

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

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

Mail Applications to:

Jodi Bruce

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

jodi.bruce@iowa.gov

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) Council Bluffs Community Schools

County: Pottawattamie		Amount Requested: \$298,500 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Vickie Murillo		Grant Contact/Project Director: Dr. Sandra Day	
Agency Name: Council Bluffs Community Schools		Agency Name: Council Bluffs Community Schools	
Address: 300 West Broadway, Suite 1600		Address: 300 West Broadway, Suite 1600	
City: Council Bluffs	Zip: 51503	City: Council Bluffs	Zip: 51503
Phone: 712-328-6446	FAX: 712-328-6548	Phone: 712-328-6446	FAX: 712-328-6548
Email: vmurillo@cbcscsd.org		Email: sday@cbcscsd.org	

DUNS Number: 0802174330000

Data Collection and Evaluation Contact: Sherry Huffman, Ed.S. Green Hills AEA		Fiscal Contact: Dean Wilson	
Address: 103 Central, Suite 301		Address: 300 West Broadway, Suite 1600	
City: Glenwood	Zip:51534	City: Council Bluffs	Zip:51503
Phone: 712-366-0503	FAX:	Phone: 712-328-6446	FAX:712-328-6548

Email:
shuffman@ghaea.org

Email:
dwilson@cbscd.org

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Memoranda of Understanding (MOU)– *Council Bluffs Community School District, Council Bluffs School District’s Nutrition Services Department, Council Bluffs Schools Community Education Foundation, Pottawattamie Arts, Culture and Entertainment (PACE), Iowa Western Community College, Iowa West Foundation, Council Bluffs Public Library, Council Bluffs YMCA, Country House Residence - for memory care, Boys Town Iowa, Sanders ATA Martial Arts, and Dr. Sherry Huffman, Ed.S, Educational Consultant*

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: Non-Public Consultation Documentation Template

Appendix B – Supporting Documents

- Priority Documentation for Competitive Priority

1. PROPOSAL ABSTRACT

Absolute Priority

Targeted School	2016-17 Enrollment	2016-17 FR/L Eligibility %
Lewis & Clark Elementary	207	46.38%
Gerald Kirn Middle School	1,006	55.77%
Woodrow Wilson Middle School (Title 1 Schoolwide)	966	72.98%
District (pK12)	8,640	58.4%
State (pK12)	482,459	40.5%

Competitive Priority Status: Priority #1 (5 points) - The Council Bluffs Schools 21st Century Community Learning Centers (21st CCLC) project will serve children in three schools in Pottawattamie County, Iowa – Lewis & Clark Elementary, Gerald Kirn Middle, and Woodrow Wilson Middle School. Woodrow Wilson is designated as a Needs Improvement School according to the Iowa School Report Card (See Appendix B). The report card also shows the school’s score (53.2) is two points lower than the previous year. This project is a joint submission with Council Bluffs Community School District’s Nutrition Services Department, Pottawattamie Arts, Culture and Entertainment (PACE), and Council Bluffs Education Foundation (see attached MOUs). It should be noted that while the proposed service area (Pottawattamie County) has a child poverty rate of 15%, which falls short of meeting the threshold of 18% for Competitive Priority #2, data from the United States Census Bureau shows this rate has increased by 21.8% since 2000 and thus, we anticipate it will soon meet this threshold.

Needs Assessment: The Council Bluffs Schools 21st CCLC project proposes to serve students at the above three schools or Community Learning Center (CLC) sites, which includes one new site (Lewis & Clark Elementary School) and two existing CLC sites (Gerald Kirn Middle School, Woodrow Wilson Middle School). All three schools are in the Council Bluffs Community School District (CBCSD) in western Iowa’s Pottawattamie County. It is the eighth largest district in the state, serving 8,640 students (pK-12th grade) and over 58% qualify for the free/reduced price lunch (F/RL) program. The three proposed CLC sites are Community Eligibility Provision (CEP) schools, which is a federal non-pricing meal service program allowing the highest poverty schools to serve breakfast and lunch at no cost to enrolled students without collecting household applications. An analysis of the 2017 Iowa Assessments shows that **math and reading scores** in

both Kirn and Wilson Middle Schools **fall well below the district average**. Social emotional learning data on students from both schools also falls nearly 20% below the district's goal in key areas including positive student self-perception. Currently at Lewis & Clark Elementary, only fee-based before- and after-school activities are available to students and data shows **major gaps and weaknesses in programming**. Just 10% of students attend the program, leaving nearly 180 high-poverty students unserved.

Project: The Council Bluffs Schools 21st CCLC project proposes to successfully operate three CLC sites, establishing one new site at Lewis & Clark Elementary School and revitalizing two existing sites at Gerald Kirn Middle School and Woodrow Wilson Middle School. We will draw on five years of experience managing 11 CLC sites, including developing an effective academic support model, Voyaging to Proficiency highlighted as a best practice by the Iowa Department of Education. We will deliver quality before-school, after-school, and summer school programs, provide academic assistance, educational enrichment, family engagement and literacy opportunities, and student field trips that will foster cognitive, social, emotional, and physical development among students. The project will also include St. Albert's Middle School, a private school located within the attendance boundary of Gerald Kirn Middle School. Meetings and consultations will be held to understand needs and discuss options ensuring equitable participation (See Appendix A). Operating 175 days during in the school year and 30 days in the summer, the project will serve a total of 240 students who attend the program 30 or more days per year. The program addresses needs communicated by parents, students, staff, and community members. It includes 13 of the 15 eligible federal activities as recommended for 21st Century CLC's along with healthy light meals that meet U.S. Department of Agriculture nutrition guidelines. The proposed academic interventions are designed to achieve the primary academic goal: "By June of each year, regular attendees (30 days or more/year) will experience the same or greater growth in reading and math as compared to non-participating students."

Research Base: This project draws on evidence- and research-based methodologies in reading and math interventions, student learning, assessment, and out-of-school program framework and curriculum. Strategies include the *Whole Child Approach* to education and enrichment; *Leveled Literacy Intervention* and *Reading Recovery* along with tutoring services aligned with the Iowa Core Curriculum delivered by licensed classroom teachers that also serve as tutors; *Math Solutions*, *Math Reasoning Inventory*, *Social Emotional Learning* tools and materials; *Scaffolding Young Writers*; *Active Bodies*, *Active Minds* and *Building our Kids Success* physical activity modules, and *Ready by 21* program framework and sustainability toolkit.

Management Plan: Project staffing is based on successful strategies employed at other CLC sites currently operating in the school district and includes: (1) On-site, part-time Site Facilitator to lead CLC; (2) Director and Assistant Program Director/Achievement Specialist to oversee the evaluation protocol, serve as liaison with stakeholders, spearhead sustainability efforts, and develop and nurture external partnerships and partner-based programming; (3) Secondary Program Coordinator to organize program offerings, snacks, instructional supplies, transportation, and family engagement events; and (4) Site Leadership Teams expanded to include parents, community partners and student advisory groups and transformed to site-specific Advisory Councils. Continuous improvement will be ensured through monthly CLC Leadership meetings, including site facilitators documenting and updating a continuous improvement plan.

Communication Plan: Strategies to share evaluation and other information about the project will focus on five audiences: students, parents, staff, partners, and community members. These include group communications and personal contact and engagement with parents; "word of

mouth” promotion to students by all day-school staff; printed and e-fliers and online registration forms for students and parents. and media releases, newsletters, website and social media updates to share project impact with community members and partners and recruit senior citizens and other volunteers, etc.

Partnerships: This project features a network of three schools, several community organizations, and agencies dedicated to collaboratively addressing the complex and varied needs of students and their families, such as literacy (See MOUs). It builds on an extensive history of solid, successful partnerships, including over 90 partners across all 11 sites operated in the district. This project also includes a partnership with the local Chamber of Commerce to actively recruit, engage, and celebrate community partners. Each partner is documented extensively in the Partners and Roles and Sustainability tables, including areas of most significant impact and signed MOUs are included for all major partners. Together, these partners will support the CLCs to maximize services, resources and outreach to not only deliver, but also sustain a successful program.

Evaluation: This project includes a rigorous and comprehensive evaluation plan conducted by an experienced external evaluator, Dr. Sherry Huffman following all grant requirements and government standards. Program staff will work with external evaluation consultants to help collect, analyze, trend, and share attendance, reading and math achievement, and survey (parent, student, staff) and other data to drive program improvements and share all results publicly to continuously build community support.

Budget: The total project annual request is \$289,500 to serve 240 students (K-8th) at three CLC sites, including 150 students (50 students/site) for 175 days during the school year and 120 students (30 students/site) for 30 days in summer at the cost of \$10.00 per day. The annual requested amount will be distributed evenly at each site (\$96,500/site) and does not supplant any existing services. This meets all grant requirements (e.g. no more than 4% of budget for evaluation, 5% for professional development, etc.)

2. STUDENT NEEDS ASSESSMENT

2.1 Objective data defining student need: The Council Bluffs Schools 21st CCLC project is a joint project led by the **Council Bluffs Community School District’s (CBCSD) Nutrition Services Department, Pottawattamie Arts, Culture and Entertainment (PACE)**, and **Council Bluffs Education Foundation** to establish one new Community Learning Center (CLC) site and revitalize two existing sites serving a total of 240 students (K-8th). Targeted sites include three CBCSD schools: Lewis & Clark Elementary (new), Gerald Kirn Middle School, and Woodrow Wilson Middle School (existing), and one private school, St. Albert’s Middle School, located within the attendance boundary of Kirn. CBCSD is located in the City of Council Bluffs in western Iowa’s Pottawattamie County with a population of 62,524 and a child poverty rate of 21%, which has increased substantially, by 22% since 2000 (U.S. Census Bureau). CBCSD is the eighth largest in the state with a total of 15 schools serving 8,640 students (pK-12th), 58.4% of whom qualify for the Free/Reduced Price Lunch (F/RL) program. Research shows that the stress caused by poverty and other co-occurring risk factors (e.g. abuse/neglect, exposure to violence, etc.) can impair a child’s cognitive, social, emotional and behavioral development (Center for the Developing Child at Harvard University).

Academic Needs: **Table 2** below provides a snapshot of reading data in 2016-17 and 2017-18 for the three proposed schools in comparison with state and regional averages (using Green Hills Area Education Agency or AEA). Note: Data from Kirn and Wilson Middle Schools has been combined as the data is very similar. Nearly all grades in all three schools **fell below state and regional averages in reading**. Just 63.1% of 6th graders at Kirn and Wilson scored proficient, which is **10% lower** than the regional average (73.4%). All grades in all three schools have seen

a decline in reading scores from 2016-17 to 2017-18 and while 75.0% of 4th graders at Lewis & Clark scored proficient in 2016-17 exceeding state and regional averages, this dropped to 68.4% in 2017-18, the largest decline among all three schools.

Table 2: Percentage of Students (4th-7th) Proficient in Reading on Iowa Assessment 2016-17 to 2017-18								
	Grade 4		Grade 5		Grade 6		Grade 7	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
State of Iowa	74.4%	73.3%	75.2%	75.1%	73.1%	72.4%	74.8%	73.2%
Green Hills Area Education Agency	71.3%	72.8%	75.7%	73.2%	72.4%	73.4%	72.9%	73.1%
Lewis & Clark Elementary School	75.0%	68.4%	69.7%	67.7%				
Gerald Kirn & Woodrow Wilson MS					66.8%	63.1%	67.6%	66.6%

Source: Iowa Department of Education, EdInsight

Iowa Assessment data shows similar struggles in Mathematics in the three schools. **Table 3** below shows that **62.7% of 6th grade students at Kirn and Wilson scored at a proficient level** (2017-18), which is **13% lower** than the regional average (75.1%) and 70.7% of 5th graders at Lewis & Clark scored at a proficient level also below the regional average.

Table 3: Percentage Change in Students (4th-7th) Proficient in Mathematics on Iowa Assessment from 2016-17 and 2017-2018								
	Grade 4		Grade 5		Grade 6		Grade 7	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
State of Iowa	77.5%	75.0%	74.5%	73.2%	75.1%	73.4%	82.4%	80.6%
Green Hills Area Education Agency	76.6%	75.5%	75.6%	72.9%	74.3%	75.1%	81.6%	81.6%
Lewis & Clark Elementary School	71.4%	81.5%	63.6%	70.7%				
Gerald Kirn & Woodrow Wilson MS					65.7%	62.71	72.9%	73.0%

Source: Iowa Department of Education, EdInsight

Data in **Tables 4 and 5** below also shows serious achievement gaps in among students receiving Free/Reduced Price Lunch (F/RL), Individualized Education Plan (IEP) and/or English Language Learners (ELL) compared to those who are not eligible or receiving services. For example, there is a **gap of more than 50% in reading and math among students with an IEP** at Kirn (compared to non IEP students); and nearly a **25% gap among ELL students** in reading at Wilson (compared to non ELL students).

Table 4: Proficiency Gap in Reading among Subgroups on Iowa Assessment 2017-18						
	F/RL	Non F/RL	IEP	Non IEP	ELL	Non ELL
Lewis & Clark Elementary School	66.6%	70.5%	44.0%	77.4%	*	*
Gerald Kirn Middle School	63.3%	80.7%	25.3%	80.3%	26.4%	74.1%
Woodrow Wilson Middle School	57.7%	70.6%	25.7%	70.4%	40.5%	63.1%

Source: Iowa Department of Education, EdInsight

*Subgroups of ELL are not reported due to cell size (less than 10).

Table 5: Proficiency Gap in Mathematics among Subgroups on Iowa Assessment 2017-18						
	F/RL	Non F/RL	IEP	Non IEP	ELL	Non ELL

Lewis & Clark Elementary School	71.1%	88.2%	64.0%	85.9%	*	*
Gerald Kirn Middle School	6.3%	81.7%	26.9%	80.5%	29.6%	74.5%
Woodrow Wilson Middle School	58.3%	70.6%	23.6%	71.5%	54.1%	62.4%
Source: Iowa Department of Education, EdInsight						

*Subgroups of ELL are not reported due to cell size (less than 10).

Social Emotional Learning (SEL) and Behavioral Needs: Survey data from Kirn and Wilson (2017-18) collected using Panorama, a research-based assessment, found that students scored **20% lower** than the district’s goal (80%) in positive self-perception (includes self-management, responsible decision making).

Iowa Department of Education data shows that Kirn and Wilson rank among the **top two schools** (out of 15) **with the highest out-of-school suspension rates**. Lewis & Clark ranks **fourth highest in the district**. Nationally, communities where CLCs are present see an average drop of 20% in juvenile arrest rates. The City of Council Bluffs is starting to see the impact of this work. Since the first CLC began (2014), the Council Bluffs Police Department has seen a **50% decrease in the number of juvenile arrests** in the afternoon hours (262 in 2014 to 128 in 2017). When asked if the department was doing anything more or different that might offer an explanation, the department had no other explanations. Without this project and positive youth development activities, city will likely see an increase in juvenile arrests and discipline rates.

Physical Needs According to the Robert Wood Johnson Foundation County Health Rankings and Roadmaps (2018), Pottawattamie ranks **90th out of 99 counties for the worst health outcomes** including physical, mental and behavioral health. Over 25% of the population is physically inactive; 12% is food insecure; and 25.9% of children are obese (Community Health Needs Assessment Report, 2016).

Addressing Student Needs with Working Families: This project will bring quality before-and after-school programming to 240 high poverty students NOT served in existing programs. There are currently **no** affordable before- and after-school programs offering academic support that are also aligned with the school day available to Lewis & Clark students. While there is one existing program, Kids & Company (managed by Council Bluffs Community Education Foundation), it currently serves only 20 students and has major weaknesses. **(1) Cost** - \$32.50/week, \$1,170/year, making it unaffordable to high-poverty students; **(2) No Academic Support** – only childcare, recreation, and unstructured play time are provided—*not* tutoring, leaving a *huge missed opportunity to help students build skills and work towards academic goals*; **(3) Inconsistent Staffing** – due to absent staff or high turnover creating high student-to-staff ratios exceeding recommended ratios and can create instability in the lives of students most in need of structured support.

This project builds on five years of experience operating 11 CLC sites throughout CBCSD and includes an academic model, Voyaging to Proficiency, highlighted as a **best practice by the Iowa Department of Education** to help students achieve proficiency (see **Table 8**). It will provide district-aligned staff training on classroom management and instructional practices, enrichment, social emotional learning, physical development, service learning and family engagement activities with support from key partners. It will target students not currently served, ensuring no duplication or supplanting. Programming will be consistent operating five days per week for 175 days (school year) and 30 days (summer) to accommodate working families. It will

address parent, student, and community needs, including a safe transportation plan. based on student and parent survey feedback from a comprehensive needs assessment process (October 2018). Top student concerns include “curious about locations of pick-up and drop-off times” and “hope friends would be able to ride;” and top parent concerns include “length of ride times” and “bus supervision.”

It should be noted that the two targeted middle schools (Kirn and Wilson) will undergo renovations (2019-21). During this time, CLC sites will be relocated to a nearby complex. Based on our experience, we have a clear understanding of our students’ and families’ needs and the importance of CLCs. Thus, we have designed our entire project with these needs in mind to avoid challenges or disruption in programs. This includes an expanded transportation plan based on parent and student feedback indicating that 50% would need transportation with additional buses and a commitment from CBCSD to cover cost exceeding 8% per grant requirements (see MOU). The need for positive youth programming in Council Bluffs is clear. CBCSD and its partners have a history of success in operating CLCs with proven results including **decreased juvenile arrest rates** and a **best practice academic model**. Grant funding is critical to not only continue this work in two established CLC sites, but to create a new CLC site to reach more high poverty students.

2.2 Stakeholder Engagement: A diverse group of stakeholders including **students and student advisory groups at both middle schools, parents, community partners, volunteers, senior citizens and staff** was convened through face-to-face and teleconference meetings and online surveys to give feedback on the proposed CLC model (see Table 9). **Table 7** below summarizes stakeholder input, all of which highlighted the positive impact of the clubs and interest in continued participation. Most noteworthy **100% of participants agreed or strongly agreed** to the statement “I believe the CLC model discussed will benefit my students/child.”

Table 7: Stakeholder Feedback on CLC Programs			
Students (N= 131)	Parents (N=101)	Community Partners (N=15)	Staff (N=45)
125/131 “I would like to participate in more CLC clubs.”	99/101 “CLC clubs had a positive impact on my child’s grades, career awareness and social development.”	15/15 “I plan to continue my work in CLC clubs in CBCSD.”	45/45 “I would participate in leading clubs again.”

3. PROJECT

3.1. Connecting Activities to Student Needs: Program activities have been selected by on student, parent and community needs, as well as successful strategies employed at CBCSD CLC sites. **Table 8** shows the proposed activities, which include **13 of 15 eligible federal activities**, needs addressed, and curriculum.

Table 8: Description of Curricula and Activities Addressing Student Needs		
Component	Need Addressed	Activity/Curriculum Description
Academic Assistance	<ul style="list-style-type: none"> • Academic disparities in reading and math • Homework completion 	<ul style="list-style-type: none"> • Voyaging to Proficiency model for remediation in math and reading • Reading and Math Intervention delivered by certified teachers (<i>Leveled Literacy Intervention, Math Solutions, Math Reasoning Inventory</i>); Tutoring (aligned with <i>Iowa Core Curriculum and Iowa Core Standards</i>) • Summer Learning (Camp Summer Explore) • Reading Workshops (<i>Reading Recovery</i>) • Creative Corner Activities such as arts and crafts, board games, literacy/numeracy games • Literacy, Math, and STEM clubs and enrichment modules • Service Learning Clubs (<i>Learn and Serve</i>) • <i>Whole Child Approach</i> to address student’s social emotional, cognitive development, and physical needs • Supervised Field Trips during school year and summer • <i>Ready By 21</i> – Career Skill development • <i>Social Emotional Learning</i> using Panorama materials and lessons taught 3 days/week in middle school CLCs to promote positive self-perception, self-management, etc. • <i>Scaffolding Young Writers</i> pairing up students with differing writing skills to write and review a story
Educational Enrichment	<ul style="list-style-type: none"> • Social Emotional Development • Opportunities to boost academic attention, reduce behavior issues • Physical Activity • Access to healthy food • Exposure to new ideas and experiences 	<ul style="list-style-type: none"> • Club Rotations (theme-based), guided by student interests • Themed Weeks (Writers Workshop; Visual Arts, Science/Technology, and Movement) • Creative Activities (Arts & Music) • Career Exploration Activities • <i>Ready By 21</i> – Career & Trade Explorations • Guided Virtual Reality using Google Expeditions • Weekly Field Trips and Community Partner presentations • SEL & youth-centered problem solving

		<ul style="list-style-type: none"> • <i>Building Our Kids' Success</i> (BOKS) physical education curriculum; Active Minds, Active Bodies; USDA snack
Family Engagement	<ul style="list-style-type: none"> • Convenient options for families to build skills and engage • Parent-school contact 	<ul style="list-style-type: none"> • Family Engagement Events- Family Literacy nights and orientations to community resources. • Parent Workshop activities and curriculum -<i>Common Sense Parenting & Parent to Student 101</i>

3.2 Academic, enrichment and family literacy services: Table 9 provides a sample weekly schedule for the CLCs. Volunteers, including retired teachers and senior citizens will be invited to engage students after school using CBCSD’s database of nearly 550 volunteers. A staff-to-student ratio of 15:1 will be maintained or supplemented by youth development workers hired to lead enrichment modules. Kids & Company will provide staffing at Lewis & Clark on staff development Mondays when the schedule is amended, during field trips, and large group activities to maintain ratio (see MOU). Activities will begin one hour before school and two hours after dismissal during the school year, Tuesday-Friday with Monday schedule amended. Monthly family engagement events are 3 hours. The total hours of CLC programming offered monthly is 67.

Table 9: Sample of Weekly Activity for Proposed CLCs					
Lewis & Clark Elementary CLC (175 days per school year)					
	Monday*	Tuesday	Wednesday	Thursday	Friday
7:30-8:30 AM	Tutoring & Enrichment				
2:05-2:30 PM*	Physical Activity				
2:30-2:55 PM*	Light Healthy Meal				
2:30-4:00*	Partners/Field Trips	Physical Activity (3:45-4:05)			
4:00-5:30 PM	Enrichment Clubs	Restroom, handwash, healthy snack (4:05-4:30)			
5:30-6:00 PM	Dismissal to Kids&Co or Boys & Girls Club	Tutoring (4:30-5:30)			
		Enrichment Clubs/Activities- (2 rotating, 30-minute modules)			
Middle School CLCs run same session types at different times due to dismissal (M 12:50, T-F 2:30p.m.)					
Camp Summer Explore Schedule (30 days in June and July)					
8:30-9 AM	Breakfast, Attendance, Daily Focus				
9:00-11:30AM	Reading Recovery, Recess, Creative Corners				
11:30-12:30	Lunch, recess and afternoon elective selection				
12:30-2:30	Rotation of Enrichment modules				Fun Fridays- Field Trips
2:30-3:00	Team building and daily debrief				
3:00	Dismissal, parent pickup, or bus to Kids & Company or Boys and Girls Club				

- **Academic Services** – Certified teaching staff will provide homework help and one-to-one tutoring in math, reading, science, and other areas as needed, including extended-day use of students' Chromebooks. The Voyaging to Proficiency, a locally developed model that identifies non-proficient math and reading students and provides an intense academic remediation program with motivational segments and field trips in addition to reading, math and science. Enrichment Clubs and field trips will reinforce lessons in core subject areas. Camp Summer Explore will help prevent summer learning loss.
- **Academic Enrichments**–Literacy modules may include book clubs or games and lessons suggested by *Iowa Afterschool Alliance*. Math modules might offer chess and online games. Science clubs will include youth robotics, STEM projects, LEGO competitions, and “Citizen Scientist” events. History clubs will feature in-person and virtual field trips. We will expand the new “Google Expedition” activities currently rolling out to all CLC sites, allowing students to engage in guided virtual reality explorations of museums, national parks, outer space, animals, biomes, art galleries, and even careers. Specific expeditions will align with learning objectives and day school activities.
- **Enrichment Modules/Clubs**–Students will select two from 6-10 enrichment modules offered daily with changing themes quarterly. Modules will include service learning, creative activities, career exploration, health / wellness, and social emotional learning (SEL). The CBCSD 21st CCLC team recently developed a *Learn and Serve* curriculum modeled after University of Nebraska at Omaha’s Service Learning Workshop with service learning activities. Large group enrichment will include group Google Expeditions, Citizen Scientist projects, and *Learn and Serve* projects fostering leadership, teamwork, career exploration, and social emotional learning (SEL). CBCSD utilizes SEL lessons using Panorama. Group enrichment will include art, cooking, nature, health, writing/humanities, and technology. Field trips will support academic enrichment themes and youth interest areas. Before and after school activities will begin with *Building Our Kids’ Success* physical education curriculum. Large-group physical activity will include daily recreation during attendance and rotations of dance, yoga, and golf.
- **Family Literacy/Family Engagement**– At least two family engagement events will be held monthly. Parent support will be provided in four distinct levels: (1) Iowa Western Community College (see MOU) will offer a variety of educational parent supports including English as a Second Language (ESL) courses, basic literacy/skills, HiSET/GED prep and testing, computer literacy, and a volunteer program. (2) Each CLC will hold monthly *Parent to Student 101* education sessions to highlight local resources and strengthen the home-school connection, developing collaborative language, goals, and strategies aligned with Iowa CORE standards. Sessions (5:30-7 pm) will include family dinner time followed by parent education, child activities, and parent-child creative time. (3) *Common Sense Parenting* classes will cover proactive discipline, communication, and skills that create healthy family relationships. (4) Boys Town Iowa (see MOU) will provide in-home support services to families in or near crisis.

3.3 Goals and Objectives: The overarching project goal is to promote cognitive, social, emotional, and physical development of CBCSD students through a high-quality before, after, and summer school program delivered within a collaborative, caring community. **Table 10** details project goals, objectives and activities. In addition, the Government Performance and Results Act’s (GPRA) measures will also be tracked.

Table 10: Goals and Objectives

Need	Goal	Objective	Activity/Strategy
Academic disparities	<u>Goal 1:</u> Improve reading growth <u>Goal 2:</u> Improve math growth <u>Goal 3:</u> Improve homework	<u>By June of each year:</u> <u>1:</u> Regular attendees will experience the same or greater growth in <u>reading</u> as measured by state/district assessments as compared to non-participating students <u>2:</u> Regular attendees will experience the same or greater growth in <u>math</u> as measured by state/district assessments as compared to non-participating students* <u>3:</u> 90% of participants will complete homework assignments at least 80% of the time	<ul style="list-style-type: none"> • Reading and Math Intervention & Tutoring • Camp Summer Explore • Reading workshops • Creative Corners • Service Learning Clubs • Whole Child Approach • Panorama lessons • Themed Club & Enrichment modules
Social and Emotional Learning	<u>Goal 4:</u> Increase school engagement with daily attendance <u>Goal 5:</u> Improve student behavior	<u>4:</u> At least 80% of regular attendees will demonstrate increased school engagement with a higher average daily school attendance rate than students attending less than 30 days <u>5:</u> Regular attendees will demonstrate increased school engagement with fewer disciplinary incidents (on average) than students attending fewer than 30 days	<ul style="list-style-type: none"> • Creative Activities • Career Exploration • Google Expeditions • Weekly Field Trips • Partner presentations • Social Emotional Learning (SEL) & youth-centered problem solving
Family literacy and engagement	<u>Goal 6:</u> Promote family engagement	<u>6:</u> Surveyed parents will indicate the program has had a positive impact on their ability to help support their child’s educational growth <i>*after accounting for at-risk factors</i>	<ul style="list-style-type: none"> • Building Our Kids Success (BOKS), • Daily Physical Activity • Daily USDA snack • Levels of parent support

3.4 Alignment with school day/year: CBCSD’s Leadership Structure (**Section 5**) ensures that programming will link to school day instruction and make recommendations for students’ success that will be shared with all CLC sites. Regular consultations between the Leadership Team, CBCSD’s Director of Assessments & Data Management, and the Director of Teaching & Learning will drive decision making and ensure program alignment with state and national standards and school improvement plans. **Section 5** shows how the staff management plan supports this alignment. Example: Students who are “not proficient” on the fall and winter Formative Assessment System for Teachers (*FAST*) reading test will be targeted for Camp Summer Explore; licensed teachers serving as tutors will help connect the school day and after-school academic activities.

3.5 Applicant Experience: CBCSD has successfully operated CLC sites since 2014, including two of the proposed sites, developing a successful academic model highlighted as a **best practice** by the state and growing the number of partners serving the district from 16 (2014) to 112 (2018). Fifty-seven of these new partners currently serve Kirn and Wilson. Due to the program’s overall success, **five of the total 11 sites in operation in the district have received extended funding**. Evaluation data is and will continue to be used (student achievement, parent surveys, site performance reports, and feedback from IDE 21st CCLC Program Officers) to assess project impact, continuously improve and foster students’ development.

4. RESEARCH BASE: The program model, activities, and curriculum are grounded in evidence and research-based best practices including:

- **Reading and Math Interventions** including **Leveled Literacy Intervention** evidence-based interventions (Fountas & Pinnell, 2009) in the What Works Clearinghouse that provides

daily, intensive, small group instruction supplementing the classroom literacy teacher; **Math Solutions-** Research-based strategies, resources and best practices that improve student outcomes in math Houghton Mifflin Harcourt, Math Solutions; and **Math Reasoning Inventory**, focusing on core numerical reasoning strategies and constructed in alignment with standards published by the American Education Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

- **Reading Workshops** including **Reading Recovery** is an evidence-based program with strong results across all four domains (alphabeticity, fluency, comprehension, and general reading achievement).
- **Tutoring** is aligned with *Iowa Core Curriculum* and *Iowa Core Standards*.
- **Whole Child Approach** to education is integrated throughout our program design to address students' social, emotional, cognitive, and physical developmental needs and takes into account each child in each school and each community ensuring they are healthy, safe, engaged, supported, and challenged (ACSD, Whole Child Approach).
- **Scaffolding Young Writers** pairs up young people with differing writing skills to complete and share stories as a team, helping students write and read as many as 10 stories. A compilation of a decade of research (van de Pol, 2010) on scaffolding in multiple sites has demonstrated that it is an effective strategy in building writing skills (van de Pol, 2010).
- **Social Emotional Learning (SEL)** takes place through the Panorama research-based program and provides materials and lessons that measure students' SEL and deliver targeted interventions and supports. Research includes meta-analysis which found that students engaged in school-based social and emotional learning attained higher grades and scored higher on academic achievement tests than peers who did not engage in such learning. SEL programs also reduced aggression and emotional distress and increased positive behaviors and attitudes (Panorama Education; Collaborative for Academic, Social and Emotional Learning, 2008; Durlak et al., 2011).
- Physical development will incorporate *Active Bodies, Active Minds, a* research-based curriculum showing that physical activity improves students' academic performance in reading and math. *Building our Kids Success (BOKS)* is a research-based curriculum school program engaging students in physical activity before the start of the school day, which is proven to reduce behavior issues and prime students for learning. Our daily programming follows this structure, beginning the day with recreation followed by light meals, tutoring, etc. (Institute of Medicine, May 2013; ABC News, Jan. 2012; Journal of Sports Medicine and Physical Fitness, Dec. 2012; US CDC, July 2010).
- **Ready by 21** is a research-based framework used in our program design that includes safety, supportive relationships, skill-building opportunities and provides standards, toolkits, and resources for board partnerships, sustainability, etc. to improve STEMs (Forum for Youth Investment, 2002).
- **Service Learning** takes place through a *Learn and Serve* curriculum modeled after the University of Nebraska at Omaha's Service Learning Workshop and research-based guidance for project-based service learning activities that apply classroom curriculum and meet community needs.

5. MANAGEMENT AND SUSTAINABILITY PLAN

5.1 Plan to Ensure Effective Staffing:

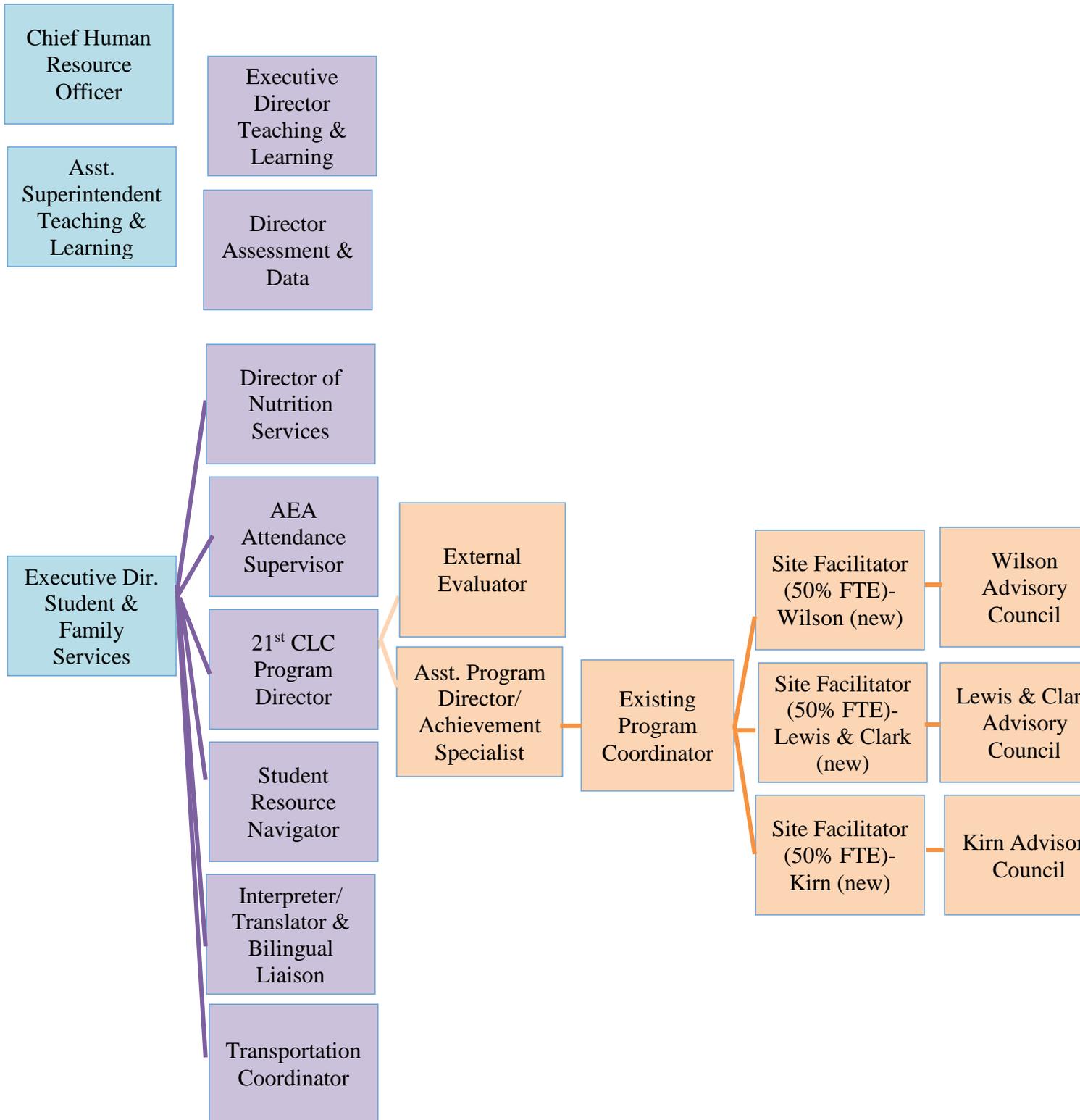
Effectiveness—The proposed CLC sites are schools and thus are not required to be licensed by the Iowa Department of Human Services. An effective staffing model that has grown over the past five years will be utilized and includes a low staff-to-student ratio of 15:1. Staff will be well-supported in school-day alignment efforts by the CLC Assistant Program Director/Achievement Specialist. Staff will be encouraged to lead enrichment areas based on their unique strengths and interests, and retention will be rewarded by stipend increases. Background checks will be conducted on all staff, business/organization partners, and volunteers and will include the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry. This low staff-to-student ratio is also maintained with the help of volunteers, Kids & Company staff, and CB Educational Foundation providing support during club activities and field trips (see attached MOU).

Recruitment and retention of highly qualified staff—The 21st CLC structure is supported by the Human Resources division, including recruitment, hiring, and management of CLC staff (paras and youth development workers), tutors, and volunteers. Certified teachers from the district will be a primary recruitment pool for CLC tutors. Diversity in hiring is a priority and is supported by broad recruitment efforts and relationships with culturally diverse organizations. Paid positions and volunteer opportunities will be shared with community partners. Job descriptions will clearly articulate pre-and post-hire requirements for licensure, training, professional development, and other desired skills. All CLC staff hired must meet Iowa DHS requirements for the positions, possess program management experience, and hold an associate or bachelor's degree. Staff members assisting with core subject skill development and tutoring will be licensed teachers whenever possible. When licensed teachers are not available to lead enrichment modules, youth development workers will be hired. Iowa Western Community College (IWCC) is a rich source of student volunteers and will work with us to unroll the forthcoming youth development leader after-school certification program for pre-service teachers/high school graduates, which will expand our pool of qualified, cost-effective local tutors. Parent Teacher Organizations (PTOs) and music/athletic booster clubs will help to generate parent enthusiasm and participation, enlist volunteers, and in-kind and sustainability support. Our retention plan focuses on ongoing support, training, and development and includes 90-day new employee reflections conducted with site facilitators to identify strengths and needs. This also includes “stay conversations” conducted at the end of each school year to identify and address. Participation in regional and state conferences is highly encouraged for CLC staff.

Professional Development—All CLC staff will complete 12 hours of professional development covering Chapter 103, sexual harassment policy/prevention, Family Educational Rights and Privacy Act (FERPA) record confidentiality, hazard communication, blood-borne pathogens, and fire safety & emergency procedures. Our project budget includes 5% allocated to each CLC site for professional development covering family engagement, student support strategies (literacy, social and emotional learning, STEM, etc.), national and state-level 21st CCLC and related conferences, etc. Staff will also receive ongoing coaching and support as needed in policy and practice. Teachers serving as tutors will continue to participate in regular day-school staff development on the Iowa Core Curriculum, poverty/ diversity issues, and will be afforded weekly collaborative planning time. Sources of ongoing professional development will also include Green Hills, Iowa After-School Alliance, Iowa State University Extension and Outreach, the Collective for Youth, and other day-school training arranged by the CBCSD. A representative from each CLC will attend the state 21st CCLC conference.

Strong Program Leadership that maintains program alignment with school day—**Graphic 1** demonstrates the direct reports of the Office of the Superintendent. The prominent placement of the 21st CCLC program within the Student and Family Services department ensures a direct line of communication with the Superintendent as well as access to other resources and services such as Teaching and Learning, Assessment and Data, Student Nutrition Services, Interpreter/Translation Services for families with limited English proficiency, and Resource Navigation.

Graphic 1: Council Bluffs Schools 21st CCLC Project - Organizational Leadership



CLC Program Director (Full-time, Existing) – doctorate degree; provide leadership for the 21st CLCs. Day-to-day operations include: CLC program strategy; management of site budgets and fiscal reporting; professional development planning and management meetings; oversight of the evaluation process; and grant progress, compliance, and reporting. The Program Director meets monthly (at minimum) with the Teaching & Learning and Assessment & Data Director-level staff to help drive decision-making.

CLC Assistant Program Director/Achievement Specialist (Full-time, Existing) – bachelor’s degree; ensure program alignment with school day; support CLC tutors in implementing activities and strategies; and serve as main advisory liaison and lead in partnership development, program sustainability planning, and stakeholder cultivation.

Elementary Education Coordinator (Part-time, Existing) – bachelor’s degree; track, analyze, and share student achievement and attendance data; report trend data for continuous improvement and developing strategies; assist with student interventions; train site leaders and staff; and support standards-based school-day alignment with after-school instruction, academic interventions, assessments, and enrichment activities.

Site Advisory Councils - comprised of Leadership Teams, parents, volunteers, student advisory groups at both middle schools, and community partners. Councils meet monthly to advise program staff, oversee progress toward objectives, identify challenges, and develop collaborative solutions.

Site Facilitator (Part-time, New) – bachelor’s degree; provide site-based leadership on a day-to-day basis; organize activities and field trips with partners; monitor and procure supplies and materials; assist with evaluations; lead site staff team meetings; work directly with students; and assure that grant goals and objectives are being met. This Site Facilitator will join the PTO and Booster Clubs at the CLC sites to keep parents well-informed about activities and collect feedback on enrichment modules.

Kids & Company staff - supervise recreation/playground games as needed, including when Site Facilitator takes attendance and teachers are relieved to participate as academic enrichment leaders.

Volunteers, including Senior Citizens—Volunteers will be an integral part of the program. They will be recruited through outreach to local colleges, senior centers, churches, the Council Bluffs Public Library, school PTOs, and district-approved websites. Volunteers will be appropriately screened and encouraged to provide help with topic areas that capitalize on their strengths, knowledge, and interests.

- Our business and community partners will provide “expert” volunteers for student enrichment module activities and support family engagement programming.
- Parent and community/senior partners will be invited to lead specific enrichment activities which will support staffing effectiveness (**Section 5.1**) and provide ongoing feedback by joining the Advisory Councils and CLC workgroups.

5.2 Plan for student transportation to and from the program, and student access: All students in the attendance area are offered transportation as student safety is a priority. Our plan, led by the Transportation Coordinator with CLC leadership, includes:

- An application will be completed by parent/guardian that includes specific questions regarding any special needs, disabilities, etc. Appropriate buses are provided.

- Program-wide check-in/check-out system will be used at all CLC sites in the district (including 11 current sites), in which elementary students participating in CLCs are walked by daytime their teachers to the cafeteria for CLC check-in; attendance is taken and all students are accounted for.
- All buildings have locked entrances with camera security systems for safety.
- A late bus will serve students living beyond school attendance areas daily. In addition, any student with special needs attending CLC clubs will be provided extra staff support and special transportation as specified by the students' Individual Education Plan (IEP).
- Transportation will be provided to all off-campus activities and events through grant funds. Staff members will ride along on field trips for supervision and to ensure the safety of all students.
- CLCs will meet ADA requirements, accommodating student needs and diverse abilities.
- Translation services will be provided as needed through district translators and partners.
- A Parent/Guardian/emergency contact information/youth medical form will be required.
- All bus drivers will be extensively screened for criminal offenses by our transportation partner, First Student. This includes a screening of the National Registry for Child Sexual Abuse. Six-month rechecks for driving records are and will be conducted on all bus drivers.

5.3 Organizational leadership and Sustainability: All CBCSD CLCs have *Leadership Teams* that include the Building Principal, School Administrative Manager, at least one counselor, the CLC Site Facilitator if an elementary site, CLC Assistant Program Director, and District CLC Program Director. Leadership Team members will meet on a monthly basis either face-to-face or virtually to discuss sustainability strategies, budgets, student and program evaluation data, plan new activities, and solve problems. The Leadership Teams will form the foundation for each site's Advisory Council, which will also have parent and community partner representation and student advisory groups. These site-based advisories will respect the unique culture, activities, and partners of each CLC site/school. The CLC Program Director will serve as the bridge to other CLC sites in the District to ensure continuity, alignment with state requirements and evaluation timelines, and the sharing of resources and best practices. The Program Director will convene an annual district-wide All-Site "Brain Trust" CLC meeting –attended by CLC Sponsors, key administrators, and lead CLC staff – to identify and solve problems, foster efficiency and communication between the various cohorts of CLCs, coordinate activities and schedules, eliminate redundancies, plan joint community events, and ensure consistent policies and protocols that support equitable, quality services for all CBCSD students. This meeting will strengthen continuous quality improvement efforts described in **Section 5.4**. This effort will also help all the CLCs embrace consistent, strategic sustainability efforts. This will help to most efficiently utilize program funding, including reallocation of revenue streams as needed.

The Program Director will manage partnership development. Community partners attend an annual meeting called *Partners, Policy Makers, and Pastries* to share ideas, celebrate successes, and strengthen programming. This model will be replicated at the proposed CLCs. Various workgroups will also be formed to accomplish specific project tasks (fundraising, outreach & parent engagement, etc.). Each workgroup will coordinate all activities related to its area of focus and advise CLC staff of progress. The CLC Program Director, CLC staff, and CBCSD administration will assist the Advisory Councils and the workgroups and deal with barriers that may inhibit individuals from participating in these important governance bodies.

5.4 Sustainability plan with plan for continuous program improvement: The value of this program is **recognized by our stakeholders who are actively involved in our continuous improvement plan (CIP) and sustainability plan.** The CIP will be adopted by the Advisory Councils in the first year and informed by data-driven decision-making with quarterly updates. The Iowa Department of Education helped us strengthen our evaluation protocol, as quantitative evidence of success will be crucial in approaching our partners for long-term financial support. Our sustainability plan will include a written description of activities prioritized by those with the greatest impact on student outcomes and continued post-grant through partnerships. As funding expires, this outcome data will help CLC staff make informed decisions on future program design, staffing structure, and scale for future proposals and partnership requests. Reviewing, refining, and renewing the program (the “3 Rs”) requires quarterly performance reports with quantitative and qualitative data measuring progress toward identified objectives and process benchmarks. A written plan will be developed for site visits and facilitators will be thoroughly prepared for site visits with a program checklist

This project capitalizes on the help of 10 partners (includes signed MOUs) providing the most effective use of resources to ensure sustainability. Formal sustainability plans have been created for the 2018-19 school year for the CLC sites by stakeholders and CLC leadership using the *Ready by 21* tool kit as a reference. The goal of the plan is to expand existing and create new partnerships, obtain in-kind services and goods, plan and coordinate creative fundraisers, identify new external revenue streams, and secure grants and donations. The plan identifies quarterly milestones, associated tasks, and personnel responsible for achieving (e.g. cultivate partnerships, obtain in-kind services/goods, plan and coordinate fundraisers, identify target number of new revenue streams, securing grant revenue, corporate sponsorships, etc.). This district-wide plan managed by dedicated CLC leadership staff will ensure the CLC sites collaborate on city-wide social marketing and fundraising, strategically connecting with donors and coordinating shared fundraising events. Older CLC students will have the opportunity to serve on a sustainability subcommittee. CBCSD will continue to commit in-kind support (e.g. maintenance, utilities, custodial & food services, communications, clerical & tech, office supplies, etc.) and partners will continue to provide expertise, time, leadership, and networking support. All support will be well-documented and tracked.

6. COMMUNICATION PLAN

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

Outreach strategies for the proposed new CLCs will focus on four audiences: students, parents, partners, and community. These groups need clear, ongoing information and updates on CLC activities and schedules, program progress, student achievement gains, strengths, challenges, and fiscal health of the program. Without this communication, the CLC program risks losing parent, partner, and community support, which is foundational to its success and sustainability. All messaging will be tailored to a specific audience and edited for clarity, with concise language for a variety of educational and linguistic backgrounds and will include recognition of 21st CCLC funds. Materials will be translated or made available in alternate formats for those who are visually impaired and/or hard of hearing. In addition, district translators will be made available at all in-person events.

- **Parents** - Strategies used with parents will include a combination of group communications and personal contact and engagement. Our plan to reach students and families who need services the most includes CLC staff canvassing each school neighborhood door-to-door (summer 2019) to introduce all attendance-area parents to the exciting new CLC opportunities available in their child's school. Using this method of parent communication, we will be guaranteed to reach our target audience. Each school's parent-teacher organization will be a direct line of communication to all parents in the school, inviting their participation as volunteers. The 21st CCLC website and social media channels will be updated continuously and showcase CLC highlights such as academic gains, enrichment highlights, and participation rates and benefits. Families will be invited via personal letters and email to family literacy nights and/or other special events that will allow us to share program information in a pleasant, informal setting. Newsletters will be sent home quarterly and parent-teacher conferences will occur at least two times per year, providing one-to-one updates on student and CLC site progress. Expected impacts include parents being informed about upcoming CLC activities and their student's academic progress and program involvement and availability of community resources.
- **Students** – Communication strategies will include “word of mouth” promotion by all day-school staff, personal invitations to struggling students by school CLC Leadership Teams, student advisory groups, and the 21st CCLC website, which will highlight current and upcoming clubs and opportunities. Consistent, regular attendance is highly encouraged. CLC registration information will be sent out twice per year, before the start of school and mid-year, via the School Messenger email system, which will align with enrichment club scheduling. Students will receive an informational postcard mid-summer about upcoming opportunities. Expected impacts include increased student awareness of CLC, opportunities for participation and progress, and regular, consistent attendance to meet goals.
- **Community** - Strategies for community members to learn about program impacts will include biannual media releases, the website and social media channels, which have a banner of the latest news and events for ongoing updates. Media updates will include progress snapshots, including student achievement and participation in the CLC program, including short- and long-term benefits to the community. Expected impacts include cultivation of new partnerships, recruitment of senior citizens and volunteers, and creation of community well-informed on events related to family engagement/family literacy, participant success, and student achievement.
- **CLC Partners** –To keep all partners excited about and actively involved in program activities, we will use semi-annual media releases, updates on our website and social media sites, newsletters, phone calls, personal invitations to volunteer or provide in-kind resources,

and recognition awards. Partners will also be kept abreast of CLC progress and student achievement during site Advisory Council meetings, where evaluations will be thoroughly reviewed. The annual *Partners, Policymakers, and Pastries* event will provide another outlet for partners to share stories about their involvement, encourage others to get involved, and celebrate successes. Expected impacts include strengthening of existing partnerships, development of new partnerships, and creation of a strong, sustainable after-school resource for youth.

7. PARTNERSHIPS

7.1 Existing Partnerships and roles: Our major partners, as indicated by the attached memoranda of understanding (MOUs) will provide leadership for many of the CLC sites that will inspire our students and spark interest in future educational paths. Together, these partners will provide caring adults delivering hands-on support; curriculum and staff support; field trip experiences; programming; and in-kind support, ultimately elevating the positive impact of this program on students' academic, social/emotional and physical development at a much greater level than could be attained on our own. All are longtime supporters of the district. **Table 11** provides descriptions of major partners' roles and the goal area impacted by this work. Ongoing documentation is maintained on all partner contributions and services.

Table 11: Meaningful Partnerships	
Partner	Role / Area of Significant Impact
Council Bluffs Community School District (CBCSD)	Provide leadership, vision and program implementation toward higher student achievement and engagement; safe, accessible facilities, a highly qualified project director, and certified teaching staff for academic clubs, homework help, and tutoring. Incorporate family programming, including literacy programs, and wraparound community services for child/family needs. Funding broken down as follows: leadership from seven key district areas (communications, budget, teaching and learning, family services, facilities, transportation, and nutrition) at \$250,000/year x 3 years = \$750,000; physical spaces for 3 sites \$600,000/year x 3 years = \$1,800,000; personnel cost (salaries and benefits) of full-time (FT) Project Director (paid by the school district) \$80,000/year x 3 years = \$240,000; FT Summer Learning Coordinator \$70,000/year x 3 years = \$210,000; and office spaces, technology and connectivity support, in-kind supplies and materials for 3 sites at \$60,000/year x 3 years = \$180,000. Total CBCSD contribution (3 years): \$3,000,000. <i>Goal area impacted: reading and math growth, homework.</i>
Council Bluffs (CB) Community Education Foundation	Provide Kids & Company staffing to assist with attendance collection, snack distribution, physical activity, and club enrichment activities, including field trips. Requested funds of \$35,000 x 3 years = \$105,000. <i>Goal area impacted: school engagement, student behavior.</i>
Council Bluffs Community School District Food Service Partnership	Provide staffing and leadership in application and administration of Iowa Child-Adult-Care Food Programs (CACFP), which subsidizes healthy meals for before- and after-school programs and supports the variety and nutrition of CLC meals (e.g. food donations from local farms, grocery chains, and USDA Fresh Fruit and Vegetable Program). <i>Goal area impacted: school engagement, student behavior.</i>
Iowa West Foundation	Provide, for the eighth consecutive year, free summer school programming for students (K-5 th) at risk of non-proficiency in reading and/or math. Requested funds will support wraparound services for students for one hour before and three hours after regular summer school and will run a full-day program on Fridays valued at \$600,000/year x 3 years = \$1,800,000. <i>Goal area impacted: family engagement.</i>
Council Bluffs Public Libraries	Provide literacy skill enrichment support for participating students valued at \$2,400/year x 3 years = \$7,200. <i>Goal area impacted: reading growth.</i>
Sherry Huffman, Ed.S.	Provide comprehensive external evaluation services as outlined in Section 8 and deliver staff with training on any new assessment system that the state may

	adopt estimated at \$9,000/year x 3 years = \$27,000 (equates to 3% of requested amount, which is under the maximum amount allowed for program evaluation). <u>Goal area impacted: all goal areas impacted (reading and math growth, homework, student behavior, school engagement, family engagement).</u>
Pottawattamie Arts, Culture and Entertainment	Provide visual and performing arts, dance and writing sessions located on PACE’s campus, instructional space, art exhibit, culinary kitchen sessions, museum trips to PACE’s partner organizations (e.g. Railswest Railroad Museum). <u>Goal area impacted: student behavior, reading and math growth; school engagement.</u>
Iowa Western Community College	Co-plan and deliver parent programming (literacy, English language literacy and HiSet/GED prep and testing, computer literacy, etc.); provide volunteers from volunteer and service-learning programs; and assist in finalization of youth development worker online certification program estimated at \$1,200/year x 3 years=\$3,600 <u>Goal area impacted: family engagement.</u>
Council Bluffs YMCA	Provide space and staffing with expertise and support in the area of physical education throughout the project period, including construction and relocation <u>Goal area impacted: student behavior, school engagement.</u>
Boys Town Iowa	Provide family engagement and parent workshops, including Common Sense Parenting and Parent to Student 101; and deliver Voluntary in-home support services to families in or near crisis to prevent children from being taken from the home or reunite them with families <u>Goal area impacted: family engagement.</u>

7.2 Plan for Meaningful and Engaging Partnerships – Council Bluffs Schools’ 21st CCLC Program Director, Dr. Sandra Day, is a graduate of the CB Chamber of Commerce Leadership Cohort 29 (2017) and attends weekly coffee sessions and monthly Chamber meetings. These meetings allow us to recruit new partners and build and strengthen relationships. Once a new partner has signed on, a meeting is scheduled. Typically, these partner meetings are scheduled three times per year (July, October, and February) in order to prepare for the next trimester club offerings. Monthly e-newsletters are sent out to summarize new businesses in the community. The superintendent’s cabinet members also actively recruit partners for CLCs. An annual event, *Partners, Policymakers, and Pastries* is held to celebrate partners, sharing highlights of their experiences with the CLC program in small and large groups and to brainstorm ways to improve existing programming or plan new programming. “One-pager” summaries of our most recent annual evaluation are also shared, demonstrating the positive impact of CLCs. For the fourth year in a row, results show that our **regular attendees demonstrate improved in-school attendance, academics, and fewer discipline incidents** compared to non-attendees or infrequent attendees. In addition, this community has seen a **51% reduction in juvenile arrests since 2014**, the first year of establishing CLCs. Sharing this information allows partners and stakeholders to understand how critical their investment is and will ultimately garner continued support beyond the project period.

8. EVALUATION

8.1 Experienced Evaluator: Dr. Sherry Huffman will serve as the evaluator, providing comprehensive external evaluation services and consultation, including design of surveys (parent, teacher, student, staff), student data collection and analysis (academic, attendance, behavior data), and development of local, state/federal reports including the Iowa Department of Education, and will also attend the local evaluator training hosted by the department. Dr. Huffman has 10 years of experience as an Assessment Consultant with the Green Hills Area Education Agency 13, including data collection and analysis, instrument design, report creation and presentation of findings, process evaluation, and training facilitation on evaluation-related topics. **Table 12** details the six program objectives, the program activities designed to lead to the accomplishment of each objective, the data that will be collected and analyzed to measure outcomes, and reporting plans. In addition to the local goals outlined below, the Government Performance and Results Act's measures will also be tracked. Government Performance and Results Act (GPRA, 1993: P.L. 103–62) is the legislative framework that requires federally funded programs to define and report performance objectives.

Objective	Program Activity	Relevant Data	Reporting Plans
Objective 1: Reading Growth	Reading and Math Interventions; Tutoring Services; Academic Enrichment	Student performance data (Iowa Reading Assessment, DLM, and FAST)	Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media
Objective 2: Math Growth	Reading and Math Interventions; Tutoring Services; Academic Enrichment	Student performance data (Iowa Assessments)	Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media
Objective 3: Homework Completion	Reading and Math Interventions; Tutoring Services; Academic Enrichment	Homework completion rates via classroom teacher report (teacher data collection sheet)	Annual results in CLC reports; personal results used year-round with students; community media
Objective 4: Increased school engagement via daily attendance	Club Rotations, Enrichment Modules, SEL, Physical Activity/ Recreation, Career Exploration, Creative	Average daily attendance (daily attendance records)	Quarterly and annually – reports to Councils and parents/public; website, newsletters, local media

	Activities, Field Trips		
Objective 5: Student behavior improvement	SEL, Physical Activity/ Recreation	# of disciplinary referrals (monthly + full-year comparison)	School-year post-reports to Councils and parents/public; website, newsletters, local media
Objective 6: Parent perception of impact on parenting skills/ability to provide home academic support	Family Engagement Events, Parent Workshops	Results from parent surveys, summary of responses to other qualitative measures (focus groups, interviews, etc.)	School-year post-reports to Councils and parents/public; website, newsletters, local media

8.2 Use of Evaluation Results: In addition to measuring outcomes associated with program objectives, the evaluator will collect information to assess program implementation, examine evaluation plans and tools, and guide continuous program improvement as outlined in **Table 13** below

Table 13: Evaluation Tasks/Procedures

EVALUATION PLANNING & DATA COLLECTION

- Evaluation plan review (annually): review of evaluation timeline and assess alignment of all project goals, objectives, activities, and associated data collection tasks
- Reporting form development (annually): creation of reporting forms and data collection set-up, including academic and behavioral evaluation tools
- Survey development and administration (quarterly/as needed): student, parent and staff surveys
- Evaluation of family events (as needed): assistance with evaluation of family engagement events
- Survey data collection (quarterly/as needed): facilitation of survey process, collection of surveys, data entry/analysis

PROCESS ASSESSMENT AND CONTINUOUS IMPROVEMENT

- Process analysis (semi-annually): completion of analysis and trend results; reporting of district measures for process improvement and sustainability
- Site and District consultation (as needed/requested): consultation with sites for idea generation based on trend results or identified challenges; consultation with district data point person and grant administrator
- Review of alignment (quarterly): facilitation of communication between CLC staff and Achievement Specialist and/or program director to align site program to current academic focus and/or identified student needs

REPORTING/OTHER

- Reporting to stakeholders (semi-annually): generation of report, presentation to site Advisory Councils, families and public (newsletters, website, direct mailings, translated summary reports)
- Review evaluation findings (quarterly): facilitation of program site sessions for data review, best practices
- Federal reporting (annually): oversight of completion of the Federal report by site and grant
- Attend 21st CCLC events including on-site monitoring events (per grant requirements)

Evaluation results will be used to refine, improve and strengthen the program. Data collected throughout the year will be reviewed by the external evaluator, site-level CLC staff, and the CLC Assistant Program Director/Achievement Specialist. This team will regularly examine data, trends, and performance feedback and generate a quarterly continuous improvement plan to recommend program improvements. Data will be shared at Advisory Council and/or evaluation subcommittee meetings, and members will use process observation, action items, and logic model templates (developed by evaluator) to assess program quality, implementation timeliness, cost-efficiency, participation, and overall impact. This periodic formative assessment process will identify challenges (e.g. low parent turnout at an event, staff resistance to change), spark solutions, and itemize resources needed to implement solutions. Student, parent, and staff surveys will provide crucial input that will be analyzed by our evaluation team and shared with stakeholders to generate solutions. Evaluation results will feed directly into program improvements to benefit students through DAIS (Designing Appropriate Intervention Strategies) meetings scheduled for students performing at the basic level in reading and math. By communicating with and involving Advisory Councils, gaining input from and sharing results with the community at *Partners & Policymakers* events, and publicly (via newsletters, websites, mailings, etc.), the program will maintain a strong community presence and continually build support. Program evaluation results will be disseminated through school newsletters, public media, and to project participants, partners, and families. Translated summary reports will be made available for family members who do not speak English. We will adhere to all reporting guidelines required by the Iowa Department of Education.

9. BUDGET NARRATIVE

9.1 Basis for Cost Estimates: Every effort has been made to select the most cost-effective yet high-quality services and resources for a project of this size, complexity, and scope. The total amount requested in grant funds is \$289,500 per year (\$868,500 total over 3 years) with significant support provided from joint collaborators and partners to serve a total 240 students (150 before- and after-school; 90 summer school) at all three sites, who will be regular attendees (more than 30 days). The requested amount will be distributed evenly among the three sites (\$96,500 annually per site). Daily cost will be \$10/student per day falling within the funding standard of \$10 per student per day (per grant requirements) for a total of 205 days (175 days during school year; 30 days in summer). A breakdown of cost for one year is provided below. All funds will be expended appropriately and claims for reimbursement will be submitted to the Iowa Department of Education on a regular basis (per grant requirements).

PERSONNEL – 64% (\$185,280) – Approximately two-thirds of our total budget will be spent on personnel as teachers and staff are the primary pillars of our program. Employing high-quality staff is imperative to program success. As we open one new elementary CLC site and revitalize two middle school sites to a more sustainable and efficient staffing model district-wide, personnel funds will cover: a new part-time CLC Site Facilitator at Lewis & Clark Elementary (50% FTE) at salary of \$18.75/hour x 4 hours/day x 205 days = \$15,375; extended teacher contract stipends at \$30/hour x 3 hours/day x 205 days x 3 sites x 1 year = \$166,050; and 1 part-time youth development worker at \$12.50/hour x 2 hours/day x 205 days x 3 sites = \$15,375. If there are not enough teachers available to lead enrichment modules, we will hire youth development workers to ensure we have the on-site capacity to provide quality service for the full number of students we anticipate serving. Personnel funding will support a student-to-staff ratio of no more than 15:1 to cover days of before-and after-school programming during the school year, evening and weekend family literacy activities (12 days/year), and four weeks of summer school activities in August. For the Facilitator, benefits are calculated at 50%, pro-rated by FTE, and include fringes required by law (FICA) as well as the standard District benefit package including medical/dental family plan coverage & the Iowa Public Employees' Retirement System (IPERS). Estimated salary expenditures will be split evenly between sites.

STAFF TRAVEL – 1% (\$2,895) – 1% of grant funds (\$289,500 x 1% = \$2,895) to reimburse staff for reasonable travel expenses (mileage at annual Internal Revenue Service-approved rate and lodging, meals, & per diem) incurred as a result of attending local, regional, and state 21st CCLC workshops, conferences, and other professional development activities, and travel to off-site partner and advisory meetings.

MATERIALS – 10% (\$28,950) - Cost for materials will be 10% of the total grant budget (\$298,500 x 10% = \$29,850). Grant funds will be used to leverage additional contributions from local partners. Material costs include: academic and enrichment supplies, literacy materials and books, technology resources, additional gym and recreation equipment, family night refreshments and meals, admission for field trips, etc. All materials and equipment purchased with 21st CCLC funds will be documented.

PROFESSIONAL DEVELOPMENT - 5% (\$14,475) - Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support our educators. We have budgeted 5% of total grant funds (\$298,500 x 5% = \$14,925). at each site for professional development, STEM and family literacy, social and emotional learning, nutrition and health, state and national-level 21st CCLC and related conferences, the Harry Wong classroom discipline management approach, and more.

STUDENT ACCESS – 8% (\$23,160) - It is important to the success of our program to ensure students have safe and adequate transportation to and from daily CLC programming as well as

off-site enrichment activities and field trips. Transportation will include funding for a daily late bus serving Lewis & Clark, Kirn and Wilson attendance areas and at least four off-site field trips per month. As mentioned earlier, there are a total of 19 regular education and 17 special education buses currently serving the student population in each school. This demonstrates a significant need should a large percentage of these students attend clubs. Thus, we have allocated 8% of the budget to transportation ($\$289,500 \times 8\% = \$23,160$). With the understanding that additional transportation (buses) will likely be needed during the construction/renovation time period, CBCSD has agreed to cover this cost should we exceed the 8% (as documented in MOU).

EVALUATION – 4% (\$11,580) – We have budgeted 3% of total grant funds ($\$289,500 \times 4\% = \$11,580$) for our lead evaluator, Dr. Sherry Huffman, to conduct a comprehensive, rigorous evaluation that meets 21st CCLC requirements. Dr. Huffman will also provide CLC staff with training on any new assessment system that the state may adopt. The existing Assistant Program Director/Achievement Specialist (1 FTE) will provide additional support on the evaluation team, helping to track and utilize student achievement data to ensure individualized student supports and day-school alignment (in addition to other related CLC continuous improvement duties).

ADMINISTRATIVE – 8% (\$23,160 includes indirect costs) - Our program will serve a combined 240 students at three schools (or sites) who do NOT attend existing after-school programming. This will require significant administrative oversight and logistical planning to ensure that all participants have a high-quality experience. Administrative expenses incurred by the district and both CLC program sites will include: CLC staff prep time and attendance-taking, office space and utilities, office supplies, phone, computer, district human resource management (background checks, payroll, interview set-up, etc.), scheduling of transportation, technology support, and other clerical and business services support. Thus, we have budgeted the allowable percentage of administrative cost per grant requirements ($\$289,500 \times 8\% = \$23,160$).

9.2 How the program seeks to supplement, rather than supplant, current funding: No funds awarded to the CBCSD will be used to supplant funding for existing programs and services. As detailed earlier, fee-based after-school programming is currently available at Lewis & Clark Elementary School. However, structured academic support is *not* provided. At the middle schools, 12 partners have promised to serve students at each school for no charge. Opening one new CLC site and revitalizing two existing CLC middle school programs will allow us to **enroll many more students who need additional help**, *supplementing*, (not supplanting) existing activities in a research-based continuation of day-school academic approaches and processes. We will be able to offer dozens of unserved, high-need students with a daily nutritionally-balanced meal, strong academic skills development using the same instructional approaches as the day school, engaging enrichment activities, monthly field trips, family engagement activities, and recreation. The Iowa West Foundation funded Camp Summer Explore academic program for incoming K-5 grade students, who scored below reading and math proficiency. New 21st CCLC grant funds will enhance and expand this existing summer program by adding wrap-around services for participating students for one additional hour before and three more hours after existing summer school hours as well as adding a full-day program on Fridays. Enrichment services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered in any way as supplanting funding.

The CLCs will also leverage the in-kind expertise and resources community partners identified in the Partnerships section and attached MOUs, which will be documented through the project period. We will align programming to district curricula and student needs through our existing district 21st CCLC Leadership Team. Administrative costs, including indirect costs, are below 8%.

Appendix A: Required Forms

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

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

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

Mail Applications to:

Jodi Bruce

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

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) Council Bluffs Community Schools

County: Pottawattamie		Amount Requested: \$ \$298,500 (Total for Year 1 from Form D1)	
Director of Agency (Superintendent, City Manager, Executive Director, etc) Dr. Vickie Murillo		Grant Contact/Project Director Dr. Sandra Day	
Agency Name: Council Bluffs Community Schools		Agency Name: Council Bluffs Community Schools	
Address: 300 West Broadway, Suite 1600		Address: 300 West Broadway, Suite 1600	
City: Council Bluffs	Zip: 51503	City: Council Bluffs	Zip: 51503
Phone: 712-328-6446	FAX: 712-328-6548	Phone: 712-328-6446	FAX: 712-328-6548
Email: vmurillo@cbcsd.org		Email: sday@cbcsd.org	
DUNS Number: 0802174330000			
Data Collection and Evaluation Contact Sherry Huffman, Ed.S. Green Hills AEA		Fiscal Contact Dean Wilson	
Address: 103 Central, Suite 301		Address: 300 West Broadway, Suite 1600	
City: Glenwood	Zip: 51534	City: Council Bluffs	Zip: 51503
Phone: 712-366-0503	FAX:	Phone: 712-328-6446	FAX: 712-328-6548
Email: shuffman@ghaea.org		Email: dwilson@cbcsd.org	

BEFORE YOU APPLY

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

- If you are in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 C.I.R. Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: : <https://educateiowa.gov/documents/school-fri/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Lewis & Clark Elementary School
 - Free and Reduced Lunch Rate Percentage: 46%
 - Site/Building Name: Gerald W Kirn Middle School
 - Free and Reduced Lunch Rate Percentage: 56%
 - Site/Building Name: Woodrow Wilson Middle School
 - Free and Reduced Lunch Rate Percentage: 73%
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
Yes X No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Before and After School and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY19 Request for Applications):
 - 150 children x 175 days x \$10.00 (Before and afterschool) per day = \$262,500 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 120 children x 30 of days x \$10.00 = \$36,000
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$298,500

Number of Children Served in Year One: 240

LEGAL STATUS OF APPLICANT

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

- ✓ School District

Enter Federal Employer ID Number: 42-600128

(If applicable) Enter Child Care License #:

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

- ✓ Urban: 50,000 or more people

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation (2 pieces required): Appendix B notes the "Needs Improvement" status for Wilson Middle School as found online at <http://reports.educateiowa.gov/schoolreportcard>. Original signatures of joint applicants AND MOUs recognizing joint submission.

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

Documentation: Although Pottawattamie County's child poverty rate is only 15.1% in 2016 as noted on the website below, it has experienced a 21.8% change in in that rate 2000-2016.

Examples of documentation: Look up your county at

https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf

NOTE: *Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points.*

FORM A: SITE INFORMATION

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

21CCLC Site Name: Gerald W Kirn Middle School		
Site Address: 100 North Avenue		
City, State, Zip: Council Bluffs, IA 51503		
Phone: 712-328-6454		
Site Contact Person: Principal, Mrs. Kerry Newman		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Bloomer Elementary	1130	145
Longfellow Elementary	1310	191
21CCLC Site Name: Woodrow Wilson Middle School		
Site Address: 715 N. 21st Street		
City, State, Zip: Council Bluffs, IA 51501		
Phone: 712-328-6476		
Site Contact Person: Principal, Kim Kazmierczak		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Carter Lake Elementary	1150	101
Edison Elementary	1200	177
Franklin Elementary	1220	184
Roosevelt Elementary	1370	136
Rue	1380	112
21CCLC Site Name: Lewis & Clark Elementary School		
Site Address: 1603 Grand Avenue		
City, State, Zip: Council Bluffs, IA 51503		
Phone: 712-328-6471		
Site Contact Person: Principal, Teresa Hamilton		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

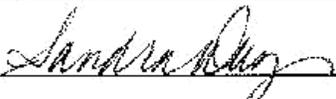
Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Council Bluffs Community Schools Dr. Sandra Day

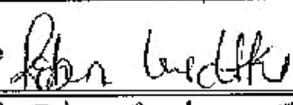
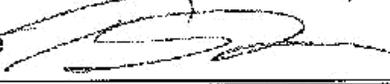
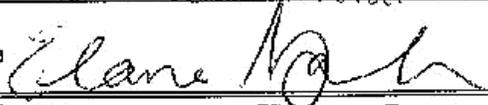
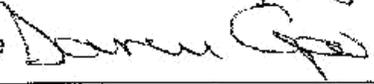
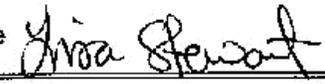
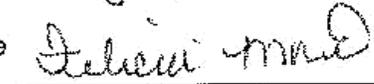
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Council Bluffs Community School District Dr. Vickie Murillo
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	Kim Middle School
	Lewis & Clark Elementary School
	Wilson Middle School

FORM C: COLLABORATIVE SIGNATURES – Page 1, Graphic 1 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.

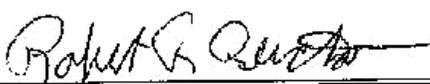
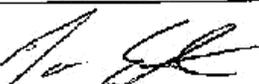
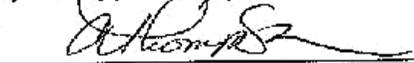
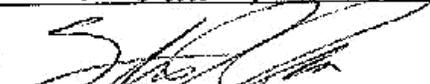
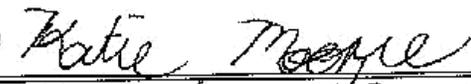
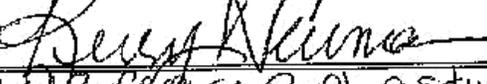
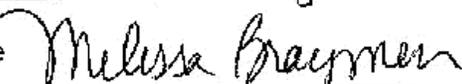
Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Assistant Program Director	Agency Council Bluffs Community Schools	
Signature		Address 300 West Broadway Suite 1600	
		City/Zip Co. Bluffs, 51501	Phone 712-328-6446
Name/Title	Transportation / Finance		
Signature			
Name/Title	Chief Academic Officer		
Signature			
Name/Title	Admin Asst., SIS Director		
Signature			
Name/Title	ED - Student + Family Services		
Signature			
Name/Title	Middle School Coordinator		
Signature			
Name/Title	Elementary Prog. Coordinator		
Signature			
Name/Title	Nutrition Services		
Signature			
Name/Title	Bilingual Liaison		
Signature			

FORM C: COLLABORATIVE SIGNATURES – Page 2, Parents, Youth, Staff Kirn

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 three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	HEAD NIGHT CUST.	Agency	Kirn Middle School
Signature		Address	100 North Ave
		City/Zip	Council Bluffs Phone 712-328-
Name/Title	TEACHER	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Amy L THOMPSON ADMIN ASST / PARENT	Agency	
Signature		Address	757 PARKVIEW DR
		City/Zip	CB IA 51503 Phone
Name/Title	Steve Jacobs / SR	Agency	
Signature		Address	323 Lincoln Ave
		City/Zip	CB 51503 Phone
Name/Title	Corissa Millikan / Parent's Para	Agency	
Signature		Address	1715 28th Ave
		City/Zip	Council Bluffs IA Phone 515-512-2
Name/Title	Katie Moore / student	Agency	
Signature		Address	368 N. 1st Street
		City/Zip	Council Bluffs IA Phone 402-469-0546
Name/Title	Kerney Newman / Principal	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Piper Grace Borden / student	Agency	
Signature		Address	303 WILLOW AVE
		City/Zip	Council Bluffs IA Phone
Name/Title	Melissa Braymen Teacher	Agency	Kirn Middle School
Signature		Address	100 North Ave
		City/Zip	CB IA 51503 Phone 712-328-6454

FORM C: COLLABORATIVE SIGNATURES – Page 3, Parents, Youth, Staff Lewis & Clark ES

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.

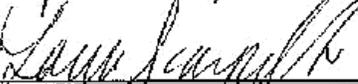
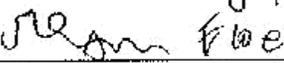
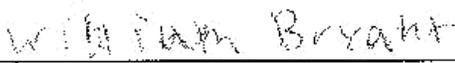
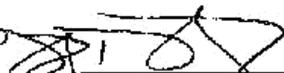
Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Michelle L. Smith Health Associate	Agency	Lewis & Clark Elementary
Signature	Michelle L. Smith	Address	1603 Grand Ave
		City/Zip	Council Bluffs, 51503 Phone 712-328-6471
Name/Title	Linda King Media Specialist	Agency	
Signature	Linda L. King	Address	
		City/Zip	Phone
Name/Title	Jessie Rathbun BSP Tech	Agency	
Signature	Jessie Rathbun	Address	
		City/Zip	Phone
Name/Title	Melissa Clark 2nd Gr. Teacher	Agency	
Signature	Melissa S. Clark	Address	
		City/Zip	Phone
Name/Title	Tina Hargens BSP	Agency	
Signature	Tina Hargens	Address	
		City/Zip	Phone
Name/Title	Thomas Leaders 5th Grade	Agency	
Signature	Thomas Leaders	Address	
		City/Zip	Phone
Name/Title	Amy Parks / Special Area Support	Agency	
Signature	Amy Parks	Address	
		City/Zip	Phone
Name/Title	Burke 5th grade Shanks	Agency	
Signature	Burke	Address	
		City/Zip	Phone
Name/Title	Addy 4th Staggill	Agency	
Signature	Addison	Address	
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES – Page 4, Parents, Youth, Staff Wilson MS

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 three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Debralee Lithimane ^{Art Teacher} / parent	Agency	Wilson Middle School
Signature		Address	715 N. 21 st Street
		City/Zip	Carroll Bluffs Phone 712 328 6476
Name/Title	Melanie Clapp / ^{Spec. Ed Teacher} parent	Agency	Wilson middle School
Signature	Melanie Clapp	Address	715 N. 21 st St.
		City/Zip	Carroll Bluffs 5150 Phone 712-328-6476
Name/Title		Agency	WMS
Signature	 ^{sec/parent}	Address	715 N. 21 st St
		City/Zip	Carroll Bluffs Phone 712 328 6476
Name/Title	para / parent	Agency	Wilson
Signature		Address	233 Fleming Ave
		City/Zip	CB Phone 402 350-8812
Name/Title	para / ^{John Elbe} student	Agency	
Signature	 ^{John Elbe}	Address	3556 7th ave
		City/Zip	CS 501 Phone (402) 677-3885
Name/Title	Staff ^{William Bryant} parent	Agency	
Signature		Address	902 W 5 th St
		City/Zip	Omaha 681 Phone 402-590-4946
Name/Title	Robert Student	Agency	
Signature		Address	Livora House
		City/Zip	Phone 712-3184717
Name/Title	Dustin Det ^{Assistant} Deterding / (Principal)	Agency	
Signature		Address	5341 W Chancery Rd
		City/Zip	Lincoln 68521 Phone 402-836-4620
Name/Title	Rachel Bruce Assistant Principal	Agency	Wilson Middle School
Signature		Address	2100 Douglas St #455
		City/Zip	Omaha NE Phone 402-617-8814 68101

NEW FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After-School and Summer Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites for one year): <u>240</u>	Total first-year funding request (all sites): <u>\$289,500</u>
<u>3</u>		Total three-year funding request (all sites): <u>\$868,500</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site(s) (School Year)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Gerald W Kim Middle School	\$87,500	\$87,500	\$87,500	\$262,500	50
Lewis & Clark Elementary School	\$87,500	\$87,500	\$87,500	\$262,500	50
Woodrow Wilson Middle School	\$87,500	\$87,500	\$87,500	\$262,500	50
Name of Program Site(s) (Summer School)					
Gerald W Kim Middle School	\$9,000	\$9,000	\$9,000	\$27,000	30
Lewis & Clark Elementary School	\$9,000	\$9,000	\$9,000	\$27,000	30
Woodrow Wilson Middle School	\$9,000	\$9,000	\$9,000	\$27,000	30

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

Applicant Agency: Council Bluffs Community Schools

Afterschool 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. **Students Served: 50 (D1) Students Enrolled**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel (64%)	\$44,800	\$11,200	\$44,800	\$11,200	\$44,800	\$11,200	\$168,000
Staff Travel (1%)	\$875	—	\$875	—	\$875	—	\$2,625
Materials (10%)	\$7,000	\$1,750	\$7,000	\$1,750	\$7,000	\$1,750	\$26,250
Professional Development (minimum 5% per year)	\$4,375	—	\$4,375	—	\$4,375	—	\$13,125
Student Access, Transportation etc. (maximum 8% per year)	\$7,000	—	\$7,000	—	\$7,000	—	\$21,000
Evaluation (maximum 4% per year) (3%)	\$3,500	—	\$3,500	—	\$3,500	—	\$10,500
Administrative/ Indirect Costs (maximum 8% per year)	\$7,000	—	\$7,000	—	\$7,000	—	\$21,000
Totals	\$74,550	\$12,950	\$74,550	\$12,950	\$74,550	\$12,950	\$262,500

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

Applicant Agency: Council Bluffs Community Schools

Summer School Site: Gerald W Kirm 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. Students Served: 30 (D1) Students Enrolled _____

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel (64%)	\$4,608	\$1,152	\$4,608	\$1,152	\$4,608	\$1,152	\$17,280
Staff Travel (1%)	\$90	—	\$90	—	\$90	—	\$270
Materials (10%)	\$720	\$180	\$720	\$180	\$720	\$180	\$900
Professional Development (minimum 5% per year)	\$450	—	\$450	—	\$450	—	\$1,350
Student Access, Transportation etc. (maximum 8% per year)	\$720	—	\$720	—	\$720	—	\$2,160
Evaluation (maximum 4% per year) (%3)	\$360	—	\$360	—	\$360	—	\$1,080
Administrative/ Indirect Costs (maximum 8% per year)	\$720	—	\$720	—	\$720	—	\$2,160
Totals	\$7,668	\$1,332	\$7,668	\$1,332	\$7,668	\$1,332	\$27,000

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

Applicant Agency: Council Bluffs Community Schools

Afterschool Site: Lewis & Clark Elementary School

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

Restrictions: *Please refer to Section II C of the RFA for specific budget restrictions. Students Served: 50 (D1) Students Enrolled _____*

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel (54%)	\$44,800	\$11,200	\$44,800	\$11,200	\$44,800	\$11,200	\$56,000
Staff Travel (1%)	\$875	—	\$875	—	\$875	—	\$2,625
Materials (10%)	\$7,000	\$1,750	\$7,000	\$1,750	\$7,000	\$1,750	\$26,250
Professional Development (minimum 5% per year)	\$4,375	—	\$4,375	—	\$4,375	—	\$13,125
Student Access, Transportation etc. (maximum 8% per year)	\$7,000	—	\$7,000	—	\$7,000	—	\$21,000
Evaluation (maximum 4% per year) (3%)	\$3,500	—	\$3,500	—	\$3,500	—	\$10,500
Administrative/ Indirect Costs (maximum 8% per year)	\$7,000	—	\$7,000	—	\$7,000	—	\$21,000
Totals	\$74,550	\$12,950	\$74,550	\$12,950	\$74,550	\$12,950	\$262,500

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

Applicant Agency: Council Bluffs Community Schools

Summer School Site: Lewis & Clark Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Students Served: 30 (D1) Students Enrolled _____

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel (64%)	\$4,608	\$1,152	\$4,608	\$1,152	\$4,608	\$1,152	\$17,280
Staff Travel (1%)	\$90	—	\$90	—	\$90	—	\$270
Materials (10%)	\$720	\$180	\$720	\$180	\$720	\$180	\$900
Professional Development (minimum 5% per year)	\$450	—	\$450	—	\$450	—	\$1,350
Student Access, Transportation etc. (maximum 8% per year)	\$720	—	\$720	—	\$720	—	\$2,160
Evaluation (maximum 4% per year) (%3)	\$360	—	\$360	—	\$360	—	\$1,080
Administrative/ Indirect Costs (maximum 8% per year)	\$720	—	\$720	—	\$720	—	\$2,100
Totals	\$7,668	\$1,332	\$7,668	\$1,332	\$7,668	\$1,332	\$27,000

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

Applicant Agency: Council Bluffs Community Schools

Afterschool 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. **Students Served: 50 (D1) Students Enrolled** _____

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel (64%)	\$44,800	\$11,200	\$44,800	\$11,200	\$44,800	\$11,200	\$168,000
Staff Travel (1%)	\$875	—	\$875	—	\$875	—	\$2,625
Materials (10%)	\$7,000	\$1,750	\$7,000	\$1,750	\$7,000	\$1,750	\$26,250
Professional Development (minimum 5% per year)	\$4,375	—	\$4,375	—	\$4,375	—	\$13,125
Student Access, Transportation etc. (maximum 8% per year)	\$7,000	—	\$7,000	—	\$7,000	—	\$21,000
Evaluation (maximum 4% per year) (3%)	\$3,500	—	\$3,500	—	\$3,500	—	\$10,500
Administrative/ Indirect Costs (maximum 8% per year)	\$7,000	—	\$7,000	—	\$7,000	—	\$21,000
Totals	\$74,550	\$12,950	\$74,550	\$12,950	\$74,550	\$12,950	\$262,500

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

Applicant Agency: Council Bluffs Community Schools

Summer School 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. **Students Served: 30 (D1) Students Enrolled** _____

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel (64%)	\$4,608	\$1,152	\$4,608	\$1,152	\$4,608	\$1,152	\$17,280
Staff Travel (1%)	\$90	—	\$90	—	\$90	—	\$270
Materials (10%)	\$720	\$180	\$720	\$180	\$720	\$180	\$900
Professional Development (minimum 5% per year)	\$450	—	\$450	—	\$450	—	\$1,350
Student Access, Transportation etc.	\$720	—	\$720	—	\$720	—	\$2,160
Evaluation (maximum 4% per year) (%3)	\$360	—	\$360	—	\$360	—	\$1,080
Administrative/ Indirect Costs (maximum 8% per year)	\$720	—	\$720	—	\$720	—	\$2,160
Totals	\$7,668	\$1,332	\$7,668	\$1,332	\$7,668	\$1,332	\$27,000

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

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

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

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

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

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

Failure to meet your attendance goals may ultimately result in a reduction in your federal funding.

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: This project will have a positive impact on students and families in these five areas: Academic enrichment, health & wellness, civic connectedness, career exploration, and family engagement.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact.

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

Name: Sandra Day Sandra Day

Title: 21st CCLC Program Director

Definitions

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

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

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

"Disability" does not include any of the following:

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

- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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

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

	<p>Private School Consultation Meeting Log</p> <p>Date: Friday, November 9, 2018 Time: 10:00AM Location: St. Albert Secondary School, grades 6-8</p>
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Meeting called by: Sandy Day

Type of meeting: Discussion of partnership for student inclusion

Attendees: David Schweitzer, Principal, Jessie Stoffel, Assistant CLC Director, CLC, and Sandy Day, CLC Director

----- Agenda Topics -----		
Welcome	[All]	[30 minutes]
<p><u>Discussion:</u> We began with a discussion about the purposes of Title IV Part B. Because St. Albert's resides in the Kim MS home attendance area, their students may participate in the out of school programs. Next, there was a brief conversation about CBCSD's current grant and how it has been used to create out of school activities for students to increase attendance, achievement, and reduce discipline incidents and juvenile arrests. Our next step was to brainstorm what the partnership would look like. We used the example of what our fire, police, aviation, and medical academies look like after school.</p>		
<p><u>Conclusions:</u> Saint Albert's middle school will participate in the CLC program should funding be approved by the state.</p>		
<p><u>Action Items:</u></p> <p>Type up notes onto consultation log. Secure signatures</p>	<p>Person responsible:</p> <p>Sandy Day</p>	<p>Deadline:</p> <p>December 3, 2018</p>
Resources for Non-Public Schools	[Sandy & Jessie]	[20 minutes]
<p><u>Discussion:</u> David said that he could work with appropriate internal staff to identify families who would qualify to participate in the after/summer school activities i.e. students who would qualify for the national student lunch program. Then, David or a designee would share information in the way of flyers, emails, and contact information for key staff in CBCSD's CLC programs.</p>		
<p><u>Conclusions:</u> Transportation to and from St. Albert's would be provided by the grant to secure student access of the program</p>		
<p><u>Action Items:</u></p> <p>Complete application, send a draft to David.</p>	<p>Person responsible:</p> <p>Sandy Day</p>	<p>Deadline:</p> <p>December 3, 2018</p>

Continues on next page.

Form G: Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services.

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

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

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

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

Gerald W Kirn and Woodrow Wilson Middle Schools began their CLCs in 2014 with 16 partners. During the next five years, staff have added 112 partners. Today, 57 of those added community partners serve these two middle schools specifically. The chart below highlights 12 of these partners and their continued commitment to after school learning. The sum total of their dedication to CB's middle schoolers is estimated at \$492,353. Even if one removes the commitment of the district itself (\$205,000), the remaining commitment is estimated at \$287,353, which is just shy of the original 21st CCLC grant award for Cohort IX. Given that, it is clear that the sustainability plan developed by CBCSD will NOT be supplanting previous grant funds if awarded. It also demonstrates that **MORE** students will be served given this seven-fold community partner growth over the past five years.

In addition, we have expanded our academy model, Fire, Police, and Aeronautics to include a Health Academy. Each of these experiences are taught by experts in each field and are designed to expose students to the kinds of skills and knowledge needed to be successful in this career field. CBCSD has adopted the 'Ready By 21' set of innovative strategies developed by the Forum for Youth Investment that helps communities improve the odds that all children and youth will be ready for college, work and life. In our CLCs, we offer a balanced set of clubs that align with these five key areas (from Whole Child to Ready By 21) Academic Support and enrichment, Career Exploration, Civic and Social Connectedness, Health and Wellness, and Family Engagement.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Boy Scouts, Nick Boden - Leader	2015	Raise Funds, Provides Programming, Provides Goods, Provides Volunteer Staff	12 week long club per school	\$200 per session or \$2,400 per trimester X 2 schools = \$4,800 per year.	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No			
		In-Kind N/A			
		Please describe the contribution being made in detail: N/A			
		Equipment and/or Supplies Any supply for Boy Scouts club is provided by them and brought by Nick			
		Please describe contribution in detail: Whether it is car races or learning a new skill, Nick brings all of the equipment with him.			
		Facilities N/A			
		Please provide description of facilities contributed: N/A			
		Staff			
		Please describe what staff will be doing: CLC Staff provide snack in a marked bag for the Boy Scouts Club. Nick arrives and helps with student supervision for snack time. He then escorts students to the classroom for the day's activities.			
		Volunteers			
		Please describe what volunteers will be doing:			
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Boy Scouts of America.					
Total Value of Partnership – per year, \$4,800 per year					
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
CBCSD	2014	Full access to Facilities, utilities, computers, printers, printer paper, toner, physical fitness equipment at each school, access to transportation contracts, HR department, Program Director, purchasing dept. contracts	175 days per school year, 30 days in the summer	\$500 per day X 205 days = \$102,500 X 2 schools = \$205,000	
		Financial No actual funds are given to CLCs from CBCSD.			

		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No		
		In-Kind N/A		
		Please describe the contribution being made in detail: N/A		
		Equipment and/or Supplies computers, printers, printer paper, toner, physical fitness equipment at each school, desks		
		Please describe contribution in detail:		
		Facilities Full access to Wilson and Kim which includes all student oriented content inside as needed for clubs.		
		Please provide description of facilities contributed:		
		Staff N/A		
		Please describe what staff will be doing: N/A		
		Volunteers N/A		
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: CBCSD pays for all background checks for CLC workers and volunteers.		
		Total Value of Partnership: \$206,000		
Partner Name CBCSD Nutrition Services	Length of Partnership 2014	Contribution All things snack related	Qty/Amt ADA for Kim and Wilson 103 this fall. At \$.91 per snack = \$93.73 per day.	Value 175 days per year at \$93.73 = \$16,403 for snacks for the school year.
		Financial N/A		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies	One cooler per school, one bucket, one	\$250 X 2 sites = \$500

			sanitizer, two cloths per school	
		Please describe contribution in detail:		
		Facilities We are allowed to use cafeteria coolers to store snack and cleaning supplies to clean table surfaces. Brooms are also loaned to help keep the floors clean.	One per school	Rental rate: \$100 per day at 175 days \$17,500 X 2 schools = \$35,000
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing: CLC staff are setting up attendance, snack, and organizing club supplies. During clubs they supervise and teach students.		
		Volunteers	2 per school	YDW if they were paid is \$12.50 per hour, X 2 hours per day = \$25 per day X 175 days = \$4,375 X 2 schools = \$8,750 for the year.
		Please describe what volunteers will be doing: High School volunteers help give out snack, take attendance, supervise paly time, and help with individualized reading assistance.		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: CBCSD pays for all background checks for employees and volunteers.		
		Total Value of Partnership		\$60,653
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Council Bluffs Public Library	2014	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: None		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies	\$800	X 2 schools = \$1,600
		Please describe contribution in detail: All reading materials, Teen Central (Tinker Zone) supplies are provided by the CBPL.		
		Facilities	\$100 per room	X 2 rooms = \$200. Per week, 36 weeks = \$7,200 per year
		Please provide description of facilities contributed: Meeting rooms and Tinker Zone room located at the CBPL are used for these clubs		

	Staff	If we paid these teachers at the \$30 teacher rate it would be:	\$30 X 2 hours = \$60 per session X 36 sessions = \$2,160 per year
	Please describe what staff will be doing: Library staff have created the lesson plan and implement the plan once students arrive. They also supervise		
	Volunteers		
	Please describe what volunteers will be doing: N/A		
	Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The city of Council Bluffs pays for the background checks of all city employees.		
	Total Value of Partnership		\$10,960

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Country House Residence	2017	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies MS students that visit the memory care center do arts and crafts on a weekly basis at the center. (Ele students read to residents and HS students teach technology. We love these partners! The center provides craft supplies and the lesson plan. They teach the students week one, the students teach residence weeks two and so on.	Approximately \$500 per trimester for crafts per school	\$500 X 3 = \$1,500 X 2 = \$3,000	
		Please describe contribution in detail:			
		Facilities	\$200 per visit, estimate to rent.	\$200 X 36 weeks = \$7,200	
		Please provide description of facilities contributed: One large conference room is used at the center each week.			
Staff	If we paid these teachers \$30 per hour for two hours per day = \$60 per day.	\$60 per day times 36 weeks would be \$2,160 per year			
Please describe what staff will be doing: Staff have created the lesson plan, teach students, and supervise when students are teachers.					

		Volunteers		
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Country House Residence pays for all staff background checks.		
		Total Value of Partnership		\$12,300
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Iowa West Foundation	2017	Financial	\$4,570 per day (\$170,000 / 30 = \$5,666 per day minus MS CLC funds for summer \$1,096)	\$4,570 X 30 days = \$137,100 for summer programming.
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: IWF provides K-12 summer school funding for the district in the amount of 1.2 million for a two year period, depending on evaluation results. The middle school portion of that program is \$170,000. We have partnered with the district on MS offerings in the summer, increasing the number students served by 50%. In addition, pooling our resources has allowed the 2016 IWF grant to be extended into 2019. See letter in MOU section.		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		N/A		
		Please describe contribution in detail:		
		Facilities		
		N/A		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing: N/A		
		Volunteers		
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: N/A		
		Total Value of Partnership		\$137,100
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Google	2017	Financial		

		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies	\$80 per student	20 students per club per trimester = \$4,800
		Please describe contribution in detail: All technology related to the club Fashionology, using coding to make light up clothing.		
		Facilities		
		Please provide description of facilities contributed: N/A		
		Staff	\$100 per hour for two teachers, two hours = \$400 per club session	\$400 for 36 weekly sessions: \$14,400
		Please describe what staff will be doing: Two Google programmers led the Fashionology Club. These two ladies developed the code, the lesson plans, and taught the clubs.		
		Volunteers		
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Google paid for their staff's background checks.		
		Total Value of Partnership		\$19,200
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Habitat ReStore	2016	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: N/A		
		In-Kind		
		Please describe the contribution being made in detail: N/A		
		Equipment and/or Supplies	\$20 per student # 20 students - \$400	\$400 X 36 weeks = \$14,400
		Please describe contribution in detail: Students in this club created something (a new product that solves a problem) using materials found at the ReStore.		
		Facilities	\$500	\$500 X 36 weeks = \$18,000
		Please provide description of facilities contributed: This club took place at the Habitat's ReStore. The store is closed on Mondays. Students had the whole store to themselves.		
		Staff	If we had paid teachers \$30 per	\$60 per day for 36 weeks = \$2,160 per year.

		hour for 2 hours, \$80 per day.	
		Please describe what staff will be doing: ReStore Staff taught this club.	
		Volunteers	
		Please describe what volunteers will be doing: NA	
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Habitat Restore paid for background checks on their employees.	
		Total Value of Partnership	\$34,560
Partner Name	Length of Partnership	Contribution	Qty/Amt Value
Joslyn Museum	2017	Financial	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: None	
		In-Kind	
		Please describe the contribution being made in detail: None	
		Equipment and/or Supplies	
		Please describe contribution in detail: The staff at the Joslyn have created grade and age appropriate self-guided tours and scavenger hunts for staff to use when touring the museum. Also, scheduled events such as fairs and holiday events are free to students and families.	
		Facilities	Free admission due to a generous grant from Warren Buffett \$5,000 per school year
		Please provide description of facilities contributed: Students and CLC Staff have complete free access to all art in Joselyn with the exception of any traveling exhibits.	
		Staff	
		Please describe what staff will be doing: Joslyn staff assist CLC staff and students as needed.	
		Volunteers	
		Please describe what volunteers will be doing: Most of the Joselyn staff are volunteers.	
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The Joslyn Museum background checks its own employees,	
		Total Value of Partnership	\$5,000 per year
Partner Name	Length of Partnership	Contribution	Qty/Amt Value
	2014	Financial	

Hy-Vee Dieticians	Does the program provide funding to the partner? Please provide the percentage. Please describe here: None		
	In-Kind	\$500 per site per year – Cooking club	\$1,000 per year for Cooking Club
	Please describe the contribution being made in detail: During Cooking club time, Hy-Vee dieticians bring all food stuffs along with them. When we do "Grow in the Garden" electives in the summer, Hy-Vee hosts students at their store, students plant and care for produce that they planted as well as cook produce when ready.		
	Equipment and/or Supplies		
	Please describe contribution in detail: When we do "Grow in the Garden" electives in the summer, Hy-Vee hosts students at their store, students plant and care for produce that they planted as well as cook produce when ready		
	Facilities	\$100 room rental per week/6 weeks	\$600 per summer
	Please provide description of facilities contributed: When we do "Grow in the Garden" electives in the summer, Hy-Vee hosts students at their store, students plant and care for produce that they planted as well as cook produce when ready		
	Staff	If we paid these staff at \$20 per hour, once a week for 12 weeks in the school year and once a week for 6 weeks in the summer, it would equal the number to the right,	\$360 per year
	Please describe what staff will be doing: Hy-Vee Staff conduct both of these clubs		
	Volunteers		
Please describe what volunteers will be doing: N/A			
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Hy-Vee background checks all of its staff			
Total Value of Partnership		\$1,960 per year	
Partner Name	Length of Partnership	Contribution	Qty/Amt Value
IWCC	2016	Financial	
Does the program provide funding to the partner? Please provide the percentage. Please describe here: N/A			
In-Kind			

Please describe the contribution being made in detail: N/A		
Equipment and/or Supplies		\$100 per year
Please describe contribution in detail: Fliers related to HiSET, ESL, and Computer Technology		
Facilities		
Please provide description of facilities contributed: N/A		
Staff	If we paid a teacher \$30 per hour two hours per evening times 12 family engagement sessions per year.	\$720 per year.
Please describe what staff will be doing: IWCC has assigned their Adult Education Specialist to attend our back to school nights, PTC, and all Family Engagement events to connect with parents who may be needing services		
Volunteers		
Please describe what volunteers will be doing: N/A		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: IWCC background checks its staff.		
Total Value of Partnership		\$820

What percentage of your previous grant funding were you able to sustain with community partners? CBCSD's Cohort IX year 4 and 5 extension was \$225,000 or \$112,500 per school. Our proposal promised 175 days of before and after school activities and 30 days of summer activities. During the school year, one in five days (typically Mondays) were covered by community partners. This is 20% of the time or \$548 or the \$2,740 programming costs during the school year. In the summer, Fun Fridays were led by community partners. In a typical summer program of five days, that is again, 20% of the time or \$548 or the \$2,740 for summer programming.

How many community partners did you secure in the past five years? We began Cohort IX with 16 partners. During the next five years, we have added 112 partners. Today, 57 of those added community partners serve these two middle schools specifically.

Explain any challenges you had with securing community partners. The Council Bluffs and Metro Omaha Community have been very generous to our after school programming in general. As previously stated, we have added 112 new partners in the last five years. The challenge now is to convince them to do even more. For example, if we could convince Google to provide more than just one technology club; better yet, provide ALL of our technology clubs! We are

planning to reach out to new community members this next year to see if they would be interested in sponsoring a family night or possibly a field trip.

Servicos (https://directory.iowa.gov/enlow/index?_ga=1.101402737.1004013000.1408470325&_gl=1044724894020)

Agencia (https://directory.iowa.gov/7a/_gl=1044724894020)

Social (https://directory.iowa.gov/enlow/index?7a/_gl=1044724894020)

IOWA School Report Card



IOWA www.iowa.gov/enlow/index?7a/_gl=1044724894020
Department of Education

Select Academic Year: **2017** +

Click in above box to search for school

What is the Iowa School Report Card?

The Iowa School Report Card shows how each public school is performing, based on certain educational measures. The system assigns schools one of six overall ratings: *Exceptional*, *High-Performing*, *Competent*, *Acceptable*, *Needs Improvement*, and *Poorly*. The ratings are based on each school's performance over a two-year period on up to eight educational measures.

Frequently Asked Questions

([SchoolReportCardContent2017FAQIowaReportCard.pdf](#))

Quick Guide ([SchoolReportCardContent2017QuickGuideIowaReportCard.pdf](#))



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Woodrow Wilson Middle School

Grass Hills | Council Bluffs Community | Middle School

Grades: 05, 07, 08 | Total Students: 957

College-Ready

School: (https://directory.iowa.gov/schools/index.jsf?_af=1.101462737.1084013096.1408475035&_af=1044724935798)

2017

Rank: Needs Improvement

83.2 Points

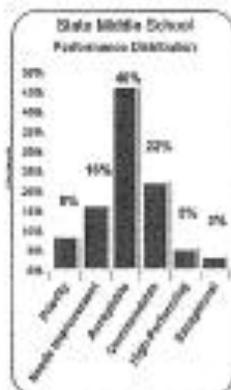
How is a school's overall rating calculated?

Performance Categories:

Exceptional	71 and above
High-Performing	66.0 - 70.9
Consistent	61.0 - 65.9
Acceptable	57.0 - 60.9
Needs Improvement	53.0 - 56.9
Poorly	5.0 - 52.9

The school ratings are composed of a combination of multiple measures included to calculate an overall score for each school in Iowa. Each of the measures gets calculated as a value between 0 and 100 and is then multiplied by a weight amount, producing a percentage score for each measure. The weighting is the value assigned to each indicator. The score for each measure is determined and then all measures are added together to create an overall score.

[Click to learn how a school's overall rating is calculated.](#)

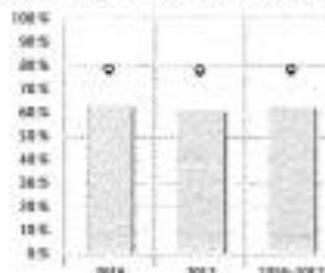


Previous Year:
Needs Improvement 53.8 pts

Proficiency

62%

What percent of students meet or exceed proficiency targets?



Proficiency describes a school's success at meeting minimum student performance level benchmarks, in the subjects of Reading, Mathematics, or a combination of both.

The chart at left combines Reading and Math across the prior two years, to provide a stable picture of school proficiency performance. Districts and schools assess students annually in these two key subject areas.

[Click to drill down into this school's Proficiency data by student demographic.](#)

Closing Gap (FRL, IEP, and ELL)

44.1

Is progress being made in closing the achievement gaps for students participating in FRL, IEP and/or ELL?

Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for students who are eligible for Free-or-Reduced Priced Lunch (FRL), or students with an Individualized Education Program (IEP), and/or students participating in the English Language Learners (ELL) program.

[Click to drill down into this school's Closing Gap \(FRL, IEP, and/or ELL.\)](#)

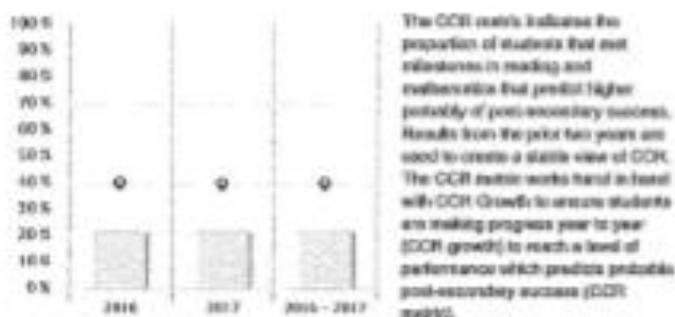
Closing Gap (Minority student, within school comparison)

55.3

Is progress being made in closing the achievement gaps for students of color?

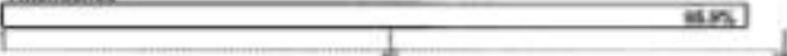
Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for nonwhite students who have a history of performing below their white counterparts.

Iowa School Report Card

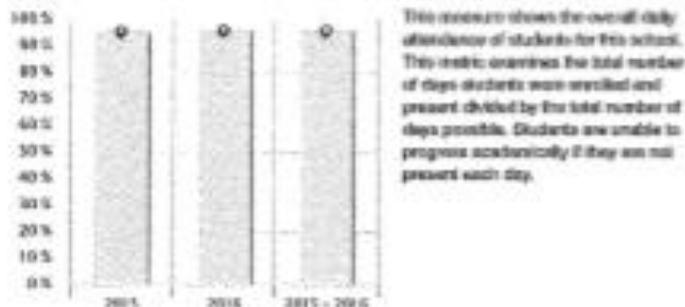


[Click to drill down into this school's On-Track CCR data](#)

Attendance



What is the average daily attendance of students?

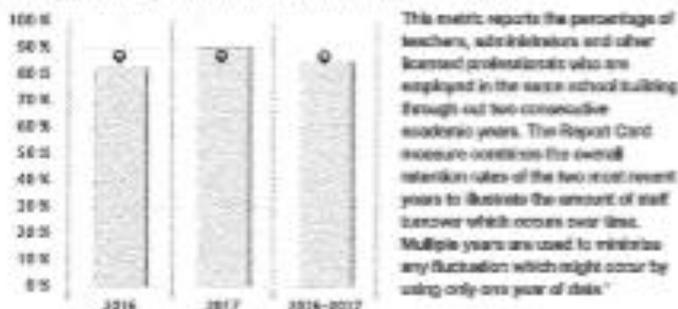


[Click to drill down into this school's average daily attendance](#)

Staff Retention



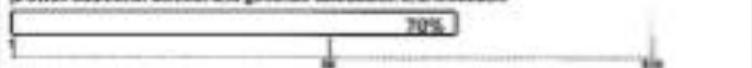
What percentage of licensed staff are retained?



[Click to drill down into this school's staff retention data](#)

Parent Involvement Teacher Survey Results

The survey results are not included in the school rating calculation. The results are displayed to provide additional context and generate discussion and feedback.





Memo of Understanding

December, 2018

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

Level 1 - Iowa Western Community College (IWCC) will co-plan and attend evening meetings at school sites to educate parents on these offerings: Education 2 Employment (short-term training), English as a Second Language courses, Basic Skills / Literacy, HISET preparation and testing, and a volunteer program. The value of this commitment is **\$1,200.00** per school year which reflects IWCC staff time and materials such as brochures.

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

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

Back-to School Night – August, 2019

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

Is it My Kid or Me? – September, 2019

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

Time for Me? – Busy Time of Year, October, 2019

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

A New Year – New Possibilities, January 2020

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

www.familydinnerproject.org

How can I help the school? March, 2020

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

It takes a village! April, 2020

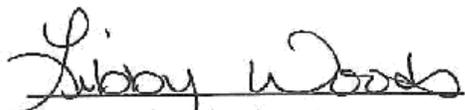
Any concern or difficulty parent is having with child regardless of school related or not. This is primarily a resource development piece. Following this session, we will highlight summer 2017 21st CCLC offering.

Problem solving.....the winner is? May, 2020

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

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

Signatures:



Director of Adult Education

Iowa Western Community College, Libby Woods



Vice President of Finance

Iowa Western Community College, Eddie Holtz



Program Director for 21st CCLC, Sandra Day



1751 Madison Avenue
Suite 204
Council Bluffs, IA 51503

712-328-2884
www.sandersata.com

Memorandum of Understanding
Sanders ATA Martial Arts

Through the Council Bluffs 21st Century Community Learning Center Project, Sanders ATA Martial Arts will work with its partnering agencies through:

- Providing programming if available at the three sites (Lewis and Clark Elementary, Gerald Kim Middle, and Woodrow Wilson Middle Schools) for enrichment activities related to the after-school programming needs.
- Provide the following educational programs pertaining to:
 - **Martial Arts Instruction:** a club organized to teach participants basic martial arts techniques along with the life skills including courtesy, respect and discipline.
 - **Basic Self-Defense Instruction:** a training program that is designed to cover basic self-defense techniques that are based on documented research to be accepted on three components: tactical, legal and medical.
 - **Basic Bully Prevention Training:** a program developed through a partnership of QLWEUS and ATA. This program takes a student through many topics. For example: How to think so bullying doesn't happen to them; the first thing to do when someone bullies them; and choosing what to do when someone bullies them.
- Provide information to families about opportunities for family events and programs offered by Sanders ATA Martial Arts.
- Provide staff time to develop and coordinate the offering of activities and workshops at a cost of \$22 per student involved.
- Provide equipment for training. (targets, blockers, worksheets and other)

A handwritten signature in cursive script, appearing to read "Shane Sanders".

Shane Sanders, Chief Instructor and Owner
Sanders ATA Martial Arts



Memorandum of Understanding

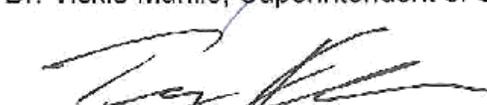
November, 2018

The Council Bluffs Community School District will provide several supports for the Century Community Learning Center project that includes Lewis & Clark Elementary School, Kirn Middle School, and Wilson Middle School. In this project, the district will:

- Through the Executive Cabinet Leadership Team, provide leadership, vision and implementation strategies to maximize high student achievement and engagement for students at all 21st CCLC sites.
- Through the Teaching & Learning Department, provide a Summer Learning Coordinator who will work with the CLC Director to provide appropriate and engaging summer learning activities for students in grades K-12.
- Through Human Resources Department, provide support to advertise and train (as appropriate) new hires that will be working with students.
- Through the Communications Division, marketing of all public information regarding after school and summer programming will be shared through the website, emails, Facebook, and Twitter pages.
- Through the Facilities and Technology Department, provide work areas, computers, paper, etc. for two part-time and one full-time position related to this project.
- Through the Student & Family Services Department which includes student counselor and student & family advocates, incorporate family programming, including literacy programs, and wraparound community services. In addition, a 21st CCLC Program Director will be provided to oversee implementation of CLC programs.
- Through the Special Education Department, provide expertise and access to in-building staff to help support students with special needs.
- Through school sites, provide safe, accessible facilities, and certified teaching staff for academic clubs, homework help, and tutoring.

1. The approximate value department leadership services is \$250,000 per year X 3 years = \$750,000.
2. Value of Full-time 21st CCLC Project Director Salary (paid by the school district): \$80,000 year including benefits x 3 years = \$240,000.
3. Value of classroom and office spaces, technology and connectivity support, in-kind supplies and materials valued at \$600,000 (all sites) x 3 years = \$1.8 million.
4. Total 3-year CBCSD contribution: \$2.8 million.


Dr. Vickie Murillo, Superintendent of Schools


Mr. Timothy Hamilton, Executive Director of Student & Family Services

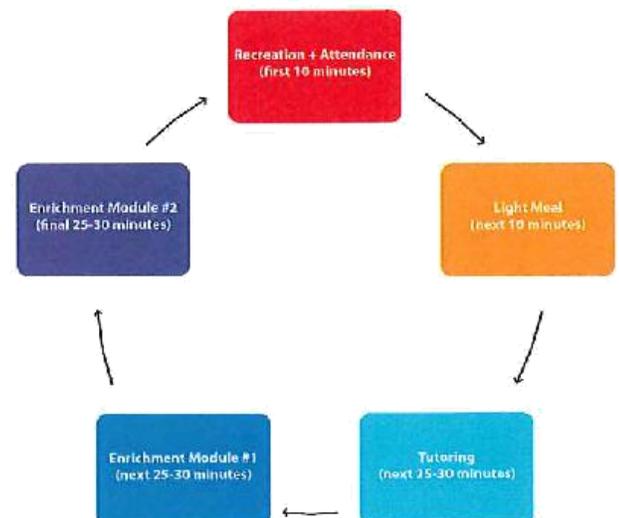
2018 21st CCLC & Nutrition Services Memorandum of Understanding

November 2018

This memorandum of understanding is between 21st CCLC for one elementary school, Lewis & Clark Elementary School, two middle schools, Kirn and Wilson Middle Schools and CB Schools' Nutrition Services. The goal with this agreement is to provide young people in out-of-school activities with fuel to power learning. In addition, this MOU outlines meetings that have taken place and will continue to take place throughout this school year. These meetings mark the joint application between CBCSD Schools and the Nutrition Services Department.

Planning for this project:

- Began in June of 2018 and has continued bi-monthly
- Includes an expanded snack component, protein, which will accompany a fruit and grain component for each student in the three above-named schools
- The grain and fruit component will be provided to the CLCs at no cost through the state reimbursement program
- The protein component such as meat or cheese stick, milk or yogurt will cost approximately .30 per child per day and paid for from grant funds
- Should funding for this project be secured, we will look for ways to possibly share staff
- Based on the program design to the right, a light meal, will be served following recreation and attendance time or approximately at 4:00 each day.
- Cafeteria staff at a central location will prepare the number of light meals that are communicated to them at least two weeks in advance.
- The manager will determine the appropriate location where the schools' 21st CCLC Site Facilitator will pick up the snacks and have them set out on each cafeteria table by grade level. That additional charge will be billed to the 21st CCLC Program Director, at Nutrition Service's convenience.



Signatures:



Sandra Day
21st CCLC Program Director



Lisa Stewart
Director Nutrition Services



November, 2018

MEMORANDUM OF UNDERSTANDING

CB Schools' after school programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student sub-group (gender, race, ethnicity, SES) gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior. www.wallacefoundation.org

This Memo of Understanding is between the Council Bluffs Schools Foundation (CBSF), Kids & Company, 21st Century Community Learning Centers (21st CCLC), Council Bluffs Community School District (CBCSD). This agreement concerns details related to before and after school activities at Lewis & Clark Elementary School should a 21st CCLC grant award be made for 2018-2021. Summer school details will be adjusted to include these schools' students, should an award be made. Details outlined here concern items such as location of programming, staffing, snacks, supplies, field trips, and family engagement activities. **For all intents and purposes these two out-of-school programs will join forces in a joint application to the state to provide complete and seamless out-of-school care for parents who currently use Kids & Company services and those parents who do not or cannot due to a lack of family income.**

CBCSD and 21st CCLC will:

- Provide a location for students and staff to meet before and after school during the regular school year for activities such as taking attendance, eating a healthy eating snack (as defined by guidelines of each program), conducting indoor and outdoor enrichment activities, and using restroom facilities.
- Provide a part-time site facilitator and other staff such as Youth Development Workers, as needed and based on enrollment, to assist in attendance collection, snack distribution, physical activity and club enrichment activities benefiting all students enrolled in one or more of these organizations.
- Provide supplies for club offerings Monday through Friday.
- Provide buses and field trip venues, including admission fees for community-based organizations as needed.
- Partner with CEF and Kids & CO on all recruitment such as face-to-face family nights, email, FaceBook, or printed media.

CBSF and Kids & CO will:

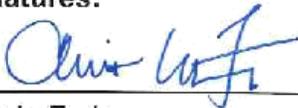
- Provide staff to assist in attendance collection, snack distribution, physical activity and club enrichment activities, including field trips, benefitting all students enrolled in one or more of these organizations.
- Communicate with site facilitator and 21st CCLC Leadership on information related to enrollments so that reservations for 21st CCLC Clubs can be made.
- Partner with CB Schools and 21st CCLC on all recruitment such as face-to-face family nights, email, FaceBook, or printed media.

Notice of a 21st CCLC grant award may be made by March 31, 2019. If an award would be granted, meetings with CEF and KIDS & CO would commence immediately to continue our planning sessions with staff to begin to inform parents. We plan to create joint informational flyers to inform stakeholders, parents and staff at Lewis & Clark. Staff hiring would commence on July 1, 2018. Professional development will begin in August, 2019.

Other notes/details:

In June of 2018, leadership of CLCs and Kids & Company met on a monthly basis to plan activities and review details for the upcoming school year. Those meetings continued through the fall of 2018 and a professional development session was planned and executed for staff. Quarterly professional development sessions are planned to address items such as: infusing social emotional learning (SEL) lessons at the start of clubs each afternoon, infusing more literacy and numeracy in the "common time" before clubs start and even throughout the club time.

Signatures:



Chris LaFerla
Executive Director
Council Bluffs Schools Foundation
300 West Broadway, Suite 212
Phone: (712) 322-8800
Email: claferla@cbsf.org



Greg Smith
Program Director
Kids & Company
300 West Broadway, Suite 212
Phone: (712) 322-8800 Cell: (402) 670-3593
Email: gsmith@cbsf.org



Timothy Hamilton
Executive Director, Student & Family Services
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 328-6423
Email:



Sandra Day, Ed. D., 21st CCLC
Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 328-6446 Cell: (402)618-2643
Email: sdav@cbscd.org





Pottawattamie Arts, Culture and Entertainment (PACE) is strengthening, developing and promoting arts, cultural and historical institutions and organizations, and activities in Council Bluffs, Pottawattamie County and throughout Southwest Iowa. Formed in 2016, PACE evolved from the Bluffs Arts Council and is dedicated to providing a sustainable, highly active art community. Through its emerging role as a nonprofit support organization in Pottawattamie County, PACE provides a variety of functions to make that vision a reality. A new campus, the Hoff Family Arts & Culture Center will open in early 2020 (<https://www.paceartsiowa.org>) Michael D. Hollins, Chief Creative Officer for PACE has signed on to be our CLC's Humanities, Arts & Culture partner; this MOU outlines that joint partnership. We have met and will continue to regularly meet to plan and implement out-of-school opportunities for our students who will attend Lewis & Clark ES, Kirn MS, and/or Wilson MS. Examples of after school and summer opportunities are listed below:

- Visual and performing arts, dance, and writing sessions located on PACE's campus, 1228 South Main Street and at the neighboring Harvest Artspace Lofts. Many of these offerings will take place on floor 3, the instructional space
- Exhibits and other special events will take place on the fourth floor
- Museum trips to PACE's partner organizations will also be a part of this student-centered partnership. Examples include: Dodge House, Squirrel Cage Jail, and Railswest Railroad Museum, along with others
- A culinary kitchen will also be on this campus and house up to 30 different chefs where student learning will take place
- A Community Engagement Center will also be on this campus where students will learn about the important non-profit work taking place in their community.

Signatures:

A handwritten signature in blue ink that reads 'Sandra Day'.

Sandra Day
21st CCLC Program Director
Council Bluffs Community Schools

A handwritten signature in black ink that reads 'Michael Hollins' with the date '11-27-18' written to the right.

Michael Hollins
Chief Creative Officer
PACE



Memo of Understanding

December, 2018

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

Level 1 - Iowa Western Community College (IWCC) will co-plan and attend evening meetings at school sites to educate parents on these offerings: Education 2 Employment (short-term training), English as a Second Language courses, Basic Skills / Literacy, HISET preparation and testing, and a volunteer program. The value of this commitment is **\$1,200.00** per school year which reflects IWCC staff time and materials such as brochures.

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

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

Back-to School Night – August, 2019

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

Is it My Kid or Me? – September, 2019

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

Time for Me? – Busy Time of Year, October, 2019

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

A New Year – New Possibilities, January 2020

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

www.familydinnerproject.org

How can I help the school? March, 2020

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

It takes a village! April, 2020

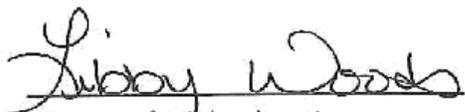
Any concern or difficulty parent is having with child regardless of school related or not. This is primarily a resource development piece. Following this session, we will highlight summer 2017 21st CCLC offering.

Problem solving.....the winner is? May, 2020

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

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

Signatures:



Director of Adult Education

Iowa Western Community College, Libby Woods

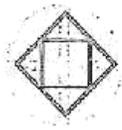


Vice President of Finance

Iowa Western Community College, Eddie Holtz



Program Director for 21st CCLC, Sandra Day



IOWA WEST
FOUNDATION

December 20, 2017

Dr. Corey Vorthmann
Assistant Superintendent
Council Bluffs Community School District
300 West Broadway, Suite 1600
Council Bluffs, IA 51503

RE: Grant C3 2016 I25

Dear Dr. Vorthmann,

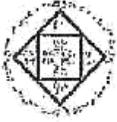
Our Office has received and reviewed your extension request.

Please accept this letter as our approval for moving the expiration date on your agreement to July 1, 2019.

You will still need to follow the reporting guidelines that were setup for this initiative.

Sincerely,

Pam Bierce
Grants assistant



IOWA WEST
FOUNDATION

10/3/2016

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

10-13-16
SUPERINTENDENT'S
OFFICE

RE: International Baccalaureate and Summer School

Dear Dr. Brückner,

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

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

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

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

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

Sincerely,

Pete Tulipana, MSW, MPA
President & CEO

Enclosures

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

9. Budget/Conditions of Initiative disbursements

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

CBCSD Summer School Budget		
	2017	2018
Salaries and benefits	\$605,500.00	\$620,665.00
Transportation	\$78,000.00	\$80,340.00
Supplies and Vendors	\$46,500.00	\$47,895.00
Total	\$630,000.00	\$648,900.00
Total for 2017 and 2018		\$1,278,900.00

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

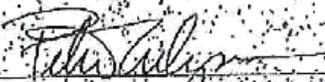
10. Conditions and exclusions of the grant

Reserved.

11. Matching funds

There are no matching funds for this initiative.

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


Pete Tulipana, President and CEO
Iowa West Foundation

October 6, 2016
Date


Dr. Martha Brückner, Superintendent
Council Bluffs Community School District

October 21, 2016
Date

(grades 3-5) showed outstanding gains as noted by the Scholastic Reading Inventory. On average, students grew from spring to fall testing by an average of 59 "lexile" points (3rd graders grew by 75 lexile points, 4th graders grew by 47 lexile points and 5th graders grew by 63 lexile points). Of note, typical growth in one full year for 3rd graders is 90 lexile points and 95 for 4th graders. So, 3rd and 4th graders saw academic growth of more than half a year as a result of six weeks of summer school. More compelling was that those results held steady once the new school year began (which had not previously occurred) and served as a strong jumping off point for students.

3. Activities / Deliverables

Continue the current program based on best practice:

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

4. Expected Outcomes/Impact

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

5. Partners/Roles of Partners

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

Kathleen Rapp will manage the initiative and serve as the primary point of contact on behalf of the foundation.

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

6. Period of Performance/Length of commitment

The length of this commitment is two years.

7. Progress Reporting

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

8. Evaluation

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

November, 2018

MEMORANDUM OF UNDERSTANDING

Our after-school programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student sub-group (gender, race, ethnicity, SES) gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior. www.wallacefoundation.org

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) for and Lewis & Clark Elementary School, Kirn and Wilson Middle Schools, and the Council Bluffs Public Library (CBPL). This agreement concerns details related to activities such as introduction to your library, reading, play and crafts that will take place between 21st CCLC grant students and CBPL staff.

CBCSD and 21st CCLC will:

- Meet on a regular basis with CBPL staff to plan activities for students.
- Provide students with a snack before they arrive at the library.
- Advertise for and seek out students to participate in the literacy club.
- Site Facilitators at the proposed CLCs will work as on-site recruiters for the club related expeditions into the community.
- Provide at least one teacher, paraeducator, or youth development worker per every 15 students at Elementary and 20 students for secondary enrolled in the clubs.
- Provide any supplies or materials needed.
- Facilitate basic training and discussions regarding behavior expectations.
- Provide ideas for icebreakers.
- Facilitate students as they read and explore their selected books.

Council Bluffs Public Library will:

- Provide a room at the library for the literacy club to meet and review goals.
- Provide a facilitator for the library activities.
- Provide lesson plans for the events. (see sample below)
- Provide library card applications and library books.

The target date for programming to begin at the Council Bluffs Public Library is September 2019.

Notes/details regarding Elementary-Age Clubs:

The Youth Department is committed to providing after-school clubs for four elementary schools. One club per quarter will visit the Library weekly for the duration of the quarter.

Library card forms will be printed, filled out and sent to the school approximately two weeks prior to the students' first visit. If patrons have previously had a card, there is a \$2 replacement fee, but this fee will be waived on replacements for club participants. The first visit to the Library will include a tour and orientation to the Library. Each week after that students will participate in an activity similar to the weekly school-age programming offered by the Library so that they can see what types of activities are available if they visit on their own or with their families. Library session is approximately 45 minutes to 1 hour. After the structured activity concludes, students can browse for books and other Library materials and may check out one item each club visit.

Elementary Sample Lesson Plans:

Students will be exposed to a variety of activities similar to the weekly school-age programming offered by the Library. These activities typically include building literacy-related skills associated with reading and following directions or recipes. The Library strives to provide a range of activities related to arts & crafts, building/engineering, and mixing/concocting.

Notes/details regarding Middle School Clubs:

Students will be allowed to get a library card at the circulation desk with the permission of the school staff member. They will be allowed to leave Teen Central to select books and check out books with the approval of the school staff. Each week the students will participate in an activity similar to the weekly Tinker Zone, board games, and self-directed programming offered by the Library so that they can see what types of events are available if they visit on their own or with their families. Library session is approximately 45 minutes to 1 hour.

Middle School Sample Lesson Plans:

Students will be exposed to a variety of activities similar to the weekly teen programming offered by the Library. These activities typically include building literacy-related skills associated with reading and following directions or recipes. Collaboration, problem-solving, life skills and social skills will be worked on in a casual supervised setting. The Library strives to provide a range of activities related to arts & crafts, building/engineering and mixing/concocting and exploration of personal interests.

PROGRAM PLANNING WORKSHEET

PROGRAM TITLE: Tinker Zone

DESCRIPTION (for publicity): Drop in and tinker for as long or as little as you want!

LOCATION FOR PROGRAM: Teen Central

	Library Meeting Room (Booked)
x	Teen Central
	Other:

PROGRAM TIME—SCHOOL YEAR:

Mondays & Wednesdays, 3-5:00

Tuesdays & Thursdays, 3-6:30

Saturdays, 1-4

PROGRAM TIME—SUMMER:

Tuesdays, 5-8

Wednesdays, Fridays & Saturdays, 1-4

SUPPLIES/ESTIMATED COST:

Budget allocation to start this program in its first year (Nov-June) is \$800. Many of the kits built will have reusable supplies to repeat activities in the future.

KEY OBJECTIVES:

- Conversation and Exploration
- Guided Instruction
- Development of Interests (cultural, recreational, informational), including introduction to new skills, hobbies, technologies, etc.
- FUN!

PROJECT PLANNING CONSIDERATIONS:

- Tinkering—projects provide framework with options for exploring and/or customizing
- Consider STEAM (Science, Technology, Engineering, Art (Craft), Math)
- Consider Literacy Skills (following a recipe, following detailed or complex instructions)

WHAT QUALIFIES AS A TINKER LAB ACTIVITY?

At Teen Central, we strive to support the informational, cultural, and recreational interests of our patrons. One way to do this is through HOMAGO (Hanging Out, Messing Around, Geeking Out). This is a learning theory developed by a MacArthur Foundation-funded study. A book by the same title was published in 2013 by MIT Press. The theory supports providing opportunities for adolescents that promote conversation and exploration. Learning under this theory should give youth an opportunity to experience hands-on activities with enough structure and guided instruction to help them grow and develop their interests.

The Tinker Zone was developed with this theory in mind. Projects should be hands-on. They are guided by staff but should leave users the freedom to explore different ways to build, design, mix, mold, etc. Tinker Zone activities can seek to introduce teens to new hobbies, skills, or technologies. They should be designed with the word 'tinker' in mind and can encompass one or more of the STEAM components (Science, Technology, Engineering, Art, Math) and/or literacy development.

Signatures:



Jamie Ruppert
Teen Services Manager
Council Bluffs Public Library
400 Willow Ave Council Bluffs, IA 51503
712-323-7553 ext 105
jruppert@councilbluffslibrary.org



Anna Hartman
Youth Services Manager
Council Bluffs Public Library
400 Willow Ave Council Bluffs, IA 51503
712-323-7553 ext 105
ahartmann@councilbluffslibrary.org



Sandra Day, Ed. D.,
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 328-6423
Cell: (402)618-2643
Email: sdayer@cbcsd.org



November 2018

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and the YMCA in Council Bluffs, IA.. This agreement concerns details related to physical activities that will take place between 21st CCLC grant students at Kim MS, Lewis & Clark ES, and Wilson MS and staff at the YMCA. Our after school programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student sub-group (gender, race, ethnicity, SES) gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior. www.wallacefoundation.org

CBCSD and 21st CCLC will:

- Meet on a regular basis with YMCA staff to plan activities for students and residents
- Provide students a snack before they arrive at the residence
- Advertise for and seek out elementary and secondary students to participate in activities.
- Site Facilitators will work as on-site recruiters for the YMCA programs
- Provide all transportation for students to and from the YMCA
- Provide at least one teacher, paraeducator, or youth development worker per every 10 students enrolled in the institute
- Provide any supplies or materials needed.

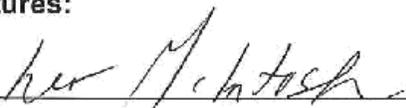
YMCA will:

- Provide the location for students to meet
- Provide guidance for physical activities for accompanying staff
- Provide ideas to staff related to types of physical activities that can be done in times when students are not on site at the YMCA.

If an award is made to CBCSD, meetings will begin with YMCA staff in May, 2019. The target date for programming to begin at the YMCA is the fall of 2019. The timing of the day will be approximately 2-3PM for middle school students and 3-4PM for elementary students. This will be firmed up as plans are made.

Other notes/details:

Signatures:



Leo McIntosh
Executive Director & Vice President of Iowa Operations
YMCA of Greater Omaha
Charles E. Lakin YMCA of Greater Omaha
712-322-6606 ext 4257
Cell: 402-510-3672
Email: lmcintosh@metroymca.org



Sandra Day, Ed. D., 21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 328-6423
Cell: (402)618-2643
Email: sday@cbcsd.org



November 2018

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and the Country House Residence for Memory Care. This agreement concerns details related to activities such as reading and crafts that will take place between 21st CCLC grant students at Kirn MS, Lewis & Clark ES, and Wilson MS and residents of the care center. Our after school programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student sub-group (gender, race, ethnicity, SES) gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior. www.wallacefoundation.org

CBCSD and 21st CCLC will:

- Meet on a regular basis with Country House Residence staff to plan activities for students and residents.
- Provide students a snack before they arrive at the residence
- Advertise for and seek out elementary and secondary students to participate in activities.
- Site Facilitators will work as on-site recruiters for the Summer Institute.
- Provide all transportation for students to and from Country House as well as any learning expeditions into the community
- Provide at least one teacher, paraeducator, or youth development worker per every 10 students enrolled in the institute
- Provide any supplies or materials needed.
- Facilitate basic training and discussions regarding memory loss for older Americans.
- Provide ideas for icebreakers.
- Facilitate students as they read to residence, play games, create crafts, or other leisure activities.

Country House will:

- Provide the location for students to meet with and interact with residents.
- Provide a facilitator for the intergenerational activities.
- Provide a "Heart to Heart" sheet which will facilitate residents and students getting to know each other.
- Provide lesson plans for the events.
- Provide supplies and materials needed.

4

The target date for programming to begin at the Country House Residence is the fall of 2019. The timing of the day will be approximately 2-3PM. This can be somewhat flexible. There will be a four week rotation starting with high school students coming to the residence for activities, then four weeks of middle school students participating, with four weeks of elementary students involved. We will then start the rotation again. Please note that we have summer programming as well.

Other notes/details:

Signatures:



Ashley Rutan, Program Director
Country House Residence
1831 East Kaneshville Council Bluffs, IA, 51503
Phone: (712) 322-4100
Email: arutan@countryhouse.net



Sandra Day, Ed. D., 21st OCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 328-6423
Cell: (402)618-2643
Email: sdlay@cbcsd.org



November, 2018

MEMORANDUM OF UNDERSTANDING

Our after school programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student sub-group (gender, race, ethnicity, SES) gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior. www.wallacefoundation.org

Boys Town offers a vast library of parenting information and articles developed over many decades by our child behavior experts. Boys Town's Parenting Principles is based on 100 years of real-world experience with tens of thousands of families and is an invaluable resource that will be available to parents at these schools.

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Boys Town Iowa. This agreement concerns details related to parenting education sessions that will be held at Bloomer and Edison Elementary Schools during the years 2018-2021. Other 21st CCLC schools will also be invited to attend these sessions.

There are two sets of curriculum that will be used. First, are Parenting Café's which are one-hour information sessions. The second is the full 6 or 7 weeks course on a topic. Please see attached documents for further details.

CBCSD and 21st CCLC will:

- Provide a location (Bloomer, Edison, or other CB Schools' 21st CCLC sites) for students, parents, and staff to meet for parenting education classes.
- Provide information to parents via, flyers, email, phone calls, and in person invitations to upcoming parenting sessions.
- Provide a family-style meal for families, staff, and Boys Town Iowa presenter(s).
- Provide staff such as Youth Development Workers as needed, based on enrollment, to assist with childcare during parenting sessions.

Boys Town Iowa will:

- Provide the electronic flyer for parenting education sessions.
- For a fee, provide an expert presenter on selected topics.
- Provide materials related to the topic at hand.

Parenting Café Topics include:

- Understanding Your Challenging Child with ADHD
- Setting Kids Up for School Success
- Parenting for Working Parents

Parenting Course Topics include:

- Parents of School-agers
- Parents of Children with ADHD

The target date for programming to begin at the two schools is September, 2018. Timing of offerings will be flexible and will be organized with school site leadership. Please note that summer programming will be offered as well.

Other notes/details: Please see attached documentation. Over the next three school years, there will be a minimum of five sessions per school year.

Signatures:



Debbie Orduna
Executive Director
Same address as listed
W: 712.302.7901 m: 402-670-1724
Email: Debbie.orduna@boystown.org



Sandra Day, Ed. D., 21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 328-6423
Cell: (402)618-2643
Email: sday@cbcsd.org



1751 Madison Avenue
Suite 204
Council Bluffs, IA 51503

712-328-2884
www.sandersata.com

Memorandum of Understanding
Sanders ATA Martial Arts

Through the Council Bluffs 21st Century Community Learning Center Project, Sanders ATA Martial Arts will work with its partnering agencies through:

- Providing programming if available at the three sites (Lewis and Clark Elementary, Gerald Kim Middle, and Woodrow Wilson Middle Schools) for enrichment activities related to the after-school programming needs.
- Provide the following educational programs pertaining to:
 - **Martial Arts Instruction:** a club organized to teach participants basic martial arts techniques along with the life skills including courtesy, respect and discipline.
 - **Basic Self-Defense Instruction:** a training program that is designed to cover basic self-defense techniques that are based on documented research to be accepted on three components: tactical, legal and medical.
 - **Basic Bully Prevention Training:** a program developed through a partnership of QLWEUS and ATA. This program takes a student through many topics. For example: How to think so bullying doesn't happen to them; the first thing to do when someone bullies them; and choosing what to do when someone bullies them.
- Provide information to families about opportunities for family events and programs offered by Sanders ATA Martial Arts.
- Provide staff time to develop and coordinate the offering of activities and workshops at a cost of \$22 per student involved.
- Provide equipment for training. (targets, blockers, worksheets and other)

A handwritten signature in cursive script, appearing to read "Shane Sanders".

Shane Sanders, Chief Instructor and Owner
Sanders ATA Martial Arts



November, 2018

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Sherry Huffman, Ed. S., and concerns annual evaluations for the current four (4) Cohorts, nine (9) schools, covered by the existing grants as well as a new award for Cohort IVX should one be made to the district for Lewis & Clark Elementary School, Kim & Wilson Middle Schools. 21st CCLC Grants are a part of the federal ESSA in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior.

CBCSD and 21st CCLC Staff will collect student in-school and out-of-school attendance and discipline data, achievement data, and parent, student, and staff survey responses over the course of Day 1 of summer school through the final day of the following regular school year on a trimester basis for students in these schools: Bloomer, Carter Lake, Edison, Franklin, Longfellow, Roosevelt, and Rue Elementary Schools, Abraham Lincoln and Thomas Jefferson High Schools. Should a grant be awarded for Lewis & Clark Elementary School and Kim and Wilson Middle Schools, like data will also be collected. The data will be turned over to Sherry Huffman in an Excel spreadsheet form through Google Drive by June 28, 2019.

Local Grant Objectives:

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

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

Cohort X, Cohort XI, Cohort XII, Cohort XIII, and Cohort IVX.

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

Timeline: On or before June 28 2019, all district and 21st CCLC collected data will be given to Sherry Huffman. The analysis of the data will be given to the 21st CCLC Program Director and Assistant Director by September 15, 2019. This allows time for anecdotal data, pictures and other information to be added to the annual report which is due to the federal and state government offices on November 30, 2019 (and each similar annual date as long as schools are funded).

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

Finally, Sherry Huffman will assist 21st CCLC Leadership staff in training on Assessment Systems adopted by the state. As questions may arise, Sherry will act as our external expert on these new assessments as we attempt to align out-of-school learning within-school expectations.



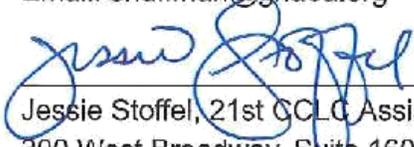
Sherry Huffman, Ed. S., Assessment Consultant.

10286 Highway 66

Louisville, NE 68037

Phone: (402) 657-5194

Email: shuffman@ghaea.org



Jessie Stoffel, 21st CCLC Assistant Program Director

300 West Broadway, Suite 1600

Council Bluffs, IA 51503

Phone: (712) 396-2302, ext. 11110

Email: jstoffel@cbcsd.org



Sandra Day, Ed. D., 21st CCLC Program Director

300 West Broadway, Suite 1600

Council Bluffs, IA 51503

Phone: (712) 328-6423

Cell: (402)618-2643

Email: sday@cbcsd.org