.</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 evaluation efforts with external evaluators 	<p>Track the academic progress of students and share data between the middle schools and the CLC. Share data with Advisory Council and stakeholders for continuous improvement of students and CLC.</p>
<p>SuccessLink / This local nonprofit agency based in Waterloo, Iowa, provides data collection and program evaluation to schools and communities. Brad McCalla, executive director since 1996, will be assisting Council Bluffs CLC directly with student-related evaluation, including tying student-related impacts to community partners who also using the SuccessLink evaluation tool.</p>	<p>Data collection and program evaluation to demonstrate progress in:</p> <ul style="list-style-type: none"> • Academic grades • Attendance • Behavioral issues • Community impacts 	<p>Provide meaningful program data/analysis in areas of student involvement, academic progress, behavioral progress, and community impacts where partner data can be linked.</p>
<p>Gallup Education Practice / Gallup Education Practice has provided expertise and tools to school for over 40 years across the United states. A Gallup K-12 expert will assist the CLC with use of StrengthsFinder tool to identify and utilize student and staff strengths more effectively; staff will be trained in the process. The district, including all CLC participants, will also be using the Gallup Student Poll.</p>	<ul style="list-style-type: none"> • Survey of students’ levels of hope, engagement and wellbeing. • Provide data on how students think, feel about their home, school and community • StrengthsFinder surveys of students/staff • Gallup consultation/training on use of StrengthsFinder data, including staff development recommendations 	<p>Provide families, staff and community with actionable data on students’ hope, engagement, and wellbeing via the Gallup Student Poll. Identify and build upon students/staff strengths, including through Strengths finder training.</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 ensure a strong evaluation plan as follows:

- 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 strengths-based evaluation tools – *semi annually*
- Creation of student, parent and staff surveys, facilitation of survey process, and data review – *annually*
- Completion of analysis and 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 grant Advisory Board 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 – *semi annually*
- 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 – *once each trimester*
- Assistance in planning, delivery, and evaluation of family engagement events – *three times per year*
- Oversight of completion of the Federal report by site and grant – *annually*

Use of Evaluation Results: Our evaluation plan includes internal and external evaluation as indicated in the above 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 the Advisory Board, CBCSD, Hanover Research, SuccessLink, Gallup and district Achievement Specialist, as appropriate. An emphasis will be on evaluation data, including trends, to facilitate program improvement at both sites. Evaluators will provide consultation by site for idea generation based on trend results or identified challenges. The inclusion of communication sessions among site program staff will be used to refine, strengthen, and improve the program throughout the grant period. Input of community partners through the advisory board will provide opportunities to build community support. Student, parent and staff surveys will provide crucial input that will be analyzed by our evaluation team, and also shared in focus groups and staff/student/family events for purposes of reflection and improvement. The use of the Developmental Assets, Career Clusters, and the Gallup strength-based data will provide ongoing opportunities for extended community collaboration and reflection.

Public Reporting of Results: The CBCSD and its evaluation team will comply with all reporting and information sharing required by the State of Iowa Department of Education. Annual reports along with regular evaluation information will be disseminated through the school newsletters, public media and directly to project participants, partners and families; summary reports or contacts 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 to project objectives 1-6 will be made available to public.

Objective	Data Points	Public, Stakeholder Reporting –
Objective 1 & 2: Reading & Math growth	Iowa Assessments and/or district assessments	<i>Annual reports to Advisory Council; ongoing review: website, newsletter, family events, local media</i>
Objective 3: School Attendance Rates	Participant attendance records compared to non-participants	<i>Quarterly and annually – reports to advisory council; website, newsletter, family communications, local media</i>
Objective 4: Student hope, engagement, wellbeing	Gallup Student Poll – administered in fall	<i>Annual results in Council report; personal results used year-round with students; community media/events</i>
Objective 5: Parent perception of positive CLC impact on child - <i>educational, career focus, and social skill development</i>	Parent surveys, other qualitative measures as appropriate, such as focus groups, interviews, etc.	<i>School-year and summer program post-reports to Council and parents/public: website, newsletters, local media</i>
Objective 6: Family participation in family literacy or community resource sessions.	Family surveys, other qualitative measures such as interviews.	<i>Post-event reports quarterly to Council, parents -newsletters, website.</i>

9. BUDGET NARRATIVE

9.1 Justification for each line item including how each expenditure is necessary and reasonable. The Council Bluffs Middle School CLC program expenses are necessary and reasonable. Every effort has been made to select the most cost-effective form of service while still maintaining quality for a project with this level of complexity and impact on student achievement. As required by the grant, the daily cost for provision of services falls well within the funding standard of less than \$7.50 per day per student, thanks to the significant partnering and collaborative planning with current after-school school services, such as existing intramural sports and club offerings we are able to dynamically expand and enhance, and flexibility of late-day district bussing. With 746 students (40%) targeted as regular attendees (more than 30 days) during the 180-day CLC school year and 40 days of summer programming, the spending ratio for this 220-day period actually averages to just under \$1.82 per day per student, as well as less than \$1 per day for the 1,678 students expected to be served overall during this time period.

EVALUATION – 4% (\$12,000) - A rigorous and comprehensive evaluation plan is critical to the success of our learning centers for current operation and future sustainability. It will be used to refine, improve, and strengthen the program and build community support. Our evaluation plan includes utilizing an experienced evaluator, Hanover Research, to conduct a comprehensive, rigorous evaluation of our program, including analysis of student achievement data, conducting teacher, staff, parent and youth surveys and providing analysis, developing state/federal and local reports, and providing presentations. We have budgeted 75% (\$9,000) for Hanover's work as our lead evaluator. We will also utilize SuccessLink to provide program evaluation of progress our students make in the areas of academic grades, attendance, and behavioral issues. SuccessLink also provides a means for the district and partners to see program and student impacts within the community, including within partner agencies. We have budgeted 25% (\$3,000) for SuccessLink's service. Other evaluation resources will include the work of an Achievement Specialist, who will track and utilize student achievement data in relation to our program and instruction at the CLC (in addition to other related CLC continuous improvement duties), and the work of a Gallup Education Practice expert who will help facilitate use of evaluative tools, including the Gallup StrengthsFinder and Gallup Student Poll with our students/staff. A budgeted amount for the Achievement Specialist is expressed within the Personnel section below; funding for the Gallup expert is included below within the Materials section, as it is included as part of the Gallup materials purchase.

ACCESS – 5% (\$15,000) - It is important to the success of our program to ensure students have safe and adequate transportation, whether for field trips or to or from the program. District transportation funding fortunately already covers the cost of transporting our bussed students to school and (by allowing a late bus to schedule to be pushed back by 30 minutes) home from the CLC. However, our CLC still has significant costs to cover to provide student field trips for career and academic clubs and academies, college visits, job shadowing, and to offsite clubs. We have devoted 5% (\$15,000) of the budget to this item.

ADMINISTRATIVE/INDIRECT COSTS – 4% (\$12,000) - Administrative costs have been reserved in the budget in the amount of 4% (\$12,000) of the total budget request. Our program will serve 1,678 students year-round, including a targeted 848 at Wilson Middle School and 830 at Kirn Middle School. At least 1,120 (60%) of these students are anticipated to be regular attendees during both the school year and another 746 (40%) again during the summer. This will require significant administrative oversight and logistical planning to effectively and successfully operate our program ensuring that all participants have a high quality experience. Administrative expenses at the specific sites (4%) will include: office space, office supplies, phone, computer, human resource needs, scheduling of bus needs, food and nutrition services for snack preparation and delivery, and other administrative needs.

PROFESSIONAL DEVELOPMENT 5% (\$15,000) - Great teachers help create great students. 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 \$7,500 at each middle school site for on-site professional development, including from Iowa State University Extension and Outreach 4H professional development in multiple areas of best practices, including youth development, STEM and family literacy, nutrition and health; and for state and national level 21CCLC and related after-school conferences.

PERSONNEL - 63.27% (\$189,814) - We justify spending 63.27% of our total budget on personnel because teachers/staff are the main pillars of our program. They pass on knowledge and values to children, prepare them for further education and for working life, and are the main contributors to excellent education. We are dedicated to providing student-centered services geared toward academic improvement and achieving all of our program goals. Therefore employing quality staff members is imperative to the success of our program. This includes a full-time project director (220 days), an achievement specialist at 20 hours per week (220 days), site facilitators at 20 hours per week at each site (200 days each), and providing teacher and staff contract services and stipends (the range will be \$20-\$28/hour with up to five hours of prep time for each club/academy at each site). Benefits are calculated at 32% for the district positions. Estimated salary expenditures, are \$94,907 at each site, for a total of \$189,814.

MATERIALS – 18.27% (\$56,185) - Cost for materials is 18.25% (\$56,185) of the total grant budget. Grant funds will be used to leverage additional contributions from local partners associated with the sites. Material costs include: Gallup StrengthsFinder, supplies for clubs, memberships for youth to partnering organizations, incentives, technology, food for family nights, admission for field trips, etc.

9.2 How the program seeks to supplement, rather than supplant, current funding. - No funds awarded to Council Bluffs Community School District will be used to supplant funding for existing programs and services. Funds will be used to provide an additional layer of support to our students to improve academic achievement and school engagement and promote positive youth development in ways that could not be provided by the district otherwise.

Several examples of new CLC activities building upon (*supplementing* rather than *supplanting*) existing activities include new intramural sports/fitness/club activities being added at each site where only limited offerings now exist; paid, certified teaching staff providing CLC homework/tutoring assistance and leading new academic clubs/academies where few, unpaid staff volunteers exist for district homework help at this time; and new STEM-related clubs and academies firing the imaginations and building the knowledge and skills of middle school students where limited STEM activities now exist.

The CLC will also leverage the expertise and resources of a host of community partners, from our hospitals, to Hitchcock Nature Center, Council Bluffs Police and Fire Departments, Hy-Vee, Bass Pro Shops, Google, Mt. Crescent Ski Area, Army Reserves, Omaha Zoo and the major partners identified in the previous Partnerships (Section 7) section and attached MOUs. As detailed in this proposal, we will align programming to district curriculum and student needs through the use of a district “achievement specialist” specially hired for this role, and sustain effective services tested through the project. These services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered in any way as “supplanting” funding.

**MEMORANDA OF UNDERSTANDING
(MOUs)**

Council Bluffs Middle School CLC



Council Bluffs Airport

16801 McCandless Lane, Council Bluffs, IA 51503

Phone: 712-323-2173, Fax: 712-323-7209

www.advancedaircb.com

December 2, 2013

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, Advanced Air, Inc. will work with Council Bluffs Community School District through:

- Providing programming at the airport for the two sites (Kirn Middle School & Wilson Middle School) for career exploratory academies/clubs in aviation related to the after school programming needs. By supplying an Advanced Air, Inc. staff member to lead a minimum of a 6 week session in the industry. At a minimum of the three year grant duration.
- Provide educational hands on programs pertaining to aviation careers (becoming a pilot, air traffic controller, airplane mechanic or flying for the military).
- Provide field trip opportunities for clubs and exploratory academies sponsored by Advanced Air, Inc.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by Advanced Air, Inc..

Lisa LaMantia
President
Advanced Air, Inc.
12/02/2013



Council Bluffs Fire Department

200 South 4th Street
Council Bluffs, IA 51503
Tel: 712-328-4646
Fax: 712-328-4916
www.cbfire.org

December 6, 2013

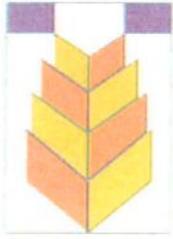
Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, the Council Bluffs Fire Department will work with Council Bluffs Community School District through:

- Providing programming for the two sites (Kirn Middle School & Wilson Middle School) for career exploratory academies/clubs in the Fire Service and Emergency Medical Service fields related to the after school programming needs. By supplying Council Bluffs Fire Department personnel to lead a 6 week session in the Fire Service industry, at a minimum of the three year grant duration.
- Providing educational hands on programs pertaining to:
 - Fire Behavior
 - Fire Suppression gear and tools
 - Fire Alarm Systems
 - Fire Suppression Systems
 - Fire Suppression tactics
 - First Aid and CPR basics
- Provide field trip opportunities for clubs and exploratory academies sponsored by the Council Bluffs Fire Department.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, and scholarships.

Curtis McKeon,

Interim Fire Marshal
Council Bluffs Fire Department:
(712) 256 - 6954
cmckeon@councilbluffs-ia.gov



COUNCIL BLUFFS PUBLIC LIBRARY

January 2, 2014

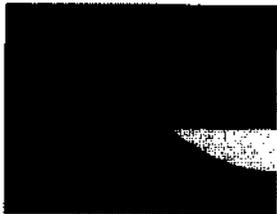
I am writing this letter in support of the Kirn and Wilson Middle Schools' 21st Century Grant. The Council Bluffs Public Library is always open to opportunities to partner with our local schools to provide outstanding and enriching programs to the students in our community.

The Library is ready and willing to provide staff time and expertise to provide literacy programs to middle school students and their families. Through this grant, the Council Bluffs Public Library will provide the staff to facilitate a family book club, encouraging students and their parents to read and discuss books together. Being a leading provider of literacy-based activities in the community, we are eager to work with the school district to provide the family book club, as well as other programs that inspire middle school students to read for pleasure.

The Council Bluffs Public Library looks forward to working with the Council Bluffs Community School District and other community partners to implement the 21st Century Grant. I encourage you to provide this grant so that we may work together to offer great opportunities to the students of Council Bluffs.

Sincerely,

Anna Hartmann
Teen Services Manager
Council Bluffs Public Library



OFFICE OF:
PARKS, RECREATION AND PUBLIC
PROPERTY
(712) 328-4650

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, the City of Council Bluffs Parks & Recreation Department will work with Council Bluffs Community School District through:

- Providing programming at the two sites (Kirn Middle School & Wilson Middle School) for career exploratory academies/clubs in field of Parks & Recreation related to the after school programming needs. By supplying a Park & Recreation staff member to lead a minimum of a 6 week session in the industry. At a minimum of the three year grant duration.
- Provide educational hands on programs pertaining to sports officiating, lifeguarding, coaching, turf/field maintenance, golf course management, and other parks & recreation topics.
- Provide park locations within the city for field trip opportunities for clubs and exploratory academies.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by the City of Council Bluffs.

Recreation Superintendent
Council Bluffs Parks & Recreation

12/12/13



IOWA STATE UNIVERSITY
Extension and Outreach

West Pottawattamie County Extension and Outreach
1705 McPherson Ave. Suite 200
Council Bluffs, IA 51503
PHONE: 712-366-7070
FAX: 712-366-7024
www.extension.iastate.edu/westpottawattamie

Memorandum of Understanding

Iowa State University Extension & Outreach West Pottawattamie County
4-H Program

Through the Council Bluffs 21st Century Community Learning Center Project, the West Pottawattamie County Agricultural Extension District 4-H Program will work with the Council Bluffs Community School District in the following areas:

- Provide research based curriculum
- Provide expertise on best practices for out-of-school time
- Provide expertise on Positive Youth Development for staff
- Provide STEM (science, technology, engineering, and mathematics) trainings for staff
- Assist staff with the planning and implementation of clubs and field trips.
- Provide expertise on risk management best practices.

The Families Program Specialists serving Iowa State University Extension & Outreach West Pottawattamie County will work with the Council Bluffs Community School District in the following areas:

- Provide resources and expertise to families in the areas of nutrition and health, family finances, and parenting.

Mary Kramer
4-H Youth Program Specialist
mkramer@iastate.edu

Barb Fuller, Mary Beth Kaufman,
Sandra McKinnon
Family Program Specialists



IOWA STATE UNIVERSITY
Extension and Outreach

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, TS Bank Institute will work with Council Bluffs Community School District through:

- Providing programming at the two sites (Kirn Middle School & Wilson Middle School) for career exploratory academies/clubs in financial literacy related to the after school programming needs. By supplying a TS Bank Institute staff member to lead a minimum of a 6 week session in the industry. At a minimum of the three year grant duration.
- Provide educational hands on programs pertaining to the following:
 - Needs vs. wants
 - Life cycle planning
 - Career development
 - Paycheck and spending plans
 - Savings and investing
 - Consumer protection and credit
 - Insurance
 - Housing
 - Transportation
- Provide field trip opportunities for clubs and exploratory academies sponsored by TS Bank Institute.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by TS Bank Institute.



Bob Mantell
Director, TS Bank Institute
January 3, 2014



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

Memorandum of Understanding YMCA of Greater Omaha

Through the Council Bluffs 21st Century Community Learning Center Project, YMCA of Greater Omaha will work with its partnering agencies through:

- Providing programming if available at the two sites (Gerald Kirn Middle, and Woodrow Wilson Middle Schools) for enrichment activities related to the after school programming needs.
- Provide the following educational programs pertaining to;
 - **Dodgeball Club:** club organized to teach participants various different rules and styles of dodgeball and how to form a league.
 - **Tri Club:** Triathlon Club training program is designed for athletes of all levels (beginners to advanced) who want to train for triathlons in a group setting. Our triathlon-training program includes group-training activities that work on endurance, speed, power, and technique.
 - **Swim Team Club:** Provided a YMCA swim coach to teach the fundamentals of a swim team.
 - **Water Sports Club:** A Club that teaches basic water safety and teaches water sports such as water polo, water basketball, sharks and Minnows and many more.
 - **Art Club:** A Club that will teach basic art history and offer various art projects involving different paints and ceramics.
 - **Health Club:** Teaching kids healthy living skills as far as healthy eating, healthy lifestyle and healthy exercise.
- Provide field trip opportunities for environmental projects sponsored by YMCA of Greater Omaha.
- Provide information to families about opportunities for family events and programs offered by YMCA of Greater Omaha.
- Provide a full time Teen/Family Director that will help with planning, implementing, running clubs, field trips, and family events.
- Provide equipment to support projects elements. (printers, copy machine, computers, software, phone service, fax machine, LCD, and other)
- Provide Child Protection Background checks for all volunteers and employees (unless previously approved by CBCSD)

Leo McIntosh, Group Vice President
YMCA of Greater Omaha, Council Bluffs

APPENDIX A: REQUIRED FORMS

FORM A: SITE INFORMATION

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

21CCLC Site Name: Gerald W. Kim Middle School		
Site Address: 100 North Ave		
City, State, Zip: Council Bluffs, IA 51503		
Phone: (712) 328-6454		
Site Contact Person: Dr. Melissa Byington		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name: Wilson Middle School		
Site Address: 715 N. 21st Street		
City, State, Zip: Council Bluffs, IA 51501		
Phone: (712) 328-6476		
Site Contact Person: Kim Kazmierczak		
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 21CCLC 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 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Council Bluffs Community School District

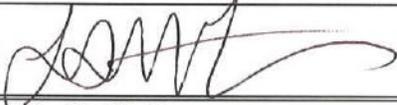
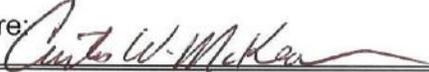
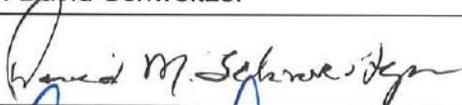
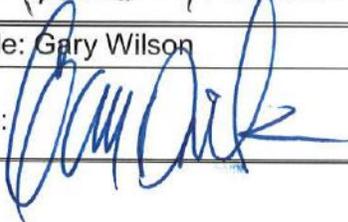
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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>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>M. Byington</i>	Gerald W. Kirn Middle School Melissa Byington
<i>Kim Kazmierczak</i>	Wilson Middle School Kim Kazmierczak

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: Leo McIntosh	Agency: CB YMCA	
Signature: 	Address: 7 S 4 th St	
	City/Zip: Co Bluffs 51501	Phone: 712-322-6606
Name/Title: Curtis McKeon	Agency: Council Bluffs Fire Dept	
Signature: 	Address: 200 S 4 St	
	City/Zip: Co Bluffs 51503	Phone: 712-323-2173
Name/Title: Lisa LaManta	Agency: Advanced Air, Inc	
Signature: 	Address: 16801 McCandless Ln	
	City/Zip: Co Bluffs 51503	Phone: 712-323-2173
Name/Title: Bob Mantell	Agency: TS Bank	
Signature: <i>See attached page</i>	Address: 15 E. Main	
	City/Zip: Co Bluffs 51505	Phone: 712-242-7163
Name/Title: Geoff Hubbard	Agency: Co Bluffs Parks & Recreation	
Signature: 	Address: 209 Pearl St Suite 103	
	City/Zip: Co Bluffs 51503	Phone: 712-328-4650
Name/Title: Mary Kramer	Agency: Iowa State Univ Ext.	
Signature: 	Address: 1705 McPherson Suite 200	
	City/Zip: Co Bluffs 51503	Phone: 712-366-7070
Name/Title: Ana Hartman <i>Anna Hartmann</i>	Agency: Council Bluffs Public Library	
Signature: 	Address: 400 Willow Ave	
	City/Zip: Co Bluffs 51503	Phone: 712-323-7553
Name/Title: David Schweitzer	Agency: St. Albert Middle and High School	
Signature: 	Address: 400 Gleason Ave	
	City/Zip: Co Bluffs 51503	Phone: 712-328-2316
Name/Title: Gary Wilson	Agency: Heartland Christian School	
Signature: 	Address: 400 Wright Rd	
	City/Zip: Co Bluffs 51501	Phone: 712-322-5817

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.

Name/Signature		Agency Affiliation	
Name/Title:	Bob Mantell	Agency: TS Bank	
Signature:	<i>Bob Mantell</i>	Address:	
		City/Zip:	Co Bluffs 51503 Phone: 712-242-7163
Name/Title:		Agency:	
Signature:		Address:	
		City/Zip:	Phone:
Name/Title:		Agency:	
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Signature:		Address:	
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Name/Title:		Agency:	
Signature:		Address:	
		City/Zip:	Phone:

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

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST: Council Bluffs Middle School CLC (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
2	1,678	\$300,000.	\$900,000.

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Woodrow Wilson Middle School	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	848
Gerald W. Kirn Middle School	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	830
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Council Bluffs Community School District

Site: Woodrow Wilson Middle School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 848

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel – 63.27%	\$71,180.00	\$23,727.00	\$71,180.00	\$23,727.00	\$71,180.00	\$23,727.00	\$284,721.00
Staff Travel							
Materials – 18.72%	\$21,070.00	\$7,023.00	\$21,070.00	\$7,023.00	\$21,070.00	\$7,023.00	\$84,279.00
Professional Development – 5% (minimum 4% per year)	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$22,500.00
Student Access, Transportation etc. – 5% (maximum 8% per year)	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$22,500.00
Evaluation – 4% (about 4% per year)	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
Administrative/ Indirect Costs – 4% (maximum 8% per year)	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
Totals	\$112,500.00	\$37,500.00	\$112,500.00	\$37,500.00	\$112,500.00	\$37,500.00	\$450,000.00

Required: One form D2 per site. Please reproduce this page for each site included in the application. **CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.**

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

Applicant Agency: Council Bluffs Community School District

Site: Gerald W. Kim Middle School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 830

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel – 63.27%	\$71,180.00	\$23,727.00	\$71,180.00	\$23,727.00	\$71,180.00	\$23,727.00	\$284,721.00
Staff Travel							
Materials – 18.72%	\$21,070.00	\$7,023.00	\$21,070.00	\$7,023.00	\$21,070.00	\$7,023.00	\$84,279.00
Professional Development – 5% (minimum 4% per year)	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$22,500.00
Student Access, Transportation etc. – 5% (maximum 8% per year)	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$22,500.00
Evaluation – 4% (about 4% per year)	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
Administrative/ Indirect Costs – 4% (maximum 8% per year)	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
Totals	\$112,500.00	\$37,500.00	\$112,500.00	\$37,500.00	\$112,500.00	\$37,500.00	\$450,000.00

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application. CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.*

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 dollars will be used to cover 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:

The Council Bluffs Middle School CLC grant is expected to have a positive minority impact due to the nature of the students and families served. The district average mobility rate is 30%. The free and reduced lunch rates for the district are at 70%, with CLC-targeted middle schools at 78% (Wilson) and 63% (Kinn). The district averages 21% minority students with Hispanics comprising the largest percentage minority at 14% followed by blacks at 5%.

Particularly the academic clubs and career exploration clubs of our CLC design, combined with strength-based family involvement activities, should help ensure a positive disproportionate minority impact given the disparate statistical data for the selected sites when compared with district averages. Students will be provided a new set of opportunities that otherwise might be cost prohibitive, including college and career-related field trips and strengths-based experiences.

With a focus on our middle schools, which have minority and at risk indicators which are near or above the district average, minority students will have enhanced opportunity for academic and social skill development. Families will receive similar advantages in the areas of engagement and involvement.

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

All programs will be offered to all students within the district. No student will be discriminated against due to race, religious, sex, sexual orientation or disability.

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

Name: Jenny Barnett

Title: Executive Director of Student and Family Services

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

	<p>Private School Consultation Meeting Log</p> <p>Date Time Location</p>
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Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p>Welcome [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p> <p><u>Conclusions:</u> _____</p> <p>_____</p>		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
—	—	—
<p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p> <p><u>Conclusions:</u> _____</p> <p>_____</p>		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
—	—	—

[continues on next page]

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

Other Information

Resource persons:	
Special notes:	

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

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

		12-13		12-13		12-13		12-13		12-13		12-13		12-13	
		Part		Part		Part		Part		Part		Part		Part	
		Math		Math		Math		Math		Math		Math		Math	
		Title 1		Title 1		Title 1		Title 1		Title 1		Title 1		Title 1	
		S		S		S		S		S		S		S	
58	Louisa	9	Mississippi Bend	1368	Columbus Comm School	0409	Roundy Elementary School	MET	MET	SINA-4	SINA-5	MET	MET		
14	Carroll	11	Heartland	1413	Coon Rapids-Bayard Cx	0172	Coon Rapids-Bayard 4-12 Attendance Center	MET	MET	SINA-1	SINA-1	MET	MET		
14	Carroll	11	Heartland	1413	Coon Rapids-Bayard Cx	0409	Coon Rapids-Bayard Elementary School	MET	MET	MET	MET	MET	MET		
2	Adams	14	Green Hills	1431	Corning Comm School	0109	Corning High School	MET	MET	MET	MET	MET	MET		
2	Adams	14	Green Hills	1431	Corning Comm School	0209	Corning Junior High School	MET	MET	MET	Removed	MET	MET		
2	Adams	14	Green Hills	1431	Corning Comm School	0409	Corning Elementary School	MET	MET	Watch	SINA-2	MET	MET		
41	Hancock	7	AEA 267	1449	Corwith-Wesley Comm	0109	Corwith-Wesley High School	MET	MET	MET	Watch	MET	MET		
55	Kossuth	5	Prairie Lakes	1449	CWL	0409	LuVerne Elementary School	MET	MET	MET	MET	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0109	Thomas Jefferson High School	MET	MET	SINA-7	SINA-9	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0118	Abraham Lincoln High School	MET	MET	SINA-7	SINA-9	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0212	Gerald W Kim Middle School	MET	MET	SINA-8	SINA-6	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0245	Woodrow Wilson Junior High School	MET	MET	SINA-5	SINA-5	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0418	Bloomer Elementary School	MET	MET	Watch	SINA-1	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0422	Carter Lake Elementary School	MET	MET	SINA-2	Removed	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0425	Crescent Elementary School	MET	MET	MET	MET	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0427	College View Elementary	MET	MET	Watch	Watch	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0445	Edison Elementary School	MET	MET	SINA-1	Watch	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0454	Franklin Elementary School	MET	MET	Watch	SINA-2	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0481	Hoover Elementary School	MET	MET	Watch	Watch	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0490	Lewis & Clark Elementary School	MET	MET	SINA-1	Removed	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0499	Longfellow Elementary School	MET	MET	SINA-2	Delay-1	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0544	Roosevelt Elementary School	MET	MET	SINA-2	SINA-3	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0553	Rue Elementary School	MET	MET	SINA-1	SINA-2	MET	MET		
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0571	Wainut Grove Elementary School	MET	MET	SINA-3	SINA-4	MET	MET		
88	Union	14	Green Hills	1503	Creston Comm School	0109	Creston High School	MET	MET	Delay-3	Removed	MET	MET		
88	Union	14	Green Hills	1503	Creston Comm School	0118	High Lakes Cntry Academy High School	MET	MET	Removed	Removed	MET	MET		
88	Union	14	Green Hills	1503	Creston Comm School	0218	Creston Middle School	MET	MET	SINA-4	SINA-4	MET	MET		
88	Union	14	Green Hills	1503	Creston Comm School	0409	Creston Elementary School	MET	MET	SINA-3	SINA-3	MET	MET		
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0418	Creston Early Childhood Center	MET	MET	Watch	Watch	MET	MET		
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0109	Dallas Center-Grimes High School	MET	MET	MET	MET	MET	MET		
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0209	Dallas Center-Grimes Middle School	MET	MET	Delay-3	Delay-1	MET	MET		
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0218	Dallas Center-Grimes Meadows	MET	MET	Watch	Watch	MET	MET		
77	Polk	11	Heartland	1576	Dallas Center-Grimes C	0418	North Ridge Elementary	MET	MET	MET	Watch	MET	MET		
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0427	South Prairie Elementary	MET	MET	MET	MET	MET	MET		
29	Des Moir	15	Great Prairie	1602	Danville Comm School	0496	Dallas Center Elementary	MET	MET	MET	MET	MET	MET		
29	Des Moir	15	Great Prairie	1602	Danville Comm School	0172	Danville Junior-Senior High School	MET	MET	Removed	SINA-2	MET	MET		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0409	Danville Elementary School	MET	MET	Delay-1	SINA-1	MET	MET		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0109	Central High School	MET	MET	SINA-6	SINA-8	MET	MET		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0116	North High School	MET	MET	SINA-9	SINA-9	MET	MET		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0118	West High School	MET	MET	SINA-8	SINA-8	MET	MET		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0127	Kimberly Center East	MET	MET	SINA-5	SINA-7	MET	MET		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0205	Wood Intermediate	MET	MET	SINA-9	SINA-8	MET	MET		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0209	Frank L Smart Intermediate	MET	MET	SINA-5	SINA-5	Removed	Removed		
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0218	Sudlow Intermediate	MET	MET	SINA-7	SINA-9	MET	MET		