

Application Cover Page

21st Century Community Learning Centers

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APPLICATION INFORMATION			
Applicant Serving as Fiscal Agent (Applicant Agency): Council Bluffs Community School District			
County: Pottawattamie		Amount Requested: \$299,000 (Total for Year 1 from Form D1)	
<u>Director of Agency:</u> (Superintendent, City Manager, Executive Director, etc) Dr. Vickie Murillo		<u>Grant Contact/Project Director:</u> Jessie Stoffel	
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Table of Contents

Narrative	Pages
1. Proposal Abstract	1 - 2
2. Student Needs Assessment	3 - 5
3. Project	6 - 9
4. Research Base	10
5. Management & Sustainability Plan	11 - 14
6. Communication Plan	15
7. Partnerships	16 - 17
8. Evaluation	18 - 19
9. Budget Narrative	20 - 21

Memoranda of Understanding (MOU) or Letters of Support: Council Bluffs Community School District (CBCSD), Council Bluffs Public Library, Council Bluffs Schools Foundation, Strategic Air Command & Aerospace Museum, Iowa Public Television, Iowa West Foundation, Iowa Western Community College, SpartanNash, KANEKO

Appendix A - Required Forms

- Form A: Site Information
- Form B: Assurance & Agreements
- Form C: Collaborative Signatures
- Form D1: Funding Requirements
- Form D2: Budget Forms
- Form D3: Cumulative Program Budget
- Form D4: Applicant Agency Fiscal Resource Information
- Form E: Minority Impact Statement
- Form F: Non-Public Consultation Documentation Template
- Form G: Previous Sustainability Form

Appendix B – Iowa School Performance Status for Competitive Priority

1. PROPOSAL ABSTRACT

Absolute Priority

Proposed School	2018-19 Enrollment	2018-19 F/RL Eligibility %	Total Students Served	Yearly Amount Requested
Franklin Elementary	453	49.45%	80	\$102,000
Rue Elementary	301	40.53%	60	\$70,000
Wilson Middle School	983	67.34%	120	\$127,000
Total Cohort Proposal	1,737	58.03%	260	\$299,000

Competitive Priority Status: Priority #1 (5 points) - The Council Bluffs Community School District (CBCSD) 21st Century Community Learning Center (CCLC) project will serve children in three schools (or sites) in Pottawattamie County, Iowa. Two elementary schools (Franklin & Rue) and one middle school (Woodrow Wilson, which is designated as “Targeted” status on Iowa School Performance shown on Appendix B). This project is a joint submission with the Council Bluffs Public Library, Council Bluffs Schools Foundation, Strategic Air Command & Aerospace Museum, Iowa Public Television, Iowa West Foundation, Iowa Western Community College, SpartanNash, and KANEKO.

Student Needs Assessment: The CBCSD 21st CCLC project proposes to serve students at the three schools noted in Table 1. These sites (or schools) include one new, but prior, site (Wilson Middle School), and two existing sites (Franklin & Rue Elementary). All three are also Community Eligibility Provision (CEP) schools, which is a federal non-pricing meal service program that allows the highest poverty schools to serve breakfast and lunch at no cost to the students without collecting household applications. As determined from an analysis of the 2018-19 Iowa Assessments, the percentage of students proficient in Reading on the Iowa Assessment is at least 10% lower than the State of Iowa for all grades listed at Franklin Elementary and Wilson Middle School, and reaches 15% lower at Franklin Elementary (3rd grade) and Wilson Middle School (6th-7th grades).

Project: This project aims to successfully operate before and after school programs, as well as summer programs, at these three sites, drawing from 5 years of experience in managing as many as 11 sites in a year, while also focusing on providing effective quality programs for parents and family members. At the elementary level, we anticipate targeting 100 students as regular attendees (students which attend 30 or more days of programming) and nearly 200 students as participants (students which attend 1 to 29 days of programming). At Wilson Middle School, we plan to target 70 regular attendees. During the school year, we aim to serve at least 170 regular attendees in before and after school programs, and at weekend field trips or family engagement events during the school year. In April of 2019, CBCSD received the 21CCLC Stars Award for Attendance, which is awarded to the program that demonstrates the highest level of regular student attendance for the year. The overall total for regular attendees among the 11 sites in 2018-19 school year was 1,336 across the district.

Research Base: Our project is based on evidence-oriented methodologies in reading and math interventions, student learning, assessment, and out-of-school program framework. Strategies

involve the 21st CCLC Whole Child Development approach which focuses on three main areas of Cognitive, Physical and Social-Emotional needs of children. Through research, these three areas of the “whole child” will be supported and fostered through *WonderWorks* for Reading and *Bridges* for Mathematics interventions and strategies aligned with the school-day curriculum (Cognitive), Building Our Kids’ Success curriculum for physical activity before and after the school day (Physical), along with utilizing the Panorama program which provides assessments of students’ Social-Emotional learning.

Management & Sustainability Plan: Staffing strategies for this project are based upon successful practices employed at other 21st CCLC sites currently operating in the school district and includes a student-to-staff ratio of 15:1. Main program staff directly involved are the (1) Site Facilitator (one at each site, part-time) to facilitate program implementation; (2) Elementary Program Coordinator (existing, full-time) to organize program offerings, supplies, snacks, transportation, field trips, family events, etc. for Franklin & Rue Elementary; (3) Secondary Program Coordinator (existing, full-time) to organize program offerings, supplies, snacks, transportation, field trips, family events, etc. for Wilson Middle School; (4) Program Director (existing, full-time) to oversee evaluation analysis, recruit and retain partnerships, etc.

Communication Plan: Various outreach strategies are used to share program information and evaluation details with all audiences within the community and specifically the school district. All forms of communication to students and families, such as paper materials, email context, and phone call recordings, will be provided in Spanish and English. Using the School Messenger broadcast system for email and phone calls is beneficial and efficient since it identifies households which have been designated by the parent/guardian as a preference for communication in Spanish. All sites will have their own Facebook Page and an area designated on each school website for information about 21st CCLC programs with a live Google Calendar displaying what days, times, and program activities are currently at each site.

Partnerships: With the variety of supportive community organizations dedicated to providing services and opportunities to CBCSD youth involved in 21st CCLC programs, the network for partnerships reaches deep throughout the community in order to address and alleviate the needs of students and families across the district. Over 100 community partnerships of all levels have been developed in the 9 current 21st CCLC schools during the past five years. Our vision is to grow this network even further with in depth involvement with the Council Bluffs Chamber of Commerce and purposefully guided Advisory Groups to steer outreach among partners.

Evaluation: The project will use an extensive and detailed evaluation plan for the third consecutive year with Dr. Sherry Huffman as the evaluator, providing comprehensive external evaluation services and consultation, including student data collection and analysis (academic, attendance, behavior, survey results, etc), development of local, state/federal reports, attend local evaluator training sessions, and conduct site visits for observations to gain a clear perspective of the programs beyond the data, which will provide more effective recommendations.

Budget: Total project annual request is \$299,000 to serve 260 students (K-8th) at three 21st CCLC sites, including 170 students for 160 days during the school year (\$10 cost per student per day for before **and** after school), and 90 students for 30 days in the summer (\$10 cost per student per day). The annual requested amount will be distributed to each site according to the number of students served, and meets allocation percent requirements.

2. STUDENT NEEDS ASSESSMENT

2.1 Objective Data Defining Student Needs

The Council Bluffs Community School District (CBCSD) serves students and their families within Pottawattamie County, which has nearly 14% of children living below the poverty level as of 2017 data from the Child & Family Policy Center of Iowa. According to data from the CBCSD Nutrition Services Department, the current district percentage of students eligible for free and/or reduced lunch was 63.2% in the spring of 2019. Using the same data, the collective percentage of students eligible for free and/or reduced lunch at the 21st Century Community Learning Center (CCLC) sites in 2018-2019, was 65.2%, with the highest individual school percentage being 79.9%. Among the district's 15 schools, there are currently 9 schools in the 2019-2020 school year with active 21st Century Community Learning Center grants. They include 2 high schools and 7 of the 11 elementary schools. In the 2018-2019 school year, the two middle schools were in their final year of 21st CCLC funding. With 11 sites last year, there were more than 4,000 student participants in before and/or after school programs funded by the 21st CCLC grant among the entire district, which is 53.5% of the school enrollment at those sites. Of those participants, there were 1,336 Regular Attendees, which are students present for 30 or more days of programming.

Achievement Needs: As shown in the tables below, the 2018-19 Iowa Assessment data for the State of Iowa, the CBCSD, along with Franklin Elementary, Rue Elementary and Wilson Middle School is provided to compare the specific schools within this application to the rest of our district and the state as a whole. Nearly all grades in all three schools is below state and district averages in both Reading and Mathematics. As noted in Table 2, the percentage of students proficient in Reading on the Iowa Assessment is **at least 10% lower than the State of Iowa** for all grades listed at Franklin Elementary and Wilson Middle School, and reaches 15% lower at Franklin Elementary (3rd grade) and Wilson Middle School (6th-7th grades).

Level	3rd	4th	5th	6th	7th
State of Iowa	65%	70%	67%	67%	69%
Council Bluffs CSD	50%	58%	55%	56%	55%
Franklin Elementary	44%	56%	53%		
Rue Elementary	62%	63%	60%		
Wilson Middle School				49%	43%

In regards to the percentage of students proficient in Mathematics on the Iowa Assessment, Table 3 shows there are similar struggles for Wilson Middle School as their percent of 7th grade students proficient is **22% below the state average**.

Level	3rd	4th	5th	6th	7th
State of Iowa	71%	73%	69%	69%	70%
Council Bluffs CSD	62%	71%	70%	61%	55%
Franklin Elementary	66%	70%	71%		
Rue Elementary	62%	80%	72%		
Wilson Middle School				61%	48%

Data provided in Table 4 and 5 display the achievement gaps among subgroups within the CBCSD for students which receive Free/Reduced Price Lunch (F/RL), an Individualized Education Plan (IEP), and/or English Language Learners (ELL) compared to students which are not eligible or receive services. In both Table 4 and 5, the number of students receiving ELL

services at Rue Elementary School totaled 4, which provides some insight as to why the percentage (100%) is high in both Reading and Mathematics. As for the most notable gaps in achievement among these subgroups, the percent of proficient students at all three schools which have an IEP or are considered ELL show a difference in percentage proficient from 39% up to 53% when compared to students who do not receive either of those services.

School	F/RL	Non F/RL	IEP	Non IEP	ELL	Non ELL
Franklin Elementary	48%	54%	13%	60%	9%	53%
Rue Elementary	54%	65%	21%	74%	100%	60%
Wilson Middle	43%	51%	11%	56%	10%	49%

Data for the same subgroups in regards to proficiency in Mathematics is shows the same large gap in percent of students proficient which have an IEP or receive ELL services. At all three schools, students which have an IEP display a difference in percentage proficient from 38% up to 49% in comparison to students who do not have an IEP. As for students receiving ELL services at Franklin Elementary and Wilson Middle School, there is a 44% (Franklin) and 36% (Wilson) difference between proficiency percentages when compared to students not receiving ELL services. The largest difference in percentages (49%) is between students with/without an IEP.

School	F/RL	Non F/RL	IEP	Non IEP	ELL	Non ELL
Franklin Elementary	67%	70%	29%	78%	27%	71%
Rue Elementary	71%	71%	42%	80%	100%	70%
Wilson Middle	51%	60%	21%	64%	21%	57%

Overall, the average percent of students proficient among subgroups is alarmingly lower than the percent of students proficient which are not eligible for F/RL or an IEP, and/or do not receive any ELL services. An astounding difference in the average percent of students' proficiency when combining the schools, is 48% in Reading and 43% in Mathematics for students with an IEP. This proposed program is determined to address these low proficiency percentages and gaps in achievement among subgroups by providing academic-oriented, engaging activities for the elementary and middle school students with familiar adults. By connecting with other support systems within the school district, we plan to communicate with staff providing resources from Title I, II and III funding to more effectively provide opportunities, professional development, and resources to students, families, and staff at 21st CCLC sites.

Students with Working Families: This project will provide safe and quality before and after school programming to at least 260 students of families living in or below the poverty level, which are not currently being served by existing programs. The only before or after school care option for working families with students in CBCSD is Kids & Company, which is a fee-based organization that does not provide programs directly aligned with the school-day curriculum or the experienced school staff serving various roles within the school. It would also cost families with working parents or guardians 29.50 per week per child for before school care, and another \$29.50 per week per child for care during after school hours. This would cost a family \$59 per week per child. Over approximately 38 weeks throughout the school year, not including full weeks during winter vacation in December, a working family would have to pay \$2,242 per child per school year, which makes this option unaffordable for students of families who are considered to be living in high-poverty. Our plan is to partner with Kids & Company services to enhance and develop the current program staff alongside school-day staff and community partners to provide more engaging and expanded learning together. A unique characteristic of

CBCSD 21st CCLC programs is the involvement of school-day staff, such as paraprofessionals, teachers, custodians, nutrition services, and even administration. The existing relationship between students and school-day staff creates a more familiar environment during before and after school program for families, as well as facilitates the development of positive relationship building between students, parents and school-day staff.

Transportation, Safety & Accessibility: All three sites are neighborhood schools with a high percentage of students who walk to and from school. Therefore, transportation to and from school is the responsibility of students’ families. This 21st CCLC funding would create an opportunity of transportation for students to educational and enrichment experiences within Council Bluffs, as well as an option for students to be safely transported home by a late bus.

Social Emotional Learning and Behavioral Needs: Survey data from the district’s Panorama database, a research-based assessment to measure students’ levels of SEL, found that students scored 20% lower than the district’s goal (80%) in positive self-perception (includes self-management, responsible decision making, grit, etc.). Although office referrals have been reduced by 20% over the past five years of 21st CCLC grant funding in the CBCSD, there has been a slight increase when comparing data from the last two school years.

Another aspect of safety during after school hours involves the juvenile arrest crimes in the city of Council Bluffs. According to the Council Bluffs Police Department (CBPD), there has been a steady decrease, as shown by Table 6 below, since the middle school programs (Cohort IX) began in the fall of 2014, as well as the first elementary school programs (Cohort X) started in the fall of 2015. This juvenile arrest data displays a 51.8% decrease over the past six years during the after school hours of 2 pm until 5 pm. The impact on the community without the support of this project would decrease positive youth development opportunities, and likely result in an increase in discipline rates and juvenile arrests. Further information regarding safety and accessibility processes and procedures are noted in Section 5.2 (p.13-14).

2.2 Identification of Needs by Stakeholder Groups

In order to provide a diverse perspective of the needs from the voices of various stakeholders regarding 21st CCLC programs in CBCSD, a wide variety of groups were surveyed to determine the desire and need from them. Among our schools with 21st CCLC programs, the district’s participants included middle school students (N=100), parents of elementary and middle school students (N=244), and numerous staff from elementary and middle schools, and community partner organizations (N=97). Percentages in Table 6 reflect the number which selected Agree or Strongly Agree in regards to the survey questions about program quality, impact and future program development for those interested in serving as an Advisory Committee member. Feedback from stakeholders was used to determine project design by reviewing survey results from all parties to determine best practices and areas of improvement moving forward.

Table 6: Stakeholder Survey Feedback	Students	Parents	Staff
I would recommend activities to others students/parents.	96.0%	97.5%	
Participation has made me more hopeful about my/my child's future education and/or career.	88.0%	88.8%	
Students learned to work with others as a team.		93.0%	94.6%
I would participate as a staff again in leading or helping with program opportunities.			90.5%
Students showed a more hopeful attitude toward school and learning.			84.9%
Interested in serving on Advisory Committee.	40.0%	29.5%	29.9%

3. PROJECT

3.1 Connection to Student Need

The first of multiple areas of student need where efforts will be focused is literacy. During the school year, we aim to serve at least 170 regular attendees in before and after school programs, and at weekend field trips or family engagement events during the school year. Programs offered before school for Franklin and Rue Elementary will be literacy-focused by working closely with the school's library media clerk and the district literacy coaches. After the activity time (7:30 to 8:30 am), students will then be taken to breakfast until school starts (8:55 am). In the morning at Wilson Middle School, there will be a combination of physical and team building activities for students (6:00 to 7:00 am) before they are taken to eat breakfast until school starts (7:30 am). Providing a safe and engaging environment for students to develop positive relationships with others and their building staff addresses the need for students with working families, as well as the safety of the students outside of school hours.

Given the significant achievement gaps among students receiving ELL services at these three schools in Reading (as shown above in Table 4) and Mathematics (displayed in Table 5 above), the program materials, family engagement activities and resources, communication with families, and field trips will be translated into Spanish and an interpreter will be present at events. The district interpreter/translator will be the bilingual contact for families at these proposed sites for enrollment in programs, or to connect families with resources for academic strategies to reinforce learning at home.

Similarly, another area among the school populations where an achievement gap is even greater regarding the students which have special needs. In Reading, there is an average of 48% difference between students with and without special needs. In Mathematics, the difference between averages is 43%. Our plan to address this major gap in achievement for students with special needs is to engage staff which specifically work in the Special Education Department for the district to encourage students with special needs to join various programs before and/or after school to build stronger relationships with students outside of the classroom, and help students with special needs to engage in programs with students without special needs to create a more inclusive culture within their school buildings.

In order to remain consistent with the school-day instruction, the *Bridges Intervention* curriculum will be utilized during out-of-school program development by the instructional coaches to plan club program lessons for school staff to implement. This program option will provide targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support, as noted by the Math Learning Center. Within a small group, such as an after school club of 15 students to 1 adult, progress monitoring will be ongoing and consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework. The intentions of this curriculum is to engage students with models which will spark thinking and build confidence in the subject of mathematics. Starting with manipulatives, then moving on to two-dimensional representations and even into mental images, this curriculum is organized by content rather than grade level. This is why the progress monitoring is key to the success of the program. As for the details regarding Reading curriculum and support, the CBCSD program would implement *WonderWorks*. This instruction is research-based and includes an approach of teacher modeling which leads to guided practice, and eventually develops students to become independent readers. It drives student Reading achievement through forming solid foundational skills, developing close reading skills, differentiating instruction with scaffolded support, utilizing technology to engage students, and advising instruction through assessment.

3.2 Program Alignment with Government Guidelines

The list of program plans provided below describe academic, enrichment, and family literacy and engagement activities aligned with federally eligible activities, and address the healthy snack provided to each program participant every day of programming. Our goal for this project is to impact outcomes focused on reading and mathematics. Components of programming during after school hours was designed based on student needs and stakeholder feedback to involve:

Table 7: Hours of Operation for Proposed Program		
Time of Day	Franklin & Rue Elementary	Wilson Middle
Morning Programs	7:30-8:55 am (1.42 hours every week day, 7.1 hours per week)	6:30-7:30 am (1 hour every week day, 5 hours per week)
Afterschool Programs	3:45-5:15 pm* (1.5 hours every week day, 7.5 hours per week)	2:30-4:30** (2 hours every week day, 8 hours per week minimum)
Total Hours per Site	17.77 hours per week 71.08 hours per month	16.67 hours per week 66.68 hours per month

*Early dismissal Mondays, afternoon programs available to students from 2:05-5:15 pm.

**Early dismissal Mondays, afternoon programs available to students from 12:50-4:30 pm.

- **Career Academy Clubs** will be offered in partnership with various community organizations to provide hands-on experiences to students in out-of-school programs surrounding different types of careers, trades and other opportunities beyond secondary education. Most of these programs are for students at Wilson Middle School, but some career academy clubs are provided to elementary school students, to teach them about career options in areas such as entrepreneurship and fitness.
- **Homework Help** provided by certified teachers in order to improve academic achievement for students which participate in the program. This academic engagement will develop positive relationships between students and staff from the building. This time spent after school focusing on academics will involve the same curriculum (Bridges and WonderWorks) used during the school day.
- **Academic Clubs** will be focused on various areas of learning, such as scientific exploration of the environment or animals, or Social Studies of the history of multiple cultures, along with activities using Mathematics in a tangible and visual manner.
- **Enrichment Clubs** that are offered each day will involve activities focused on social-emotional learning, leadership development, or fine arts (music, theater, art).
- **Fitness & Nutrition Clubs** will be provided to participants during program time to engage students in healthy physical and nutritional activities through collaboration with local organizations, such as the YMCA of Greater Omaha, HyVee and SpartanNash dietitians.
- **Technology Clubs** offered will provide access to a variety of types of technology equipment to students within the program. CBCSD is a one-to-one district, so all students at and above 3rd grade have a Google Chromebook assigned to them. Through a close relationship with the local Google campus, Vex Robotics, and the Strategic Air and Space Museum, the exposure students will receive focused on technology is extensive.
- **Healthy Snacks** provided to program participants each day after school will meet USDA nutritional guidelines to make sure students will be recharged for the learning activities. Any excess snacks are placed in a sharing basket for students to take extra items home, or large quantities are provided to the local Micah House, a local shelter for families between homes.

3.3 Program Activities for Family Literacy & Engagement

Quarterly (at minimum) family engagement events will be provided and combine a learning experience with connecting families to resources within their community by partnering with a local organization. For example, the Council Bluffs Public Library would engage families in hands-on activities surrounded by literacy, while other organizations are present to share general information about the variety of resources for families within the Council Bluffs community.

- **Family Engagement Activities** will be provided quarterly, at least, in order to increase parent involvement in the school buildings served by this project. Activities will be based on interests and needs of students, parents, and families. Includes an identified interest among parents to implement reading strategies at home. A variety of partners will promote and provide literacy-based resources for families, such as read-along events and instruction for parents on how to reinforce reading strategies with their children. Staff and advisory groups will share event details with parents and families, post flyers, and post on social media.
- **Family Resources** will be shared through the assistance of community partnerships which provide extra support and services from the Adult Education department at Iowa Western Community College through referrals to this program, which provides English language literacy, GED, and HiSET support and/or certification.

3.4 Goals & Objectives

As a result of implementing quality programs, our project goals and objectives (provided in Table 8) focus on improved in-school attendance and behavior due to relationships developed during before and after school programs, which will in turn improve students' Mathematics and Reading assessments as a result of attending school more often and behaving better during class time. Program has site facilitators, coordinators, and director with appropriate credentials, knowledge and experience to further ensure operating at optimum level. In the Spring of 2019, the 21st CCLC team of CBCSD met with the State Consultant to determine goals and objectives which would be more specific and clearly measurable by adding percentages of expected growth among students, as well as achievable and realistic (30%) for the program by reviewing objectives from previous years which were impractical (80%). These goals and objectives also take into account the anticipated improvements are expected and measured over the course of the summer through the school year in alignment with the way data is collected by and reported to the State. GPRA measures will still be tracked and reported in accordance with requirements to ensure full compliance, therefore we will address other areas of need in our local goals and objectives, which would not be covered by the GPRA measures.

Goal	Objective	Activity and/or Strategy
Improve student growth in Reading	Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	-Kids Read Now Summer Program for families; Council Bluffs Public Library program and events; Homework Help
Improve student growth in Mathematics	Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	- Technology club programs; Math electives in Summer; Program; Bridges Intervention activities; Homework Help
Improve in-school average daily attendance	In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	-Field trip incentives; Transportation provided after program activities; Healthy snack provided

Improve in-school behavior	Disciplinary incidents for in-school behavior of regular attendees will be less than the school average (1.71).	-Social-Emotional Learning curriculum (How Full is Your Bucket?)
Improve parent perception of program impact through family engagement	Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth	-Family Resource & Literacy events; 21st CCLC support present at Parent/Teacher Conferences

3.5 Program Alignment with School Day Instruction

One of the most significant best practices utilized by the 21st CCLC sites in CBCSD is the program staff are typically school staff, such as certified teachers, paraprofessionals, custodians, cafeteria servers and cooks, school kitchen managers, and even an occasional administrator. Due to the school-day staff leading and assisting with program implementation, the school-day instruction naturally occurs for classroom staff. Lesson plans are created by educational staff, which attend professional development sessions weekly with their entire building staff. Quarterly meetings with school principals create a clear line of communication to align with each school's strategic plan, collaborate for family events, connect with school-specific community partners, and to request and/or engage school-day staff to provide curriculum-based instruction to program participants in an engaging manner. For example, a Special Education teacher may implement a Bridges Intervention (mathematics curriculum) as a club program or during snack time with 3rd through 5th grade students at the request of the school principal. Other roles within the project involve valuable school-day staff from outside of the classroom. For example, when serving snack to students the nutrition staff are aware of how to properly provide food to students, or the custodians interested in facilitating, assisting with or leading a club program engage students in service-learning and leadership opportunities through general housekeeping activities, such as assisting younger students with throwing their trash away after snack.

3.6 Program Experience

In the 2014-15 school year, the CBCSD had 2 middle school sites under 21st CCLC funding. Since then, the CBCSD has pursued providing grant-funded programs to other eligible schools within the district. At the start of the 2018-19 school year, there were a total of 11 sites with 21st CCLC funding, which included 2 high schools, 2 middle schools and 7 elementary schools. After providing educational and enrichment opportunities to those 11 schools, the external evaluator determined CBCSD met and exceeded each local objective, which are the same as those previously listed in Table 8. One of the most astounding is 97% of parents which indicated the program had a positive impact on their child's educational growth. Among those 11 sites there were over 4,000 participants (attended at least 1 day) from grades K - 12, and of those students who participated there were 1,336 which attended 30 or more days of programming (32.3% of program participants). The Iowa Afterschool Alliance awarded CBCSD the 21CCLC Star Award for Attendance in April of 2019. This award celebrates contributions of individuals, organizations, and youth in the field of afterschool programming, and is awarded to the program that demonstrates the highest level of regular student attendance for the year. Overall, CBCSD 21st CCLC programs reached over 1,300 regular student attendance in 2018-19. Over the past 5 years of programming, professional development and committee involvement has kept 21st CCLC staff in CBCSD apprised and informed of best practices in order to provide quality experiences for all youth and families.

4. RESEARCH BASE

Program model for activities and curriculum are founded in evidence-based research regarding best practices for addressing all areas of our students' needs and include:

Whole Child Development: the Iowa Model for 21st CCLC programs takes an approach which focuses on all areas a child needs to have fulfilled in order to feel safe, engaged, supported, healthy, and encouraged to do their best in academic and enrichment settings. This model involves three areas of focus: (1) Social-Emotional Development Needs - positive, caring relationships with peers and adults to develop a sense of belonging and safety measured using Panorama program (assessments of students' SEL); (2) Cognitive Development Needs – academically-rich experiences which provide opportunities to gain new information, ideas, and skills to foster a value for learning; (3) Physical Development Needs – nutritional (cooking clubs) and recreational support (YMCA, CB Soccer Club) to grow healthy and create a complete understanding of well-being. Through club programs offered to students, all three of these components will be covered with a variety of options for many opportunities to fit each student.

Reading Interventions: Utilization of the *WonderWorks* curriculum during school year programs, in alignment with the school-day curriculum, which includes an approach of teacher modeling which leads to guided practice, and eventually develops students to become independent readers. As noted in the *Journal of Organizational & Educational Leadership* (2015), there was statistically significant improvements for students in the *WonderWorks* program on multiple types of assessments from fall to spring in the same school year. Also, the summer reading intervention will involve the *Kids Read Now* program, which engages students and their families alongside the summer school teachers and coordinator. An impact study was conducted by Geoffrey D. Borman at the University of Wisconsin - Madison. It found when participants took full advantage of the program (completed all steps), the student gained 2.5 months of learning, which equates to almost 28% of learning that would occur during a typical school year.

Mathematics Interventions: Implementation of the *Bridges* curriculum, aligned with use during the school-day, emphasizes problem solving and is designed to meet national standards for large, small, and individual instruction. Evidence-based research conducted in June 2018 by SEG Measurement, *An Evaluation of the Effectiveness of Bridges in Mathematics for Developing Student Math Skills*, found students in the *Bridges* program were able to significantly outperform the students (an equivalent to improving 7-8 percentile points) who did not receive instruction.

Building Our Kids' Success (BOKS): Before the school day, students at Wilson Middle School will be able to participate in the BOKS physical education curriculum. According to various research studies, providing the opportunity for physical activity prior to the school day has been shown to help students' performance in their academics, specifically in the areas of reading and mathematics. Their level of focus is enhanced through previous physical activity, and they are better able to access their skills to solve problems than students which do not participate in physical activity before school. (Centers for Disease Control & Prevention, may 2019; Science Daily, Feb. 2018; NY Times, Feb. 2018; Institute of Medicine, May 2013).

Social-Emotional Learning (SEL): As one of the three pieces to the Whole Child Development Model, SEL occurs through positive relationships with others. According to the Afterschool Alliance article, *Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices*, "Positive afterschool program staff-student relationships create an environment in which students feel safe and supported, fostering student growth socially, emotionally, and academically" (2014, p. 18). CBCSD plans to use the Panorama program, which provides lessons and materials to measure levels of students' SEL and any necessary interventions.

5. MANAGEMENT & SUSTAINABILITY PLAN

5.1 Staffing, Professional Development, Leadership Plan, and Volunteer Involvement

Staffing: An effective staffing model, which has grown and developed further over the past 5 years of a low student-to-staff ratio of 15:1 will be implemented. Program staff will be supported with alignment to the school-day by the Building Principal, Program Director, Program Coordinator and Site Facilitator. Staff will also be encouraged to lead programs in enrichment areas which capitalize on their unique strengths and interests. Retention of student participation will be recognized and appreciated on a quarterly basis at each site. Background checks will be conducted on all staff, community partners, and volunteers, which includes the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry. With a low staff-to-student ratio, the assistance of volunteers, Kids & Company staff, and the Council Bluffs Schools Foundation (CBSF) is crucial to proper manpower and support for club program activities, field trips, and overall staff endurance. The program staff is successful due to the support of the CBCSD Human Resources Department, which covers the recruitment, hiring, and management of any district staff or outside individuals as 21st CCLC Club Leaders, Assistant Club Leaders, and Youth Development Workers (YDW). Certified teachers from the district will be a primary group to recruit Club Leaders, tutors and Homework Help staff. With a district pool of certified teachers, paraprofessionals, cooks, servers, custodians, and more, this diverse group of potential staff will be required to meet Iowa DHS requirements for the positions, possess relative work experience, and hold appropriate levels of education. Visual detail of this staffing model is displayed in Graphic 1 below.

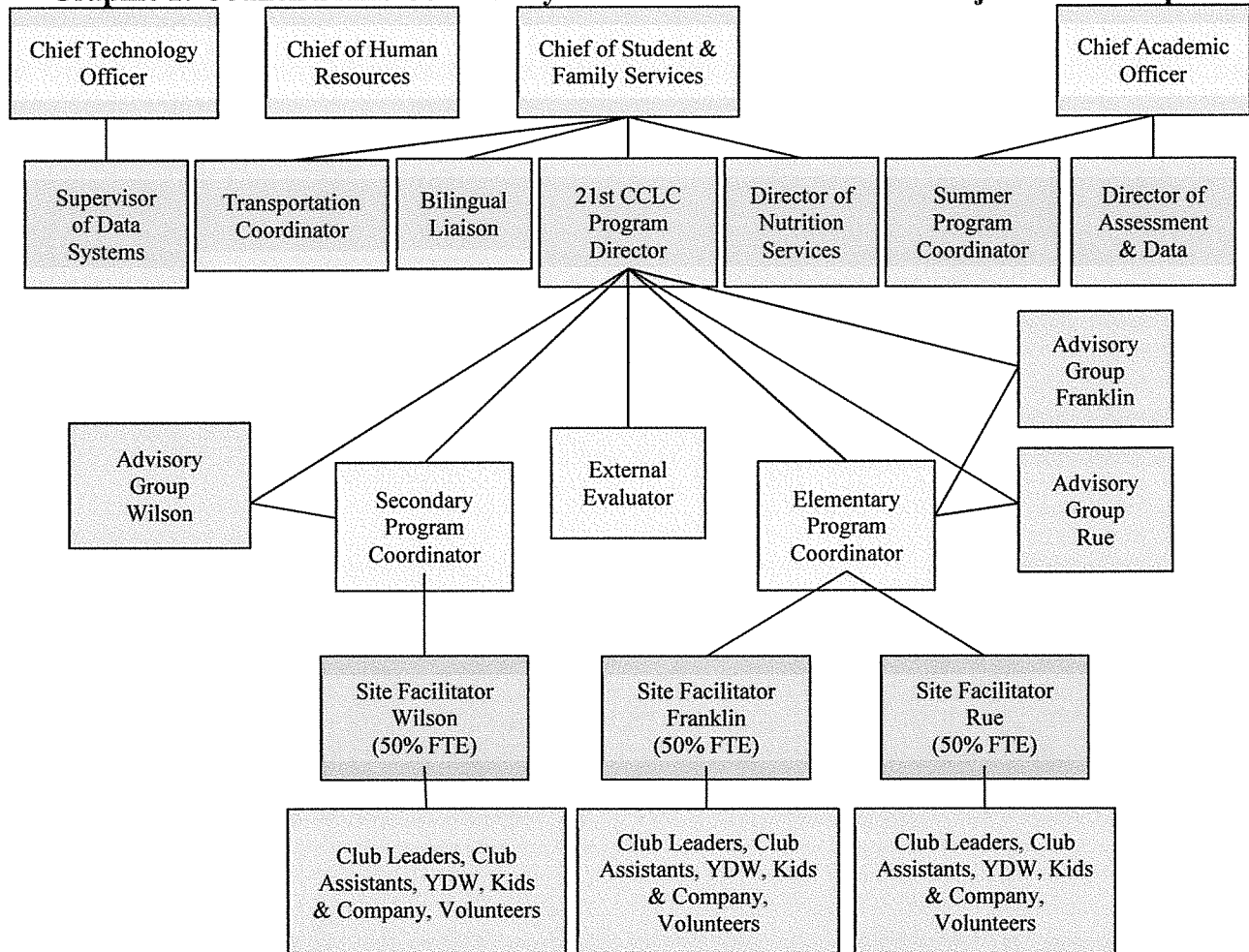
Professional Development: For 21st CCLC program staff which are also currently serving in another role within the CBCSD, every Monday there is professional development for all levels. Another district-wide training for all staff covers Trauma-Informed Strategies, Chapter 103, sexual harassment policy and prevention, Family Educational Rights and Privacy Act (FERPA) record confidentiality, hazard communication, blood-borne pathogens, and fire safety and emergency procedures. This project budget also allocates 5% of each 21st CCLC site towards professional development regarding program evaluation and best practices, family engagement, student support strategies, state and national level conferences focused on 21st CCLC programming, etc. Staff will also be provided with continuous support and coaching from Program Coordinators and Program Director of any best practices as needed. Other resources which will provide additional professional development include the Green Hills Area Education Agency (AEA), Iowa Afterschool Alliance, You 4 Youth webinars and courses, and represent CBCSD programs at multiple 21st CCLC Committees organized by the State.

Leadership Plan: The project leadership plan is demonstrated using Graphic 1 to display the direct involvement of the Office of the Superintendent, the Chief Academic Officer, and the Chief of Student and Family Services for the district, as well as the other high-level positions the 21st CCLC programs will have access to for data information, technology support, transportation management, bilingual services, and navigation of student and family resources. Also, the Program Director would enroll in the Leadership Council Bluffs (CB), which is an intense, graduate level program, designed to identify and develop leaders within our community and help them design and enhance their own leadership style with an emphasis on the community perspective. This is facilitated by the Council Bluffs Chamber of Commerce.

Volunteer Involvement: Recruitment efforts at Iowa Western Community College, along with colleges and universities in Omaha, Nebraska, will be focused on students seeking a degree in Education. Other volunteers we will pursue include senior citizens from the YMCA Healthy

Living Center, which promotes the social, emotional and physical well-being of active older adults through community involvement. Another rich source for student volunteers are the two high schools within CBCSD which are currently in Cohort XI with 21st CCLC grant programs. As current high school students, they would apply to be a mentor volunteer at the elementary and middle school level to assist club leaders with program implementation.

Graphic 1: Council Bluffs Community School District 21st CCLC Project Leadership



21st CCLC Program Director (1 Full-time, Existing) - bachelor's degree, pursuing a graduate degree; provide leadership for the 21st CCLCs. Day-to-day operations include: program strategy; management of site budgets and fiscal reporting; professional development planning; oversight of the evaluation process; grant progress, compliance and data reporting. The Program Director meets quarterly with building principals, Chief Academic Officer to ensure alignment with school-day; Director of Assessment & Data staff to determine achievement outcomes; serve as main advisory liaison and lead in partnership development, program sustainability planning, and stakeholder cultivation; weekly with Chief of Student & Family Services and Program Coordinators to provide strategic decision-making.

Elementary Program Coordinator (1 Full-time, Existing) - graduate degree; track, analyze and share program participation attendance data; oversee site facilitators for assigned schools, train site leaders and staff; assist with program evaluation and best practices; organize and support school-day alignment with out-of-school instruction, academic interventions, and enrichment

activities; assist with partnership development, program sustainability planning and stakeholder cultivation.

Secondary Program Coordinator (1 Full-time, Existing) - bachelor's degree; track, analyze and share program participation attendance data; oversee site facilitators for assigned schools, train site leaders and staff; assist with program evaluation and best practices; organize and support school-day alignment with out-of-school instruction, academic interventions, and enrichment activities; assist with partnership development, program sustainability planning and stakeholder cultivation.

Site Facilitator Wilson (1 Part-time, New) - provide site-based leadership on a day-to-day basis; organize activities and facilitate field trips; supervise club leaders, club assistants, youth development workers, and volunteers; monitor and procure supplies and materials; assist with anecdotal data for state evaluation; work directly with students; assure grant goals and objectives are being met; attend family events, parent/teacher conferences, etc to keep parents informed about activities and collect input.

Site Facilitator Franklin (1 Part-time, Existing) - provide site-based leadership on a day-to-day basis; organize activities and facilitate field trips; supervise club leaders, club assistants, youth development workers, and volunteers; monitor and procure supplies and materials; assist with anecdotal data for state evaluation; work directly with students; assure grant goals and objectives are being met; attend family events, parent/teacher conferences, etc to keep parents informed about activities and collect input.

Site Facilitator Rue (1 Part-time, Existing) - provide site-based leadership on a day-to-day basis; organize activities and facilitate field trips; supervise club leaders, club assistants, youth development workers, and volunteers; monitor and procure supplies and materials; assist with anecdotal data for state evaluation; work directly with students; assure grant goals and objectives are being met; attend family events, parent/teacher conferences, etc to keep parents informed about activities and collect input.

Kids & Company staff - supervise recreation and enrichment activities; assist with distribution of healthy snack; create and share lesson plans for club programs.

Volunteers - recruited through contact with local colleges and universities, senior centers, churches, CBCSD parent database, social media, community partners, high school students, etc.

5.2 Student Safety & Accessibility

All students in the attendance area are offered transportation as student safety is a priority. Our plan, led by the Transportation Coordinator with 21st CCLC 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 CBCSD (including the 9 current sites), in which elementary students participating in CLC's are walked to the program space by their daytime teacher to check-in; attendance is taken and all students are accounted for.
- All buildings have locked entrances with camera security systems for safety.
- Any program partners' staff wear identification badges and a list of staff for the partnering organization is sent to the CLC Site Facilitator in advance to reference.
- A late bus will serve students living beyond school attendance areas daily. In addition, any students with special needs attending CLC clubs will be provided extra staff support and special transportation in alignment with any school-day accommodations as specified in 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 student safety.
- ADA requirements will be met to accommodate for student needs and diverse abilities.
- Translation services will be provided at family events and on all forms of communication and program registration through district translators and interpreters.
- A parent/guardian/emergency contact information/youth medical form will be required.
- All staff, volunteers and bus drivers will be extensively screened for criminal offenses by the CBCSD and 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.
- Walkie talkies will be used at all sites to provide a line of communication for all staff during program hours in case of any emergencies or potential threats. Classroom/cell phones and Google Hangout group will be used as a second and third line of communication.

5.3 Sustainable Organizational Plan

All CBCSD schools with 21st CCLC programs will have leadership teams which involve the 21st CCLC Program Director, Site Facilitator and Program Coordinator for the school, and Building Principal. Members in this group will meet at least quarterly face-to-face, but will be in continuous contact through conversations via email or over the phone to discuss school-specific sustainability strategies, budgets, student and program evaluation data, collaborate on professional development, new activities or family events, and resolve issues or concerns. The leadership team for each school will serve as the foundation for each site's Advisory Group, which will also consist of parents, community partners, and students. The goal of these site-specific advisory groups is to provide perspective among various cultures, events and activities for each site/school. In order to ensure continuity among all of the 21st CCLC sites, the Program Director will serve as a bridge to other 21st CCLC sites within the CBCSD to provide alignment with state requirements and evaluation timelines, and to share resources and best practices with all schools. Through close collaboration between school leadership and 21st CCLC program staff, all sites would be able to identify and solve problems, foster efficiency and communication between various 21st CCLC cohorts, coordinate activities and schedules, eliminate redundancies, plan joint community events, and ensure consistent policies and protocols which support equitable, quality opportunities for all CBCSD students.

5.4 Sustainable Program Plan

In order to address the sustainability of CBCSD programs, we must recognize the continuous monitoring of student performance and outcomes as a crucial part of our plan and future. The evaluation information provided to stakeholders is key to recruiting and retaining partners. We will stretch beyond our current reach within the community to find even more local organizations interested in partnering to provide opportunities to students, as well as reaching deeper within the current and previously involved community partners. Over the past 5 years, the amount of partners has grown from five to over 100 various level partnerships with the 21st CCLC programs in the district. This project will build on this past partnership work. We have developed a solid plan to add 30 more partners over the next five years. This plan includes leadership staff making weekly contacts (See Section 7.2). Partners of all levels continue to provide their support by sharing their expertise, time, leadership and network of potential program partners. Alongside formal evaluations required by the State of Iowa, the CBCSD continuously monitors 21st CCLC programs on a monthly basis by analyzing attendance data in monthly one-on-one meetings between the Program Coordinator, Site Facilitator, Program Director, and Principals (quarterly).

6. COMMUNICATION PLAN

Various outreach strategies are used to share program information and evaluation details with all audiences within the community and specifically the school district. All forms of communication to students and families, such as paper materials, email context, and phone call recordings, will be provided in Spanish and English languages. Using the School Messenger broadcast system for email and phone calls is beneficial and efficient since it identifies households which have been designated by the parent/guardian as a preference for communication in Spanish. By working closely with Bilingual Liaisons, which are also part of the SFS department, 21st CCLC programs is easily able to connect Spanish-speaking families to program information and updates.

Community - Ways in which information is shared with the entire community include: school board presentations via local public television, YouTube; sharing outcomes and updates through social media. Invite the Nonpareil Newspaper to attend club programs and events. Attend meetings with local community organizations and offer to share information about upcoming or current events and programs through word-of-mouth. Attend Council Bluffs Chamber of Commerce networking events.

Parents - Strategies for connecting information with parents involves personal engagement and a mass group contact. Physical paper forms and flyers are always available at the front desk and provided to students. The most efficient way to contact families quickly is by using the district's School Messenger system to send a personalized phone call and/or email in English and/or Spanish. Another electronic way to engage parents is through the PeachJar application which is displayed on each school's website as a holding place for all newsletters and information. Typical formats for sharing announcements or program information include paper flyers or registration forms. Many parents follow the district, specific schools and/or 21st CCLC Facebook Pages to find updates and current information as well. Face-to-face interactions occur during family events, parent/teacher conferences, etc. Program reminders are sent to parents about which clubs their child is currently registered for, along with location and general information to encourage participation.

Youth - The most effective ways students receive information about programs is through face-to-face contact with a school staff member, which they typically have established a relationship with already. Students also respond to social media updates and emails. Program reminders are sent to students about which clubs they are currently registered for, along with location and general information to encourage participation.

Partners - In order to keep community partners engaged and involved, the Program Director and Program Coordinators check in with them regularly for feedback about program progress and host an annual appreciation event to recognize all community partners, and have them invite or share contact information for a potential partner too.

All CBCSD schools with 21st CCLC programs have their own Facebook Page, and the school district website for each school has an area designated towards information about 21st CCLC programs with a live Google Calendar displaying what days, times, and program activities are currently at each site.

The local evaluation for 2014-15 through 2017-18 is available on the school district website at <https://www.cb-schools.org/Page/2653>.

7. PARTNERSHIPS

7.1 Program Partnerships

Meaningful partnerships, as indicated by the attached Memoranda of Understanding (MOUs), which currently exist will provide the foundation for the 21st CCLC sites and spark interest and excitement among our program participants regarding their potential educational pathways. Through close collaboration and clear communication, partnerships of all levels (full, partial and vendors) will provide caring adults to deliver hands-on experiences; curriculum and staff support; field trip opportunities; programming services; and in-kind support which will elevate the positive impact of the 21st CCLC program for students' academic, SEL, and physical development beyond the measure which could be attained solely as a district. Among the list and descriptions of each partnership's role, there is support from new and continued organizations.

1. Council Bluffs Community School District (CBCSD): Provide leadership, vision and program implementation toward higher student achievement and engagement; safe, accessible facilities, a highly qualified program director, and certified teaching staff for academic clubs, homework help, and enrichment programs. Incorporate family programming, including literacy programs, and wraparound community services for child/family needs. **Goal area impacted: reading and math growth, family engagement, improved attendance and behavior.**
2. Council Bluffs Public Library: Provide literacy skill enrichment support for participating students. Provide safe, engaging space for middle school students in the Teen Central area to explore creating different MakerSpace items. Provide neutral meeting space for parents and engaging children's area for students during family events. **Goal area impacted: reading and math growth, family engagement.**
3. Council Bluffs Schools Foundation: Provide Kids & Company staffing to assist with snack distribution, physical activity, enrichment activities, and field trips. Provide background checks for all Kids & Company employees and volunteers. **Goal area impacted: reading and math growth, improved behavior, family engagement.**
4. Strategic Air Command & Aerospace Museum: Provide standards-oriented curriculum and expertise on best practices for out-of-school time regarding STEM (science, technology, engineering and math) programs. Plan and implement programs, field trips and family events. **Goal area impacted: reading and math growth, improved attendance and behavior.**
5. Iowa PBS: Provide literacy materials and supplies for morning program implementation. Provide materials for family literacy activities for events and resources for use at home. **Goal area impacted: reading and math growth, family engagement.**
6. Iowa West Foundation: Provide summer school programming for students at-risk of non-proficiency in reading and/or math at no cost. Support academic electives and Friday programs during summer school sessions. **Goal area impacted: reading and math growth, family engagement.**
7. Iowa Western Community College: Provide parent programming resources for literacy, English Language literacy, HiSet/GED prep and testing, computer literacy, etc. Provide volunteers to assist with program implementation. **Goal area impacted: reading and math growth, family engagement.**
8. SpartanNash: Provide dietitian to plan and implement nutritional cooking club programs for elementary and middle school students. Provide any ingredients, besides produce, at no cost. **Goal area impacted: reading and math growth, improved attendance and behavior.**

9. KANEKO: Provide experts from various art professions for middle school art academy program, and relative hands-on activity following educational pathway for art career each week. **Goal area impacted: improved attendance and behavior.**

7.2 Development & Recruitment of Program Partnerships

In an effort to recruit and connect with more community organizations, the Program Director would enroll in the Leadership Council Bluffs program through the Chamber of Commerce. This is a special program to identify, motivate and inform future leaders in our community.

Leadership Council Bluffs is intended to offer individuals with community leadership potential the opportunity to develop knowledge and sharpen leadership skills through a series of sessions focusing on issues affecting our community. It is an intense, graduate level program, designed to identify and develop leaders within our community and help them design and enhance their own leadership style with an emphasis on the community perspective. As part of the Council Bluffs Alumni Association, even more networking opportunities will be available through networking with this additional organization, while also participating in local events organized by the Chamber of Commerce, such as weekly and monthly connection meetings, ribbon cuttings for new businesses in the area to recruit and showing support for current partnering organizations and businesses in the community.

The annual *Partners & Pastries* event hosted by the CBCSD gathers all of the current community partners for doughnuts and coffee to share about the 21st CCLC programs within the schools. During this morning meeting, one of the partners is recognized as the Partner of the Year for going above and beyond to serve students and families within the programs. Another crucial component of this group session is to provide all attendees with a postcard to complete with contact information for a potential community partner to share, along with noting as to whether they themselves would welcome a field trip or visit as a guest speaker in school year and summer programs. The most enjoyable aspect of this gathering is to invite students from one or more sites to share what they have learned as a result of participating in 21st CCLC programs. Previous years have involved a guitar club performance, arts and crafts displayed, an overall video of every 21st CCLC site and program, as well as sharing our program highlights from the Local Evaluation regarding how programs have impacted student participants' achievement. Over the next five years, CBCSD 21st CCLC programs will pursue new partners within the community through partnering with the Council Bluffs Chamber of Commerce to engage businesses and organizations which do not currently provide any type of contribution to 21st CCLC programs. This will be the responsibility of all 21st CCLC coordinators and program director for the CBCSD programs to reach out among the community and find new ways to involve local organizations to support before, after and summer school programs. Our plan is for each coordinator (3 staff) and the program director (1 staff) to each make 5 weekly calls and/or emails, tracked using a Google Sheet, to potential community partners. This spreadsheet will list efforts of when potential partners are contacted, show records of contact information for each organization, and provide notes as to the outcome of the conversation. Also, these four staff will share responsibilities for attending various networking events organized by the Council Bluffs and Omaha (Nebraska) Chamber of Commerce. Also, by utilizing communication with other 21st CCLC programs across the state, and the list of all partners posted on the Iowa Department of Education's website, the possibility of furthering our currently extensive list of community partners is like to continue to be successful in continuing to develop and maintain sustainable partnerships to support future programming. Through this process, we will plan to engage at least 30 more partners over the next five years.

8. EVALUATION

8.1 Evidence of Local Evaluation

For the third consecutive year, Dr. Sherry Huffman will serve as the evaluator, providing comprehensive external evaluation services and consultation, including student data collection and analysis (academic, attendance, behavior incidents, demographics, MAP test scores, English and Math grades, survey results, etc), development of local, state/federal reports including the Iowa Department of Education, attend local evaluator training sessions hosted by the department, along with conduct site visits for observations of program implementation to gain a clear perspective of the programs beyond the data, which will provide more in depth recommendations for the evaluation. Dr. Huffman has 11 years of experience as an Assessment Consultant with the Green Hills AEA, including data collection and analysis, instrument design, report creation and presentation of findings, process evaluation, and training facilitation on evaluation-related topics. Table 9 provides an overview from the past two years regarding the rating for each of the five program goals and objectives.

Goal	Objective	Rating	
		2017-18	2018-19
Improve student growth in Reading	Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Progress Made	Met
Improve student growth in Mathematics	Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Progress Made	Met
Improve in-school average daily attendance	In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Met	Met
Improve in-school behavior	Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Met	Met
Improve parent perception of program impact through family engagement	Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth	Met	Met

Several local outcomes were new this year, establishing a baseline for progress on MAP assessments. Across all cohorts, 37.17% of regular attendees demonstrated typical growth or better in Mathematics as defined by Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). This exceeds the targeted objective. The growth percentage ranged from 27% to 52% for different cohorts- the largest number of students meeting typical growth in Mathematics at the Middle Schools. In-school attendance rates for all regular attendees in 2018-19 was 95.95% which is higher than the average attendance rate for all students (94.67%). For the Elementary schools with 21st CCLC, average daily attendance of regular attendees was 96.95%. When comparing the participating Elementary cohorts from last year, the average attendance rate in 2018-19 was 97.14% compared to 97.17% in 2017-18. For the Middle School cohort, attendance for regular attendees was 97.14% compared to 96.62% last year. At the Elementary level, attendance rate has stayed consistent for regular attendees. At the Middle School level, regular attendees had higher average daily attendance this year. The average number of discipline referrals for regular attendees across all cohorts was 1.52 compared to 1.71

for all students. Comparing participating Elementary schools with 21st CCLC programs from last year, discipline referrals for 2018-19 was 1.34 compared to 1.8 in 2017-18. For the Middle School cohort, the average was 2.04 compared to 2.32 last year. Overall, local objectives targeting student engagement were met this year, and showed improvement from last year in most cases. An observation has determined that student participation in before and/or after school programming decreases from Kindergarten (76% of students regularly attending) to high school (14%), with highest attrition in transitions from elementary to middle school (drop of 28%) compared to middle school to high school (drop of 13%). This evaluation data will serve as a way to target and recruit students most at need for engagement in before and/or after school programming. The majority of parents answering the electronic survey indicated that the CCLC program had a positive impact on their child's educational growth (97.13% agreed or strongly agreed). This data and information provides extensive evidence from previous local evaluations that 21st CCLC programs in CBCSD are successful.

8.2 Program Evaluation Plan

In addition to measuring outcomes associated with program objectives, the evaluator and program director will work together throughout the entire year to assess program implementation, examine evaluation plans and tools, attend evaluation professional development, and conduct monthly site visits to guide continuous program improvement as listed below.

Evaluation Planning & Data Collection - Annually, Quarterly, As Needed

- Survey distribution & evaluation (Jan-May): survey student, parent, program staff, and community partners regarding programs; teacher surveys for state reporting.
- Data collection & evaluation review (May): review of evaluation timeline and assess the alignment of all project goals and objectives, MAP test scores, demographics, GPRA measures, attendance, behavior incidents, grades and associated data collection tasks.
- Reporting form development (June-Nov): creation of reporting forms and data collection setup, including revision and review of external and local evaluation.

Plan Assessment & Continuous Improvement - Semi-Annually, Quarterly, As Needed

- Site and district consultation (As Needed): consultation with sites for program development based on trend results or challenges; consult with district data manager and project director.
- Review of alignment (Sept/Dec/Mar/June): facilitation of communication between 21st CCLC program staff, Program Coordinators and Program director to align site program to current academic focus and/or identified student needs.
- Process analysis (Nov/Apr): completion of analysis and trend results; reporting of district measures for process improvement and sustainability.

Reporting/Other - Annually, Semi-Annually, Quarterly, As Needed

- Review evaluation findings (Sept/Dec/Mar/June): facilitation of program site sessions for data review and best practices.
- Reporting to stakeholders (Nov/Apr): generation of report, presentation to site Advisory Groups, families, school board, one-page of highlights from local evaluation for general public (newsletters, website, translated summary reports, face-to-face meetings).
- Federal reporting (As Needed): federal reports by site and grant cohort for 21 APR (3x/year), Local Evaluation (Nov), and Statewide Survey (Dec).
- Attend 21st CCLC on-site monitoring visits, and comprehensive site visits as required.

8.3 Measure of Effectiveness for Previous Grantees

As displayed in Table 9, all local evaluation objectives over the last two years have been met, with the exception of the first two objectives being rated as "progress made" in 2017-18 only.

9. BUDGET NARRATIVE

9.1 Explanation of Budget Alignment

The funding estimator was used to calculate the award for a project of this size and scope to determine the most cost-effective, high-quality services and resources. The total amount requested in grant funds is \$299,000 per year (\$897,000 over 3 years) with significant support provided from partners to serve a total of 260 regularly attending students (170 before and after school; 90 summer school) at all three sites. The requested amount will be distributed according to the number of projected participation at each site. Franklin Elementary (60 before and after school; 20 summer school) will receive \$102,000 per year; Rue Elementary (40 before and after school; 20 summer school) will receive \$70,000 per year; Wilson Middle School (70 before and after school; 50 summer school) will receive \$127,000 per year. Daily cost is \$10 per student per day for a total of 190 days (160 days during the school year, 30 days in the 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 quarterly.

Evaluation - 4% (\$11,960): We have budgeted 4% of total grant funds for our lead evaluator, Dr. Sherry Huffman, to conduct a comprehensive, rigorous evaluation which exceeds 21st CCLC requirements. Dr. Huffman will also provide 21st CCLC staff with training on any new assessment system that the state may adopt, utilize achievement data to ensure individualized students supports and school-day alignment in addition to other continuous improvement duties.

Access - 8% (\$23,920): Transportation will include funding for a daily late bus serving Franklin, Rue and Wilson attendance areas and at least four off-site field trips per quarter (see Section 2.1 under Transportation). There are 19 regular education and 17 special education buses currently serving the student population. This demonstrates a significant need if a large percentage of students participate in 21st CCLC programs at these proposed sites. Therefore, we have allocated 8% of the budget to transportation.

Administration - 8% (\$23,920): Our program will serve a combined 260 students at three schools, which is why we have budgeted the allowable percentage of administrative cost per grant requirements, which includes indirect costs. This will ensure that all participants have a high-quality experiences. The administrative expenses incurred by the CBCSD and 21st CCLC program sites will include staff preparation time, marking attendance, office space and utilities, maintenance, office supplies, phone service, computer usage, district human resources management (payroll, interview scheduling, background checks, etc.), organizing transportation, technology support, and other services.

Professional Development - 5% (\$14,950): Research shows that the development of relationships between school-day staff and students is the most important school-related factor which influences student achievement. In order to develop the skills and abilities of our staff, we have budgeted 5% of total grant funds for professional development opportunities and experiences at the local, state and federal level.

Personnel - 64% (\$191,360): Almost two-thirds will be used for personnel, especially since certified teachers are one of the primary parties involved in leading before and after school or summer programs. Employing high-quality staff is important for our program success, and to reduce turnover. Personnel funds will cover a Site Facilitator at each school (part-time) at a rate of \$20/hour x 4 hours/day x 160 days x 3 sites = \$38,400; Club Leader stipends at \$20/hour x 3 hours/day x 160 days x 3 sites = \$28,800 per daily club program; a part-time Youth Development Worker to support and assist the Site Facilitator would be paid \$15/hour x 4 hours/day x 160 days x 3 sites = \$28,800.

Materials - 10% (\$29,900): Cost for materials will be 10% of the total grant budget, for which these funds will be used to leverage additional contributions from local partners and vendors. Material costs include supplies for academic and enrichment activities, literacy materials and books, technology resources, additional recreation equipment, family night refreshments, meals and snacks, admission for field trips, etc. All materials and equipment purchased with 21st CCLC funds will be documented with complete detail, and an inventory created for each site.

Staff Travel - 1% (\$2,990): 1% will be used to reimburse staff for reasonable travel expenses (mileage at the annual Internal Revenue Service-approved rate, and lodging or meals) incurred as a result of attending local, state, regional, or national 21st CCLC workshops, conferences, meetings, and other professional development activities, or travel to various sites.

Documentation of Partner Contributions (\$4,420,128):

CBCSD involves 10 main areas (communications, finance, academic, family services, facilities, transportation, nutrition, training, technology, and human resources) at \$250,000/year x 3 years = \$750,000; physical space for 3 sites \$600,000/year x 3 years = \$1,800,000; personnel cost (salaries and benefits paid for by the school district) of full-time program director \$60,000/year x 3 years = \$180,000; 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 \$60,000/year x 3 years = \$180,000. Total contribution value (3 years) is \$3,120,000.

Council Bluffs Public Library services are valued at \$11,676/year x 3 years = \$35,028.

Council Bluffs Schools Foundation contribution of Kids & Company staff support at Franklin & Rue Elementary schools (\$35,000 per site) is valued at \$70,000 x 3 years = \$210,000.

Iowa PBS provides family-oriented, literacy-based activity/resources estimated at \$1,500.

Iowa West Foundation support for summer school programming provides salaries, transportation, and supplies at \$600,000/year x 3 years = \$1,800,000. An updated MOU is currently in the negotiation process for the summer of 2020.

Iowa Western Community College provides valuable in-kind family resources and services at an estimated \$1,200/year x 3 years = \$3,600.

9.2 Supplementation of Funding

This program will expand services to 260 new students and will fund expenses which are currently not being offered. Through supplementation of existing and prior activities in a research-based continuation of school-day academic approaches and processes, we will be able to offer dozens of unserved, high-need students a daily healthy snack, strong academic skills development by implementing similar instruction to the school-day, engaging enrichment activities, regular field trips, and at least quarterly family events for parents. No funds awarded to the CBCSD will be used to supplant funding for existing programs and services. Iowa West Foundation funded Camp Summer Explore academic programs for students who were below reading and math proficiency. New 21st CCLC grant funds will enhance and expand this existing summer program by adding additional services for participating students for another four hours before and after the current summer school hours, as well as adding a full day of program to the week on Fridays. Enrichment services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered as supplanting. In order to provide ample services beyond what was available before, these proposed 21st CCLCs will also leverage the in-kind expertise and resources of community partners noted in the Partnerships section and MOUs attached, which will serve as documentation for the program sustainability throughout the project period. Administrative costs, including indirect costs, will be 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.

Applicants are required to provide accurate and factual information. Providing false or misleading information will render the application un-fundable. A State and a sub-grantee shall keep records to show its compliance with program requirements. 20 U.S.C. 1221e-3, 3474, and 6511(a)

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

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

Mail Applications to:

Jodi Bruce

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

jodi.bruce@iowa.gov

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

APPLICATION INFORMATION

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

County: Pottawattamie		Amount Requested: \$299,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Vickie Murillo		Grant Contact/Project Director: Jessie Stoffel	
Agency Name: Council Bluffs Community School District		Agency Name: Council Bluffs Community School District	
Address: 300 W Broadway, Suite 1600		Address: 300 W Broadway, Suite 1600	
City: Council Bluffs	Zip: 51503	City: Council Bluffs	Zip: 51503
Phone: 712-328-6446	FAX: 712-328-6548	Phone: 712-396-2302	FAX: 712-328-6548
Email: vmurillo@cbcscsd.org		Email: jstoffel@cbcscsd.org	
DUNS Number: 0802174330000			
Data Collection and Evaluation Contact: Dr. Sherry Huffman		Fiscal Contact: Dean Wilson	
Address: 103 Central, Suite 301		Address: 300 W 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@cbcscsd.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 currently in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR 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 (limit of 3) 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/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 23, 2019, 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 (PAST GRANTEES ONLY):

ESSA 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); ESSA 4205(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14),

- Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years? Yes _____ No X
- Did you meet your attendance goals for the past two years? Yes X No _____
- Provide your last enrollment number(s): Franklin: 229 Rue: 146 Wilson: 594
- Provide your last average daily attendance: Franklin: 69.05 Rue: 47.6 Wilson: 60.72
- Did you meet your academic goals for the past two years? Yes X No _____
- How many of your local evaluation goals did you meet over the past two years? 100% _____ 90- 55% X Over 50% _____ Less than 50% _____ None _____
- How much have office referrals been reduced over the past five years of your grant? Over 75% _____ Over 50% _____ Less than 50% X None _____
- Have you provided children with the required snack? Yes X No _____
- Have you exceeded the snack requirement? Yes X No _____
- How many parent engagement meetings did you have in the past year? 18
- How many field trips did you provide in the past year? 1,147
- After 5 years, how many community partners for sustainability have been recruited? More than 50 X 25 _____ Less than 25 _____ Less than 10 _____
- Have you participated in required committee work in the last year? Attended: X All Meetings _____ Some Meetings (3-5) _____ Rarely Participated (1-2) _____ None
- Have you attended required Professional Development in the last year? Attended: X All Meetings _____ Some Meetings(5-9) _____ Rarely Participated(1-4) _____ None

These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):

- **What is the Free and Reduced Lunch Rate for each site?** List below:
 - Site/Building Name: Franklin Elementary School
 - Free and Reduced Lunch Rate Percentage: 49.45%
 - Site/Building Name: Rue Elementary School
 - Free and Reduced Lunch Rate Percentage: 40.53%
 - Site/Building Name: Woodrow Wilson Middle School
 - Free and Reduced Lunch Rate Percentage: 67.34%
- **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):
 - Summer School Only (minimum 30 days)
 - Afterschool Only (maximum 180 days)
 - Before and After School
 - Before and After School and Summer
 - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY20 Request for Applications):
 - 170 number of children x 160 days x \$10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$272,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 90 children x 30 of days = (minimum 30 days) x \$10.00 = \$27,000 (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
 - 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: \$299,000
Number of Children Served in Year One: 260

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ OR Enter School District Code 1476
--

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

COMMUNITY TYPE

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
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer 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 “Comprehensive” or “Targeted” on Iowa School Performance Profiles*** 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):

(1) Original signatures of joint applicants AND Memoranda of Understanding recognizing joint submission; (2) Appendix B notes the “Targeted” designation for Woodrow Wilson Middle School by the Iowa School Performance Profiles

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

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

Documentation: _____

Examples of documentation: Look up your county at https://www.cfpciowa.org/documents/filelibrary/kids_count/2017_data/Final_2017_Child_poverty_430B292C27DE8.pdf.

- Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation: _____

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

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. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.*

FORM A: SITE INFORMATION

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

21CCLC Site Name: Franklin Elementary School		
Site Address: 3130 Avenue C		
City, State, Zip: Council Bluffs, IA 51501		
Phone: 712-328-6469		
Site Contact Person: Jerri Larson, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Rue Elementary School		
Site Address: 3326 6th Ave		
City, State, Zip: Council Bluffs, IA 51501		
Phone: 712-328-6540		
Site Contact Person: Casey Moran, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Woodrow Wilson Middle School		
Site Address: 715 N 21st St		
City, State, Zip: Council Bluffs, IA 51501		
Phone: 712-328-6476		
Site Contact Person: Michael Naughton, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Carter Lake Elementary	1150	118
Edison Elementary	1200	211
Franklin Elementary	1220	229
Roosevelt Elementary	1370	173
Rue Elementary	1380	146

(Limit three sites per application.)

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. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

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.

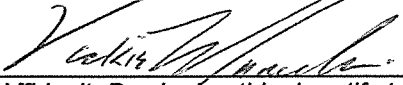
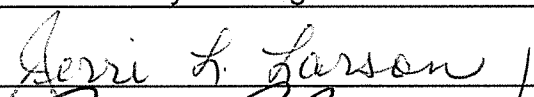
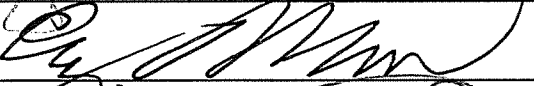
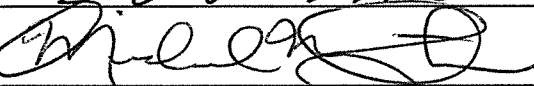
Part N: Grant Termination (Additional conditions in Appendix D)

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 School District Jessie Stoffel
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	

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
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Franklin Elementary School
	Rue Elementary School
	Wilson Middle School
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	


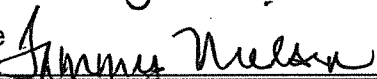

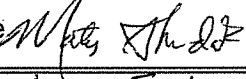
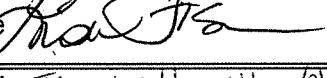
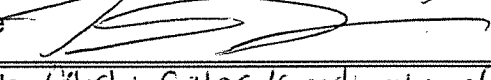
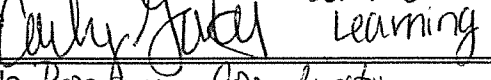
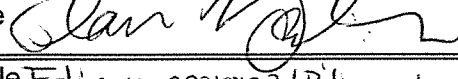
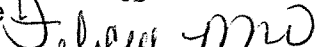
The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in

meeting the needs of the children. The building principal provides referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

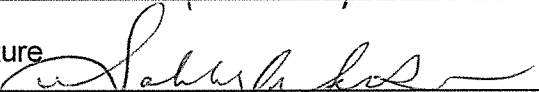



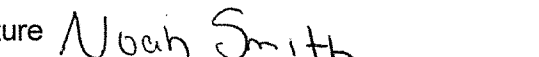


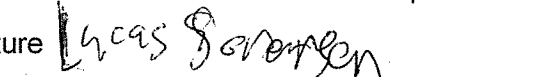
Name/Signature	Agency Affiliation	
Name/Title: Lisa Stewart / Director of NW	Agency: Council Bluffs Community School District	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Tammy Nielsen / HR Specialist	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Jamie McCollough / Finance / Transp.	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Marty Shudick - Director of Assessment	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Lisa Fisher - Attendance Facilitator	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Timothy Hamilton / Chief of Student & Family Services	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Carly Gates / Coordinator of Summer Learning Program	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Program Coordinator	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446
Name/Title: Felicia Moran / Bilingual Liaison	Agency: CBCSD	
Signature: 	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs 51503	Phone: 712-328-6446

meeting the needs of the children. The building principal provides referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

Name/Signature	Agency Affiliation	
Name/Title: Gabby Miller / Site Facilitator	Agency: Franklin Elementary School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone:
Name/Title: Jondi Ronk / Site Facilitator	Agency: Rue Elementary School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone:
Name/Title: Nikki Clausen, Prog. Coordinator	Agency: Franklin Elementary School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone:
Name/Title: Niki Wayman / Parent	Agency: Franklin Elementary School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone:
Name/Title: Jenny Smith / Parent	Agency: Rue Elementary School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone:
Name/Title: Noah Smith / Student	Agency: Rue Elementary School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone:
Name/Title: Keri Zimmer / SAM	Agency: Wilson Middle School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone: 712-328-6476
Name/Title: Tami B. Henegro / parent / staff	Agency: Wilson Middle School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone: 712-328-6476
Name/Title: Lucas Sorensen / Student	Agency: Wilson Middle School	
Signature: 	Address:	
	City/Zip: Council Bluffs	Phone: 712-328-6476

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total three-year funding request (all sites):
3	260	\$897,000
	\$299,000	

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site(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
Franklin Elementary	\$96,000	\$96,000	\$96,000	\$288,000	60
Rue Elementary	\$64,000	\$64,000	\$64,000	\$192,000	40
Wilson Middle School	\$112,000	\$112,000	\$112,000	\$336,000	70
Name of Program Site(s) (Summer School)					
Franklin Elementary	\$6,000	\$6,000	\$6,000	\$18,000	20
Rue Elementary	\$6,000	\$6,000	\$6,000	\$18,000	20
Wilson Middle School	\$15,000	\$15,000	\$15,000	\$45,000	50

Forms D2 and D3 are provided as Excel spreadsheets. Please complete and submit those forms as Excel spreadsheets along with this Appendix document.

Please submit a single spreadsheet with all your D2 forms tabulated. You must complete a form for each site you will operate under your 21CCLC grant.

Please submit a single spreadsheet for your Form D3. This form is new this year and provides a summary of your 21st Century expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.

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. The average daily attendance shows how many attend on a regular basis.

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 can result in a reduction in your federal funding. Your award for the following year may be reduced due to insufficient attendance this year.

FORM D4: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

* 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 of a minority in regards to their academic enrichment, health and wellness, connection to the community, 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: Jessie Stoffel 

Title: 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.

Provide documentation-A consultation was held, who attended, the names and contact info, and the outcome of that meeting. See the Guide to Non-Public School Consultation Guidance.



Private School Consultation Meeting Log

NOT APPLICABLE

There are no private and/or non-public schools in the attendance areas for the public schools in this application. Therefore, there was not a Consultation. Please see attendance map of district on page 21, which displays the St. Albert Schools in the attendance area east of the schools which are part of this application (Franklin/Rue/Wilson).

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

Continues on next page.

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

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Other Information

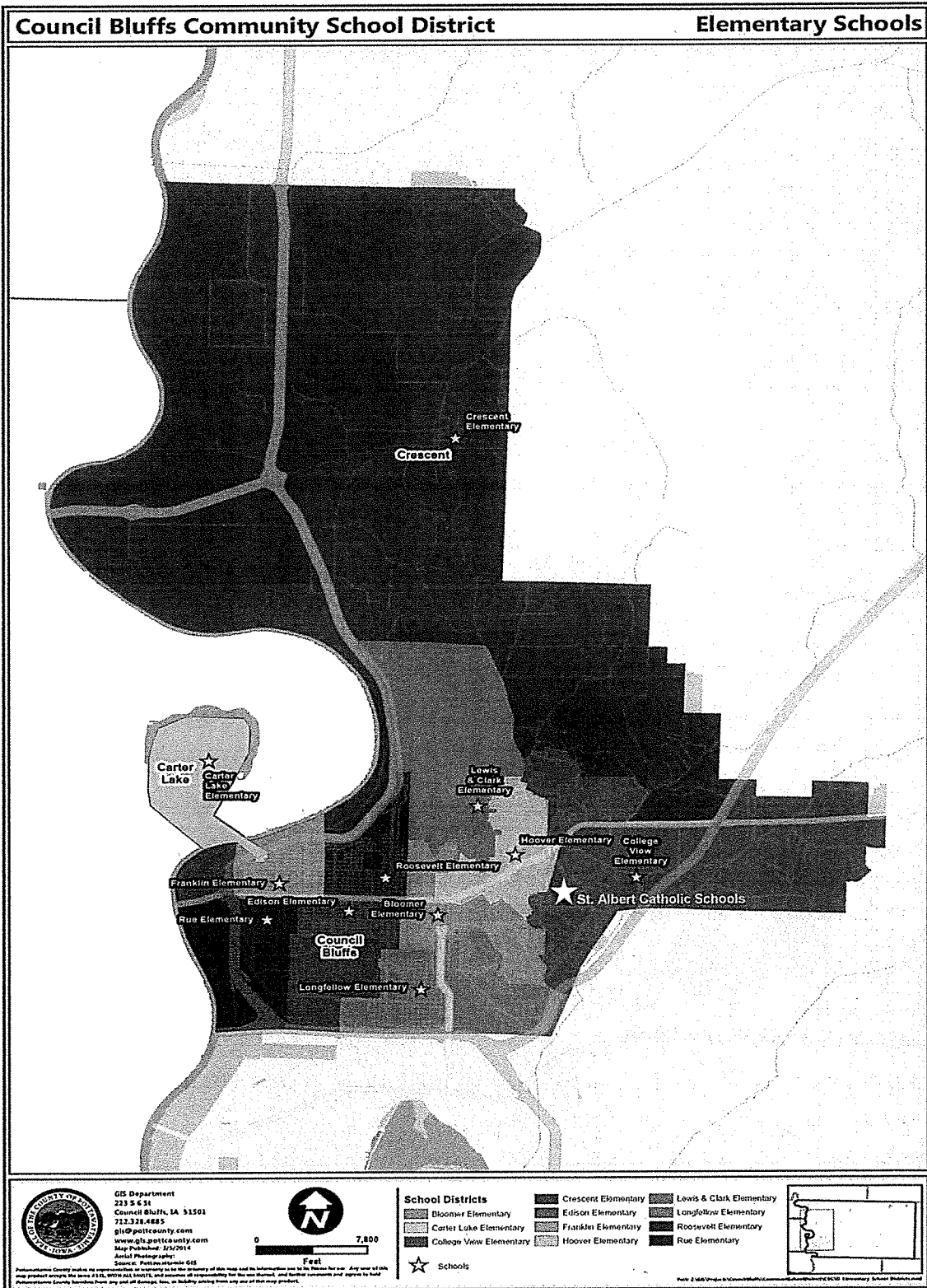
Resource persons:	
Special notes: NOT APPLICABLE. There are no private and/or non-public schools in the attendance areas for the public schools in this application. Therefore, there was not a Consultation. Please see attendance map of district on page 21, which displays the St. Albert Schools in the attendance area east of the schools which are part of this application (Franklin/Rue/Wilson).	

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

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

Attendance Area Map for Council Bluffs Community School District

*The white star is the labeled location for St. Albert Catholic Schools.



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. A lack of evidence of sustainability will be considered supplanting and will not be funded.

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.**

ONLY 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).

How many years of funding did you receive? ___ 10 years X 5 years

Did you have a gap in funding before this application? X Yes ___ No

If there was a gap in funding did you maintain your program for the children-
___ At the same level X At a reduced level ___ The program ended

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work: In the first year (2014-15) of 21st CCLC funding (Cohort IX - Kirn & Wilson Middle Schools) there were less than ten committed community partners. By 2016, there were over 80 community partnerships with the 21st CCLC programs, and in 2018 there were at least 100 total partnerships within the community to benefit out-of-school programs as full and/or partial (in-kind services and goods), or vendor (reduced fees for services). As displayed in the partner tables below, the community organizations were developed at various times throughout the entire five years (2014 – present) of previous funding.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Council Bluffs Public Library	2014	Financial	0	\$0	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No funding is provided to the partner.			
		In-Kind	1	\$11,676	
		Please describe the contribution being made in detail: The supplies and staff are provided completely by the partner, and listed in detail below.			
		Equipment and/or Supplies	2	\$2,200 per year	
		Please describe contribution in detail: For the elementary program supplies, it is estimated at \$200 per year. Most of the items used are the library books and craft supplies which relate to the story. The middle school program supplies is an estimated \$500 per year. They use more materials since they have a Maker Space lab to use.			
		Facilities	1	\$3,500	
		Please provide description of facilities contributed: Students are transported to the CBPL for programs, since they have all supplies and space available. It is a great way to get students into the public library to learn about it and become familiar with it. Partner is also a location for informational family events. Estimated in-kind amount for space is \$3,200 for clubs and \$300 for a family event.			
		Staff	2	\$5,976 per year	
		Please describe what staff will be doing: For the elementary program, staff will lead students through different books and engage them in an activity relative to the reading. Goal is to create a culture of readers and expose students and families to the library. For the middle school program, staff led students through making their creations in the Tinker Zone, playing board games or facilitating book clubs.			
		Volunteers	0	\$0	
		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 partner pays for the background checks.			
		Total Value of Partnership			\$11,676
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Council Bluffs Schools Foundation	2015	Financial	0	\$0	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No funding is provided to the partner.			
		In-Kind	2	\$70,000 per year	
		Please describe the contribution being made in detail: Staff are provided completely by the partner and listed in detail below.			
		Equipment and/or Supplies	0	\$0	
		Please describe contribution in detail: N/A			
		Facilities	0	\$0	
		Please provide description of facilities contributed: N/A			
		Staff	2	\$70,000 per year	
		Please describe what staff will be doing: Partner staff are leading club programs for elementary schools on a daily basis and helping to distribute snacks before program starts. Partner staff are also responsible for planning their club programs.			
		Volunteers	0	\$0	
		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 partner pays for the background checks			
		Total Value of Partnership			\$70,000

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
KANEKO	2016	Financial	0	\$0	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No funding is provided to the partner.			
		In-Kind	2	\$7,400	
		Please describe the contribution being made in detail: The supplies, facilities and staff are provided completely by the partner, and listed in detail below.			
		Equipment and/or Supplies	1	\$1,000	
		Please describe contribution in detail: Partner hosts the career academy for various arts-focused professions to our middle school students. Different hands-on activities which correlate with these art professionals are provided at no cost to the program.			
		Facilities	1	\$1,600	
		Please provide description of facilities contributed: Students are transported to the partner for programs, since they have all supplies and space available. An estimated \$1600 per year. There is no charge for to the program for using their spaces.			
		Staff	1	\$4,800	
		Please describe what staff will be doing: Partner staff are highly qualified in the field of fine arts and provide engaging presentations and hands-on activities for students in the art academy on a weekly basis.			
		Volunteers	0	\$0	
		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 partner pays for the background checks			
		Total Value of Partnership			\$7,400
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Strategic Air Command & Aerospace Museum	2017	Financial	3	\$4,800	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Some funding is provided to the partner for services/staff to facilitate programs (\$100/week per site estimated for 3 schools in FY20 application).			
		In-Kind	1	\$9,200	
		Please describe the contribution being made in detail: Grants were written for previous programs to occur at CBCSD schools by the partner, and implemented at schools with decreased funding. In 18-19 and 19-20, six schools received services at no cost.			
		Equipment and/or Supplies	0	\$0	
		Please describe contribution in detail: Equipment used for programs is provided by the partner and is not paid for by the program.			
		Facilities	0	\$0	
		Please provide description of facilities contributed: N/A; Facilities are only used if program attends a field trip at the partner location.			
		Staff	0	\$0	
		Please describe what staff will be doing: Highly skilled and qualified staff will be implementing STEM activities with elementary students which ties to state standards. Cubelets, spheros, ozobots, and many other types of programs.			
		Volunteers	0	\$0	
		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 partner pays for the background checks			
		Total Value of Partnership			\$14,000

What percentage of your previous grant funding were you able to sustain with community partners? As noted in the tables above, \$103,167 was sustained through community partnerships. This amount equates to 34.4% of the previous Cohort X grant funding.

How many community partners did you secure in the past five years? 90

Explain any challenges you had with securing community partners.

The issues faced when recruiting and developing new partnerships with organizations or businesses in the community involve (1) securing full partnerships providing in-kind contributions through equipment, services or use of facilities versus discounts from businesses, (2) a couple organizations have asked for student data in exchange for services, which we did not provide, (3) originally creating an MOU template was difficult to determine what to include in the agreement but has become much more fluid over time, (4) finding new places to develop partners within or outside of our community, and (5) allocating time specifically for recruitment of new partnerships in the community and beyond.

Woodrow Wilson Middle School

COUNCIL BLIFFS CSD
GREEN HILLS AEA

712 N 21st St, Council Bluffs, Iowa 51501-0902
(712) 328-6176

Appendix B

- SCHOOL SUMMARY
- LEARNING MEASURES ▾
- ADDITIONAL METRICS ▾
- ACHIEVEMENT GAPS
- HELP ▾

ABOUT

Principal Kim Kazmierczak	Enrollment 966	Grade Levels 06, 07, 08	School Type Middle	County Pottawattamie County
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OVERALL PERFORMANCE [View Rating Categories and Scores](#)

NEEDS IMPROVEMENT

ESSA Performance Category
Comprehensive Status: **Met**
Targeted Status: **Targeted**
Students with Disabilities (IEP), Multi-Racial



State Average: 54.91

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

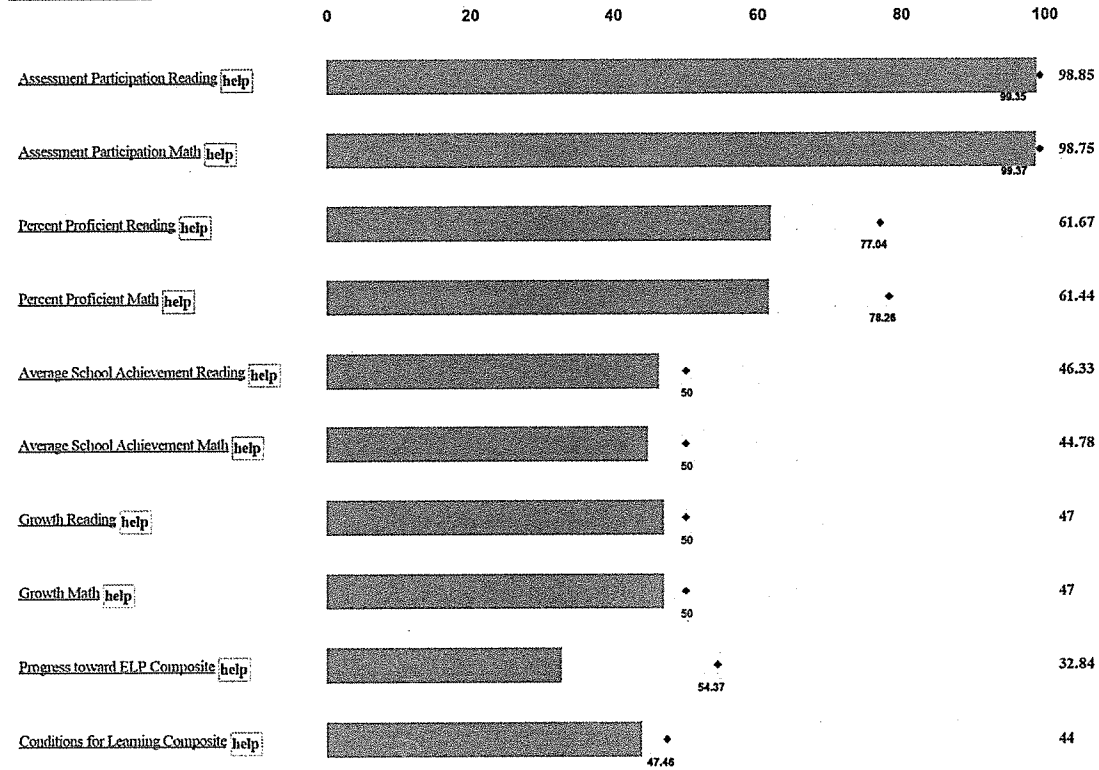
DEMOGRAPHICS

[SHOW/HIDE](#)

PERFORMANCE IN EACH AREA

Accountability View

[Accountability view](#) This view provides information about the performance of students who are included in the accountability score (N=20).



◆ State Average

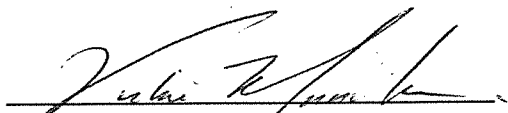



Memorandum of Understanding

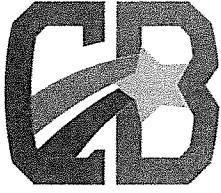
December 2019

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

- Executive Cabinet Leadership Team - provide leadership, vision and implementation strategies to maximize high student achievement and engagement for students at all 21st CCLC sites.
 - 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.
 - Human Resources Department - provide support to advertise and train (as appropriate) new hires that will be working with students.
 - Communications staff - marketing of all public information regarding before, after school and summer programming through the district website, emails, and social media pages.
 - Facilities and Technology Department - provide work areas, computers, paper, etc. for two part-time and one full-time position related to this project.
 - Student & Family Services Department - which includes counselors and student/family advocates, bilingual liaisons; 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.
 - Special Education Department - provide expertise and access to in-building staff to help support students with special needs.
 - School sites - provide safe, accessible facilities, and certified teaching staff for academic clubs, homework help, and tutoring.
1. Approximate value for district department services: \$250,000 per year X 3 years = \$750,000.
 2. Value of Full-time 21st CCLC Program 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. Timoty Hamilton, Chief of Student & Family Services



COUNCIL BLUFFS Public Library



December 2019

MEMORANDUM OF UNDERSTANDING

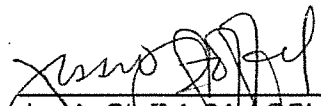
This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Council Bluffs Public Library. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

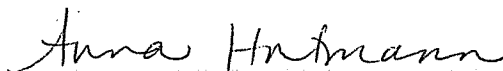
- Meet on a regular basis with CBPL staff to plan activities for students.
- Provide students a snack before they arrive at the library.
- Advertise for and seek out students to participate in the literacy club.
- 21st CCLC Site Facilitators from Franklin and Rue Elementary will work as on-site recruiters for the club related expeditions into the community.
- Provide at least one (1) 21st CCLC staff per every 10 students enrolled.
- 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:

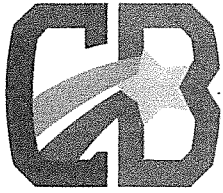
- Provide a room at the library for the literacy club to meet and review goals.
- Provide a facilitator for the library activities.
 - Estimated in-kind value for these services is approximately \$ 600
- Provide suggested follow-up activities to be completed with staff as students read their selected books.
- Provide lesson plans for the events.
- Provide supplies and materials needed.
 - Estimated in-kind value for these items is approximately \$ 200



 Jessie Stoffel, 21st CCLC Program Director
 300 West Broadway, Suite 1600
 Council Bluffs, IA 51503
 (712) 396-2302
jstoffel@cbcspd.org



 Anna Hartmann, Youth Services Manager
 400 Willow Avenue
 Council Bluffs, IA 51503
 (712) 323-7553, x113
ahartmann@councilbluffslibrary.org



COUNCIL BLUFFS Public Library



December 2019

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Council Bluffs Public Library. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

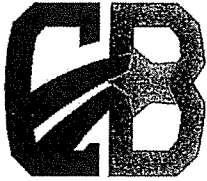
- Meet on a regular basis with CBPL staff to plan activities for students.
- Provide students a snack before they arrive at the library.
- Advertise for and seek out students to participate in the literacy club.
- 21st CCLC Site Facilitators from Wilson Middle School will work as on-site recruiters for the club related expeditions into the community.
- Provide at least one (1) 21st CCLC staff per every 10 students enrolled.
- 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.
 - Estimated in-kind value for these services is approximately \$ 168/week
- Provide suggested follow-up activities to be completed with staff as students read their selected books.
- Provide lesson plans for the events.
- Provide supplies and materials needed.
 - Estimated in-kind value for these items is approximately \$ 2000.00

Jessie Stoffel, 21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
(712) 396-2302
jstoffel@cbcsd.org

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



December 2019

MEMORANDUM OF UNDERSTANDING

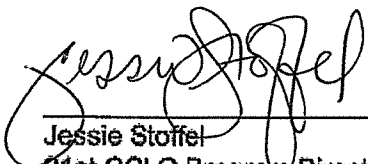
This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Kaneko. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:


- Provide students a snack before the program.
- Recruit elementary (field trip events) and/or secondary (Art Academy) students to participate.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students enrolled in the program.
- Provide any supplies or materials needed purchased at Family Fare.

Kaneko will:

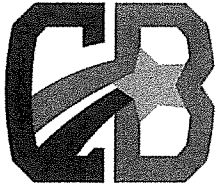
- Provide qualified fine arts staff to facilitate activities.
 - Estimated in-kind value for these services is approximately \$ 4,800
- Provide materials and supplies for activities.
 - Estimated in-kind value for these items is approximately \$ 1,000



 Jessie Stoffel
 21st CCLC Program Director
 300 West Broadway, Suite 1600
 Council Bluffs, IA 51503
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 Katherine Scarpello
 Education & Public Program Coordinator
 1111 Jones Street
 Omaha, NE 68102
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katherine@thekanekeo.org



December 2019

MEMORANDUM OF UNDERSTANDING

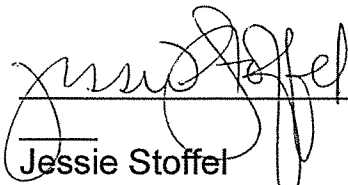
This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Iowa Public Television (soon to be Iowa PBS). This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:


- Provide students a snack before the activity starts (Elementary 4 pm and Middle School 3 pm).
- Program meets weekly during the semester (approximately 16 consecutive weeks).
 - Any program cancellations will be communicated by phone and/or email.
- Advertise for and seek out elementary and/or secondary students to participate in activities.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students enrolled in the program.
- Provide any extra supplies or materials as needed.

Iowa PBS will provide:

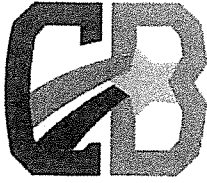
- PBS KIDS Out-Of-School Resources-Multimedia resources that support science and literacy development, designed for use in after-school programs and other out-of-school settings such as libraries, museums, camps, etc. These resources include multi-day sequenced experiences that are built to be modular and flexible enough to be adaptable for that wide variety of contexts that they might be used for. All of the resources come packaged with full activity plans, supporting materials for facilitators, related video clips and digital games, and take-home support materials to encourage family engagement.
- Iowa PBS STEAM Trailer visit - Iowa PBS's STEAM trailer program aims to support educators with schools, early learning centers and Iowa libraries. The program goal is to increase family engagement activities in STEM education. The trailer is packed full of math and science materials to encourage kids to learn through play. These research-based activities engage children and enhance their learning. This trailer is taken to rural school and library events, engaging families in intriguing educational activities that children of rural communities may not otherwise have.
- Resources and training that Iowa PBS provides are an estimated in-kind value of approximately \$800-1500, depending on the level of support needed.



Jessie Stoffel
21st CCLC Program Director
300 West Broadway, Suite
1600



Ken Harrison
Director of Educational Services
6450 Corporate Drive, P.O. Box
6450
.Johnston IA 50131



IOWA WESTERN

December 2019

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Iowa Western Community College Adult Education. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

- Provide meeting space for family event.
- Advertise for and seek out families to participate in events
- Provide 21st CCLC staff person at the event.
- Provide any supplies or materials needed for the event.

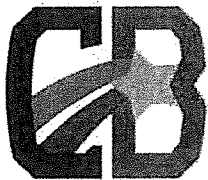
Iowa Western Community College Adult Education will:

- Provide a staff to share information about opportunities at events.
- Provide brochures, handouts and program materials at events.
- Adult Education Program at 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.

Eddie Holtz, Vice President of Finance
Iowa Western Community College
2700 College Rd.
Council Bluffs, IA 51503
(712) 712-256-7088
eholtz@iwcc.edu

Libby Woods, Director of Adult Education
Iowa Western Community College
2700 College Rd.
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Jessie Stoffel
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300 West Broadway, Suite 1600
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SpartanNash



December 2019

MEMORANDUM OF UNDERSTANDING

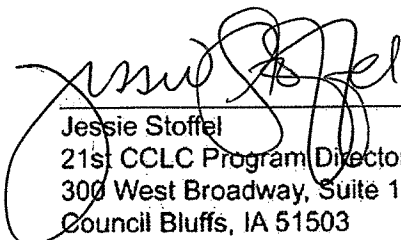
This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and SpartanNash. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

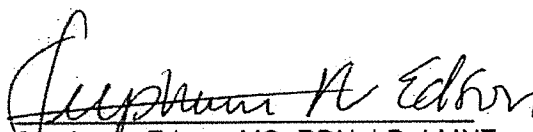
- Provide students a snack before the activity starts (Elementary 4 pm and Middle School 3 pm).
- Advertise for and seek out elementary and/or secondary students to participate in activities or families to participate in weekend or evening family events.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students participating in the program.
- Provide any supplies or materials needed purchased at Family Fare.

SpartanNash will:

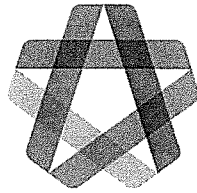
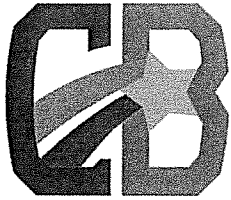
- Provide a certified dietitian to facilitate activities.
 - Estimated in-kind value for these services is approximately \$ 600
- Provide lesson plans for the activities or events.
- Provide non-produce food items.
 - Estimated in-kind value for these items is approximately \$ 1,500



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 Stephanie Edson, MS, RDN, LD, LMNT
 Spartan Nash Wellness Specialist
 7401 F Street
 Omaha, NE 68127
 (402) 968-7070
stephanie.edson@spartannash.com



Council Bluffs Schools FOUNDATION



December 2019

MEMORANDUM OF UNDERSTANDING

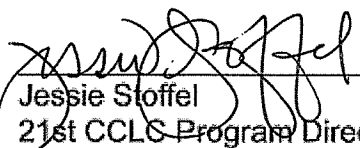
This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Council Bluffs Schools Foundation. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

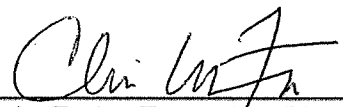
- Provide a location for students and staff to meet before and after school during the regular school year for activities such as taking attendance, eating a healthy snack, conducting indoor and outdoor enrichment activities, and using restroom facilities.
- Provide a part-time site facilitator and other staff such as Youth Development Workers, as needed and based on enrollment, to assist in attendance tracking, snack distribution, physical activity and club enrichment activities benefiting all students enrolled.
- Provide supplies for club offerings Monday through Friday.
- Provide buses and field trip venues, including admission fees for community-based organizations as needed.
- Partner on all recruitment efforts, such as face-to-face family nights, email, Facebook, or printed media.

CBSF will:

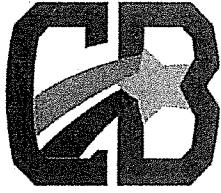
- Provide staff, as needed and based on enrollment, to assist in attendance tracking, snack distribution, physical activity and club enrichment activities benefiting all students enrolled.
- Communicate with 21st CCLC staff on information related to enrollments.
- Partner on all recruitment efforts, such as face-to-face family nights, email, Facebook, or printed media.



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Chris LaFerla, Executive Director
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claferla@cbsf.org



Strategic Air Command & Aerospace Museum



December 2019

MEMORANDUM OF UNDERSTANDING

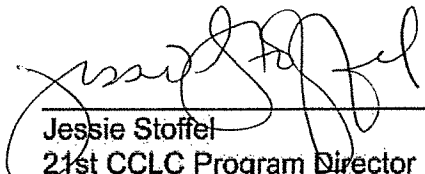
This Memorandum of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Strategic Air Command & Aerospace (SAC) Museum. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our 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 subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

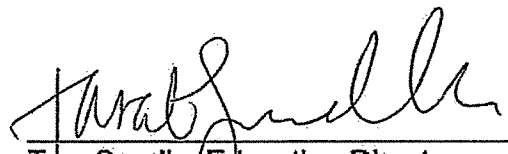
- Provide students a snack before the activity starts.
- Provide meeting space for program to meet weekly.
- Recruit elementary students to participate in afterschool program.
- Provide all transportation for students to and from any field trips.
- Provide one (1) 21st CCLC staff person to assist with the program.
- Provide any supplies or materials needed besides technology equipment supplied by SAC.

SAC Museum will:

- Provide qualified staff to facilitate activities.
- Provide connections to standards and lesson plans for the activities.
- Provide any technology equipment used for programming.



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Tara Sandle, Education Director
28210 West Park Highway
Ashland, NE 68003
(402) 944-3100 ext. 204
EDUManager@sacmuseum.org



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,

A handwritten signature in cursive script that reads "Pam Bierce".

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	\$805,500.00	\$820,665.00
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

Notes: 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.

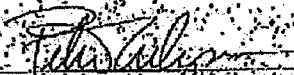
10. Conditions and exclusions of the grant

Reserved.

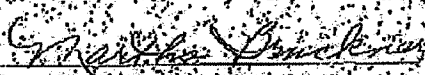
11. Matching funds

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. Maxine Bruckner, 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 59th lexile points (3rd graders grew by 75th 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.

6. Partners/Roles of Partners

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

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

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

6. Period of Performance/Length of commitment

The length of this commitment is two years.

7. Progress Reporting

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

8. Evaluation

CBCSD conducts extensive evaluation on Summer School led by their Director of Assessment, Dr. Marty Brudak 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