

**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: \$300,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Martha Bruckner, Superintendent		Grant Contact/Project Director: Dr. Sandra Day, 21 st Century Grant Program Director	
Agency Name: Council Bluffs Community School District		Agency Name: Council Bluffs Community School District	
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Is this an application for a continuation grant? (Check yes or no): ☐ Yes ☒ No

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: 42-6001281 OR Enter School District Code _____
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REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Both high schools included in this proposal are designated as Schools In Need of Assistance (SINA) in 2015. Thomas Jefferson High School is designated SINA-11 Reading & SINA-9 Math; Abraham Lincoln High School is also SINA-9 Math and SINA-11 Reading. Included in the State Report Card for No Child Left Behind, Iowa Dept. of Education, September 2015 (attached).

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

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

Documentation: MOUs included from Iowa Western Community College (IWCC), Pottawattamie County Workforce Development Task Force and Mary Warren Workforce Alignment Advisory Committee, Council Bluffs Chamber of Commerce, Tri-State (TS) Bank, Council Bluffs Fire Department, Council Bluffs Police Department, and Council Bluffs Public Library

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

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Memoranda of Understanding (MOU) –*Iowa Western Community College (IWCC), Pottawattamie County Workforce Development Task Force and Mary Warren Workforce Alignment Advisory Committee, Council Bluffs Chamber of Commerce, Tri-State (TS) Bank, Council Bluffs Fire Department, Council Bluffs Police Department, Council Bluffs Public Library.*

Appendix A – Required Forms

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

Supporting Documents

- SINA Documentation for Competitive Priority

1. Proposal Abstract

Absolute Priority

Targeted School	2015-16 Enrollment	2015-16 FRL Eligibility %
Thomas Jefferson High School	1,333	64.56%
Abraham Lincoln High School	1,333	50.67%
<i>School Sites Combined /Average</i>	2,666	57.62%
<i>District</i>	9,123	63.75%
<i>State</i>	--	41% (2014-15, Iowa DoE)

Competitive Priority Status

1. *School District DINA, SINA listings / 5 additional points* – The CBCSD is listed on the 2014-15 DINA listing. Both CBCSD high schools (Thomas Jefferson and Abraham Lincoln) are SINA-identified proposed sites for a new 21st Century Community Learning Center after-school program.
2. *Joint Submission / 5 additional points* – Application is jointly submitted as a school-community collaboration, with the Council Bluffs Community School District (CBCSD) as the lead fiscal agent. Attached are MOU's recognizing joint submission with these seven partners: Iowa Western Community College (IWCC), Pottawattamie County Workforce Development Task Force and Mary Warren Workforce Alignment Advisory Committee, Council Bluffs Chamber of Commerce, Tri-State (TS) Bank, Council Bluffs Fire Department, Council Bluffs Police Department, and Council Bluffs Public Library.

Needs Assessment

At the two high schools proposing to establish 21st Century Community Learning Center (CLC) programs—Abraham Lincoln and Thomas Jefferson High Schools, the only two high schools in the District, 58% of the 2,666 combined students sign up for free / reduced-price lunch (an indicator of poverty). Just **27%** of Council Bluffs adults have a two-year postsecondary credential or higher compared to 36% statewide. In 2013, just **53.5%** of Council Bluffs graduates enrolled in an Institute of Higher Education (IHE) within 16 months of graduation (vs. 67% in the Green Hills Area Education Association and 71% statewide). Students at both schools are less prepared for life after high school, as indicated by the Proficiency and College and Career Ready Growth Reports, and 11th grade scores on the 2014-15 Iowa Assessments in both reading (69.7% proficient) and math (72% proficient) are *well below state average* (IA = 81% and 84.5%, respectively). Exciting new college and career readiness programs are beginning to address these needs, but they must be expanded beyond the school day to serve more students and maximize impact.

The Project

We propose an integrated, choice- and interest-based CLC that offers a variety of after-school and summer activities to more than 320 at-risk students at both SINA high schools in our district, with more than 80% (258) anticipated to attend 30 days or more. The CLC will operate 180 days during the school year and at least 30 days in summer and features four primary elements that address needs communicated to us by parents, students, staff, and community members: ❶ **academic success**; ❷ **college and career readiness**; ❸ **social and civic connectedness**; and ❹ **life skills** that strengthen students' capacities for adaptive and positive behavior that enable them to deal more effectively with the demands of everyday life. This four-pronged design aligns with the "Ready by 21" strategies and will help participants become academically and vocationally productive, socially and civically connected, and healthy and safe. ("Ready by 21" is a set of innovative strategies developed by the Forum for Youth Investment that helps communities improve the odds that all children and youth will be ready for college, work, and life. The program provides clear standards, toolkits, and resources to help leaders build broader partnerships & engage youth, families, and community members to improve systems.) Our CLC design covers 13 of the 15 eligible federal activities suggested for 21st Century Community Learning Centers. Healthy snacks, meeting USDA nutrition guidelines, will fuel students' engagement. Both schools meet poverty criteria for full USDA subsidy.

Research Base

The research behind our CLC is based on extensive evidence from multiple sources. Wallace Foundation-commissioned research publications that informed our program development include *Growing Together, Learning Together* (Browne, D., July 2015), *Hours of Opportunity* (Bodilly et al; Rand Education, 2010); and, *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time* (Deschenes et al; Harvard Family Research Project, 2010). Our program embraces the following high-retention program characteristics with demonstrated empirical evidence: (1) provide formal and informal opportunities to explore and prepare for college and other postgraduate plans; (2) give youth more responsibility through job-like programming, apprenticeships, and mentoring; and, (3) offer a variety of choice-based content that develops particular skills and meets concrete goals older teens want to achieve.

Management Plan

The management plan reflects the staffing, recruitment, and management protocols of the district and its partners. To extend day-school college and career readiness programming and connect it to out-of-school activities, two Site Coordinators (one at each school) will be hired to manage and schedule activities; oversee site evaluation (including data collection, trend analysis, and formative program adjustments); support fiscal management; help hire, schedule, and manage program staff & volunteers; liaison with the District CLC Program Director, Graduation Coach, community partners, and parents; and attend Advisory Council meetings as well as workgroup sessions as needed. An ongoing continuous improvement plan and Sustainability Committee will ensure each CLC site effectively meets participant needs for years to come.

Communication Plan

To maximize participation and ensure that the public embraces the CLC as part of each school's culture, it is important to communicate program information and achievements with clear, timely outreach via district, site, and school web pages, social media, public presentations, & print media. We want the public to understand that our program is not only creating a safer school community in the short-term, but we are also developing more fully contributing citizens in the future. When we communicate our program activities and results, messages will be framed for the intended audience (students, parents, staff, partners, general public), with supporting data presented as needed. Outreach will also highlight the career and college readiness opportunities afforded by CLC partnership with the Tucker Center. Strategies are described in detail.

Partnerships

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

Evaluation

To ensure a successful grant-funded project now and in the future, we have designed a rigorous and comprehensive evaluation plan that will be used to refine, improve, and strengthen the program and secure community support. We will work with an experienced evaluator (Hanover Research) to conduct the formative and summative evaluations of program effectiveness according to program requirements and local and state standards. Program staff will work with external evaluation consultants to help collect, analyze, trend, and share attendance, achievement, and other data with the management team and stakeholders. Quantitative evidence of success will be crucial in approaching partners for long-term financial support.

Budget

The total annual request comes to \$300,000 to provide targeted service to 258 "regular attendee" 9th-12th grade students (\$7.50/day x 212 students x 180 afterschool days) + (\$10/day x 30 summer school days x 46 students). \$152,000/year is budgeted to support a site at Abraham Lincoln High (which has higher student transportation expenses), and \$148,000/year is requested for a site at Thomas Jefferson.

2. STUDENT NEEDS ASSESSMENT

2.1 Objective data defining student need – The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, enrolls 9,123 K-12 students in western Iowa’s Pottawattamie County. The City of Council Bluffs (pop. 61,969, US Census 2013) rests on the banks of the Missouri River, across from Omaha, Nebraska. The district’s free/reduced lunch rate, a leading indicator of poverty, has risen from 43% in 2003 to 64% today. At the two high schools proposing to establish 21st Century Community Learning Center (CLC) programs—Abraham Lincoln and Thomas Jefferson High Schools, the only two in the District, 58% of the 2,666 combined students sign up for free / reduced-price lunch (an indicator of poverty). However, many older students who qualify do not sign up for subsidized meals, so we estimate that the number of high school students who live in poverty is actually higher. At the close of the 2014-15 school year, roughly one in five high school students (21%) were minority (primarily Hispanic), 18% received special education services, and 6% were English Language Learners.



The median household income in Council Bluffs is 18% below state average (\$43,388 vs. IA @ \$51,129), so it’s not surprising that Council Bluffs has a higher percentage of residents living below the federal poverty level (16%) than state average (IA = 12%). *US Census QuickFacts, 2008-2012*. Just **27%** of Council Bluffs adults have a two-year postsecondary credential or higher compared to 36% statewide, which has dramatic impact on employment opportunities and wages: among adults ages 25-34, median annual earnings for college-degree holders are \$18,500/year greater than those with only high school diplomas. *National Center for Education Statistics, Institute of Education Sciences, 2015*. In 2013, **53.5%** of Council Bluffs graduates enrolled in an Institute of Higher Education (IHE) within 16 months of graduation (vs. 67% in the Green Hills Area Education Association and 71% statewide). *Iowa Dept. of Education, C11 Indicator*. Of that cohort, only 30% actually completed a degree.

Youth in single-parent households are also more likely to live in poverty (45% vs. 13% in two-parent households). Pottawattamie County ranked 4th of 99 Iowa counties for the percentage of single parent households—38%. *Kids Count 2010*. Children raised in poverty experience many more stressors that undermine school behavior and academic achievement.¹ However, youth of low socio-economic status (SES), when provided with a supportive and enriching environment, can adapt and thrive.

Academic Indicators: According to state assessments to determine adequate yearly progress (AYP), the CBCSD is a District in Need of Assistance (DINA) for not meeting achievement targets in both math and reading. The 2014-15 school year was the 10th consecutive year that the district was identified as DINA. Both high schools included in this proposal are designated as Schools In Need of Assistance (SINA). Thomas Jefferson is designated SINA-9 Math & SINA-11 Reading; Abraham Lincoln is also SINA-9 Math, SINA-11 Reading. Both CBCSD middle schools and nine of eleven elementary schools also have SINA designations. Through its Comprehensive School Improvement Plans, the district is working to address this. Notably, the district has improved graduation rates, from 68.6% in 2004 to 85.8% in 2015. *4-year cohort graduation rate, CBCSD*. However, the rate did dip for Abraham Lincoln between 2014 and 2015 (from 88.4% to 86.9%). The rate held steady at Thomas Jefferson. Longitudinally, ALHS also shows a downward trend in reading scores on the Iowa Assessments, dropping from 78.4% in 2011-12 to 69.7% in 2014-15.

Students at both schools also appear to be far less prepared for life after high school, as indicated by the Proficiency and College and Career Ready Growth Reports (Iowa Dept. of Education). As **Table 1** reveals (top of the following page), students in both schools score particularly poorly in college/career ready growth in the subject area of reading: shockingly, just 16% of juniors met the standard as compared to nearly 56% of their peers statewide—a 40 point difference!

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

Table 2 below shows, overall, significant academic achievement gaps between CBCSD juniors as well as with their statewide peers. Gaps are especially prevalent between special education and low SES students and their peers. Table 2 also illustrates achievement gaps between our proposed CLC site schools as well as schools statewide. That gap was as high as 17 percentage points last year for students with IEPs compared to state average (25.6% vs. 42.5% IA, math proficiency). CBCSD 11th grade reading scores on the 2014-15 Iowa Assessment placed juniors in the 50th percentile as compared to students nationwide (average National Percentile Rank), the lowest NPR score among all other CBCSD students in grades 3-10 who completed the Iowa Reading Assessment.

Table 1: % of 11th Grade Students Meeting Proficiency in College / Career Ready Growth by Subject, 2013-14			
	Thomas Jefferson	Abraham Lincoln	<i>State of Iowa</i>
Math	34.4%	41.6%	58.1%
Reading	16.3%	16%	55.9%
<i>Source: Iowa Department of Education</i>			

Table 2: Achievement Gaps by Subgroup* - CBCSD Grade 11, 2014-15 – % Proficient, Iowa Assessments (Reading and Math)					
	<u>READING – target 100%</u>	<i>State Avg.</i>	<u>MATH – target 100%</u>	<i>State Avg.</i>	Missed AYP**
All Students in Grade 11	69.7%	80.9%	72.3%	84.5%	YES—Both
<i>Thomas Jefferson</i>	67%	--	72%	--	YES—Both
<i>Abraham Lincoln</i>	74.7%		74%		YES—Both
Low SES***	60.8%	66.5%	65.5%	71.7%	<i>(Safe Harbor)</i>
<i>Thomas Jefferson</i>	59.2%		66.9%		YES—Both
<i>Abraham Lincoln</i>	67%		65.6%		<i>(Safe Harbor)</i>
Special Ed. (IEP)	19.5%	31.4%	25.6%	42.5%	YES—Both
<i>Thomas Jefferson</i>	20.6%		17.7%		YES—Both
<i>Abraham Lincoln</i>	20.6%		32.6%		YES—Both
Hispanic	68%	66.8%	71%	71.5%	<i>(Safe Harbor)</i>
<i>Thomas Jefferson</i>	65%		72.1%		YES—Both
<i>Abraham Lincoln</i>	73%		69%		<i>(Safe Harbor)</i>
White	70.9%	84%	74.8%	87.4%	<i>(Safe Harbor)</i>
<i>Thomas Jefferson</i>	69%		74.2%		YES—Reading
<i>Abraham Lincoln</i>	75%		76.4%		<i>(Safe Harbor)</i>
* ELL, African-American, Multi-Racial, Asian, Pacific Islander, and Native American sample size too small for confidential reporting requirements (less than 30 tested students). / **Annual Yearly Progress (AYP) determined by Iowa Assessments. / ***Low socioeconomic status (SES) based on free/reduced lunch.					

Behavioral Indicators: In 2014-15, ALHS reported **301 suspensions and expulsions** and TJHS reported **498**. TJHS has an average daily attendance rate of 92.5%, while ALHS's rate is 95.3% (12/1/15), which may encourage high participation at the after-school CLC. **70 students dropped out in 2013-14** (2.7%), which is the most recent year for which this data is available. A fall 2014 analysis showed that Abraham Lincoln HS scored 23 of a possible 35 points on the Iowa Safe and Supportive Schools Index, indicating a need for targeted support to create a more positive school climate. A Gallup Student Poll administered at both schools in fall of 2014 showed more disappointing results:

- 42% of students are struggling or suffering;
- 52% of students feel stuck or discouraged; and,
- **69%** of students are not engaged or are **actively disengaged**.

Fewer ALHS students feel their school is committed to building their strengths than do their peers nationwide (3.19 vs 3.55 mean), and fewer students at both schools report receiving recognition for doing good schoolwork than do their peers across the country (2.82 vs 3.18). As detailed in the following pages, our CLC aims to address these specific concerns.

How the program will address student needs, including needs of students with working families – At this time, NO before- and after-school academic and youth enrichment activities are offered at the high school in CLC format. However, the CBCSD is fortunate to have a strong partnership with Iowa Western Community College, which—with support from the Iowa West Foundation—is implementing a generous “Pottawattamie Promise” program that offers full scholarships to at-risk students nominated to participate in enhanced academic programming during the school day. Participating students who meet eligibility criteria (e.g., low-income, first in their family to attend college, struggling academically but show promise of success, etc.) must complete an interview process after nomination. Last year, 74 students completed the program and received full scholarships to IWCC (valued at \$30,000); this year, 151 students are participating. The program has potential to serve even more students next year. This amazing school-day program will *segue seamlessly into a connected after-school component*, offering Promise participants extended time to complete coursework as well as new opportunity to participate in activities that strengthen students’ civic engagement (an identified gap in day-school curricula) and build life & employability skills.

Although the CBCSD is successfully implementing age-appropriate CLC programs at three elementary and two middle schools in the District, we recognize the special challenges posed by establishing an effective CLC at the high school level, when students are more independent, busier, and often harder to engage. However, we also recognize the unique opportunities available to us. Our K-8 CLC programs make out-of-school time (OST) program participation “the norm” for attendees; many lessons learned from these stepping stone sites (especially regarding partnerships, outreach, staffing, and sustainability) can be helpful blueprints for a site at the high school level. However, there are key differences in building a successful program that engages older students, and we have carefully researched guidance provided by the Wallace Foundation in order to address this. For example, successful high school programs: (1) provide formal and informal opportunities to explore and prepare for college and other postgraduate plans; (2) give youth more responsibility through job-like programming, apprenticeships, and mentoring; and, (3) offer a variety of choice-based content that develops particular skills and meets concrete goals older teens want to achieve. (Please see p. 9 for a discussion of our research base for high retention programs for older youth.)

Adopting these evidence-based guidelines, we propose a CLC that offers a variety of after-school and summer activities to more than 320 at-risk students at both high schools (258 are estimated to be regular attendees). Operating 180 days during the school year and at least 30 days in summer², the program will build skills in four key need areas communicated to us by parents, students, staff, and community members: **① academic success; ② college and career readiness; ③ social and civic connectedness; and ④ life skills** that strengthen students’ capacities for adaptive and positive behavior that enable them to deal more effectively with the demands of everyday life. This four-pronged design will help participants become academically and vocationally productive, socially and civically connected, and healthy and safe. Both proposed sites for the CLC are safe, secure, and accessible to individuals with disabilities. In cases where participants are hard of hearing, visually impaired, or English language learners, project communication will be translated or made available in alternate formats. All communications utilize concise language with supporting graphics so that individuals of all literacy levels are aware of project and oversight opportunities for working parents. Safe transportation to and from the CLC is assured (detailed on pages 11-12).

2.2 Stakeholder Engagement – As we developed our plan, we sought input from local partners, businesses, school administrators and staff, & high school-aged youth and their parents in a variety of formats, including face-to-face meetings, phone calls, and survey of all 151 current Pottawattamie Promise students to ascertain interest areas as well as preferred schedule and format. Fully 79% (112/151) preferred after-school hours; job skills training (38%), ACT/SAT prep (43%), music (33%), and college application support (40%) were the top activity interest areas. A Nov. ‘15 survey of 316 parents revealed that 86% prefer after-school hours (75% summer) featuring a blend of academic, job skills training, enrichment, and college prep programming. Meetings with partners have sparked the development of exciting new program elements (pgs. 6-8, 14-15).

² 30 grant-funded days in summer at minimum; any additional days will be funded by the CBCSD.

3. PROJECT

3.1. The Council Bluffs High School CLC was carefully designed to link programming to student needs. Sites at Abraham Lincoln and Thomas Jefferson High Schools will be open to *all* students, but we expect that *at least* **258** (including future Promise students) will attend the CLC 30 days or more per year. The CLC will offer an integrated, choice-based program of after-school activities to help youth become academically and vocationally productive, socially and civically connected, and healthy and safe:

➤ **Academic Success** will be fostered by building upon the day school Pottawattamie Promise program, featuring tutoring and evidence-based, enhanced coursework in core content areas. After school, tutoring will be provided by certified teachers to help boost academic achievement and allow students to build positive relationships with a reliable mentor, which is key to academic success and healthy social and emotional development.³ A Site Coordinator at each high school will work with Jordan Vala (in-district Pottawattamie Promise Graduation Coach), advisors, teachers, and students themselves to identify specific academic goals (such as ACT/SAT test preparation or credit recovery) and the related steps, activities, and interventions needed to meet those goals. After-school academic instruction will utilize the Iowa Core curriculum, which is used in the day school program and aligned with the Iowa Core Standards.

To ease students' transition from middle to high school, we will expand the "Movin' on Up" summer academy from just 25 incoming freshmen at TJHS to more than 100 students at both schools, adding a new parent engagement component to foster a sense of community and keep parents informed. (73% of 127 middle school parents surveyed recently indicated an interest in such transition activities.)

➤ **College and Career Readiness** will be encouraged in multiple ways. The Council Bluffs Chamber of Commerce Workforce Development **GROW** (**G**raduates **R**equired in **O**ur **W**orkforce) Program has a liaison in each high school who connects students interested in a particular job with an appropriate local employer. Students are hired for a work experience that concludes with a face-to-face feedback session from their jobsite and school coaches to strengthen their employability skills. Currently, 35 students comprise the first cohort, but the CLC will allow us to *double* this program to serve 70 students per year.

Each high school also implements several disconnected college preparatory programs during the school day. Our vision is to weave existing initiatives together to achieve a more cohesive and consistent format, making it easier for *all* CBCSD students to prepare for postsecondary education. After school, this will take the form of more intensive, individualized support: help with college applications; finding & applying for an internship; practice test runs; or research on degrees, postsecondary schools, scholarships, and financial aid packages. We also envision IWCC students (Cohort 1 Pottawattamie Promise graduates as well as older college students nearing graduation) mentoring CLC participants to help ease their post-graduation transition to college. IWCC (via the Intermediary Division and with support from Centennial Rotary and the United Way) will also offer summer student institutes focused on career exploration and facilitate job shadowing, internships, and other career development opportunities during the school year.

The Tucker Career and College Center offers CBCSD high school students the opportunity to receive advanced training in a variety of Career and Tech Ed (CTE) strands such as Health Science, Computer Graphics, Automotive Tech, & Hospitality and Culinary Arts, obtaining dual credits in partnership with IWCC. Though the center is off-site, participating students maintain enrollment in their home high school. Our program will build upon this established CTE framework, offering *extended-day* opportunities to develop career skills. Enhanced outreach will focus on boosting awareness and participation among both students (current participation: 150-200/trimester) and employers in Council Bluffs who may not be aware of the exciting partnership and workforce development opportunities available with the Tucker Center.

With support from IWCC and our partners in law enforcement and public safety, Police and Fire Academies will offer interested students in-depth, experiential career pathway experiences that expand upon existing programs at the middle school and post-secondary levels. Students will also be able to create, invent, and learn in the MakerSpace "fablab" at the Council Bluffs Public Library (which has a 3D printer, audio production studio, video/photography lab, LEGO robotics, and more) or across the river at the new

³ Harris, P.L. 2007. Trust. *Developmental Science*, 10, 135-138.

“Do Space” in Omaha, a privately-funded digital library that offers more rigorous activities for older students. Both facilities are staffed each night until 9 pm and are primed to offer our students extended day activities in an organized CLC format that will highlight how such experiences connect to future careers.

- **Social and Civic Connectedness** *Youth Leadership Council Bluffs* (another positive youth development activity offered by the Council Bluffs Chamber of Commerce) engages high school juniors in themed monthly activities designed to develop leadership skills and civic engagement. These Saturday programs feature field trips and topical speakers on issues such as economic development, law & government, local heritage, and more. Twenty juniors currently participate, but we plan to *offer a second cohort of weekend programming* (two sessions) that engage a total of 40 students. Beyond the YLCB program, students from both sites will also be invited to serve on a **Youth Advisory Council**—a decision-making and advisory group that will give students a voice in CLC program planning and evaluation plus hands-on governing experience. We anticipate that our Youth Advisory Council will help develop additional volunteer opportunities for participants, such as “community change” student-designed art installations and service learning challenges in which students identify a community problem, work together to develop a solution, and submit their idea for funding from the “Semester of Service” program.
- **Life Skills** strengthen students’ capacities for adaptive and positive behavior that enable them to deal more effectively with the demands of everyday life. To become independent, safe, and productive citizens, students need to know how to responsibly manage their personal finances; plan and prepare healthful meals; and navigate complex systems such as healthcare & insurance. Unfortunately, overstressed and overstimulated students today can miss critical lessons in how to successfully manage these everyday tasks; therefore, the CLC will offer special workshops that cover these essential life skills. Rotating sessions will be developed based on student and staff survey and will connect with other CLC spheres (career readiness, social connectedness) where possible to reinforce lessons and be more impactful. The Department of Labor offers a relevant life skills curricula that will be delivered by staff from Goodwill Industries and/or CBCSD teachers; other skills will be covered by specific partners. (E.g., financial literacy delivered by TS Bank Institute staff, cooking well on a budget with a dietitian from Hy-Vee Grocery, etc.)
- **Resources for Families/Family Engagement** – The CLC will offer topical programs, resource fairs, and field trips that connect with the college & career readiness, life skills, and civic engagement activities offered to students. IWCC will also offer English language literacy and GED support for adults. We know families are busy, so we will survey parents to develop relevant programs and convenient schedules, offering attendance incentives as appropriate. We will train all CLC staff how to connect with parents to persuade them of the value of participation for their older child, encourage parents’ recognition of youth successes, and engage parents without undermining the autonomy of older youth participants.
- **Healthful Snacks** that meet USDA nutritional guidelines will be served each day after-school.

3.2 Academic, enrichment and family literacy services – The Council Bluffs High School CLC provides an array of quality academic, enrichment, and family literacy services that encompass 13 of the 15 eligible federal activities suggested for 21st century community learning centers.

☑ **Academic Services** – Certified teaching staff will provide one-to-one tutoring in core content plus support in working toward specific goals, such as taking the ACT. To promote seamless academic connections, the Promise Graduation Coach will work with tutors to differentiate learning based on each student’s specific academic goals and learning styles. Academic services will encompass remedial education & credit recovery, literacy and ELL language skill development, STEM activities, and tutoring that reduces the achievement gap among youth.

☑ **Enrichment Services** – Enrichment will come in variety of engaging forms: exploring art, music, science, and technology at the MakerSpace digital libraries (3D printing, photography, music/video production,

Council Bluffs High School 21 st CCLC Schedule	
After School:	Mon – 2:00 p.m. – 6:00 p.m.* Tues – Fri 3:30 p.m. – 6:00 p.m.
Evening / Weekend:	1 – 2 monthly family events (evening or Saturdays). Twice monthly weekend activities for students.
Summer:	At least 30 days in Summer, minimum of 4 hours/day
*extended Monday hours align with early release for district professional collaboration time.	

robotics, etc.); entrepreneurial education and employment prep; leadership and civic engagement opportunities; and life skills, character education, and healthy lifestyle development. These enrichment activities will be offered every day after school; field trips and special events will be offered on weekends twice a month. Our enrichment activities will appeal to students' personal interests and give them opportunities to work towards concrete goals, such as an exhibition of work. Students will choose the skills they want to improve, and our program will provide the supports necessary to learn and advance those skills.

☑ **Family Literacy/Family Engagement** – Every other month will feature an interest-based family event, with incentives for attendance (refreshments, door prizes, etc.). Events will include resource fairs, topical presentations, and activity nights. Information will also be shared about adult literacy and GED supports offered by IWCC. All family outreach will have two motives: (1) Advertise family opportunities; and, (2) make our customers our champions by building families' knowledge of the **benefits** of their child's program participation—*especially how the CLC can better position their child for postsecondary success.*

3.3 Goals and Objectives – Goal: *To promote the safe and healthy development, academic and vocational success, and social and civic engagement of CBCSD high school-aged youth.*

- Objective 1) By June of each year, at least 90% of regular attendees (30 days or more/year) will experience growth in reading AND math as measured by performance on Iowa Assessments and as compared to the previous year's individual scores.
- Objective 2) By June of each year, at least 90% of regular attendees will demonstrate improved proficiency in college and career readiness as compared to the previous year / baseline (measured by the CBCSD Proficiency and College and Career Ready Growth Report).
- Objective 3) Annually, at least 95% of regular attendees will graduate with their 4-year cohort.
- Objective 4) The annual Gallup Student Poll will show measurable growth in all thematic areas: hope, engagement, entrepreneurial aspiration, and career/financial literacy (starting in fall 2016).⁴
- Objective 5) By June of each year, at least 90% of parents / family participants will report being “satisfied” or “highly satisfied” with CLC services, and that adult programs are “relevant and useful.”
- Objective 6) By June of each year, at least 50% of regular program attendees will have had family participation in at least one family activity sponsored by the CLC and/or partners.

3.4 Alignment with school day – The CLC is an extension of the district's academic programs, standards, strategic goals, and objectives. Daily communication between management team members (Section 5), as well as twice-monthly CLC staff meetings at each site will enhance program efficiency, support collaborative problem-solving, and increase staff members' ability to help struggling youth. To seamlessly extend Pottawattamie Promise services beyond the school day, Graduation Coach Jordan Vala will share the ongoing, up-to-date Promise student achievement data he tracks with both Site Coordinators in order to help inform after-school academic plan modifications *so that the CLC continuously meets students' evolving needs and goals.* In addition to coaching current Promise students, Mr. Vala also tutors 9th and 10th grade students who have the potential to enter the program; this will serve to increase future Promise and CLC participation as well as support seamless day-school/after-school academic programming.

3.5 Applicant Experience – The CBCSD has significant experience providing OST activities that enhance students' academic and developmental success. This includes a 21st CCLC grant in its second year at our two middle schools and one in its first year at three elementary schools. While our original middle school grant proposal projected serving 400 students, we are actually serving 1,097 students! 463 students regularly attend the K-5 sites, also exceeding initial estimates. Each CLC partners with over **30** local organizations. The successful programs underway at our K-8 schools will provide us with a wealth of experience, resources, and partnerships to adapt / learn from as we expand CLC programming to the high school level.

³ The 2015 Gallup Student Poll (GSP), taken in November 2015 by 52% of CBCSD high school students, will provide baseline data (results not yet available). The 2015 GSP kept “engagement” and “hope” but dropped “well-being” from its core themes, replacing it with “entrepreneurial aspiration” and “career / financial literacy,” which promote a sense of purpose and thriving life.

4. RESEARCH BASE

Application provides evidence from multiple sources of a strong research base for activities.

OST programs can struggle with how to recruit and retain older youth; but when older youth are engaged in programs in *meaningful* ways, they are likely to stay in the program longer and attain more positive outcomes.⁵ To promote such meaningful and sustained participation, our program embraces three primary characteristics shared by high-retention programs cited in several research studies commissioned by the Wallace Foundation: (1) provide formal and informal opportunities to explore and prepare for college and other postgraduate plans; (2) give youth more responsibility through job-like programming, apprenticeships, and mentoring; and, (3) offer a variety of choice-based content that develops particular skills and meets concrete goals older teens want to achieve.⁶ Specifically, *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time* summarizes the following practices and structural features⁷ shared by six high-retention OST programs serving older disadvantaged youth:

1. Providing many leadership opportunities by establishing a Youth Advisory Council and offering service activities such as leading activities for peers or younger children. We will offer youth “escalating” leadership options as they demonstrate commitment and growth in responsibility. For example, youth who consistently attend for two years might apply for a paid CLC staff position. Our regular attendees will also be our biggest “recruiters,” and we will develop a formal process to recognize and encourage these leadership contributions.
2. Having staff stay informed in multiple ways about participants’ lives beyond the CLC program. This will entail collecting student achievement data, meeting regularly with youth one-on-one to build trust, contacting parents regularly, publicly acknowledging participants’ achievements outside of the program, and interacting with youth in the community to further build rapport: at church, sporting events, after-school jobs, etc. The goal is for all CLC staff members to demonstrate *consistently and authentically* that they care about attendees, treat them with respect, listen, empathize, and pay attention to what each young person needs.
3. Enrolling 100 or more youth per year provides more opportunities for development of friendships and helps the program consistently offer appealing activities to young people as their interests grow and change.
4. Holding regular staff meetings (at least twice per month). This formal opportunity for communication and support increases staff morale / retention and staff awareness of issues affecting individual youth or CLC activities so that staff can more effectively work together to solve problems. CLC staff will be encouraged to attend regular professional development activities, workshops, and conferences to network with statewide CLC staff and program officers, learn best practices, share ideas, and build organizational capacity.
5. Adopting practices that build community, such as shared norms & expectations and a unique site identity. Each site will work to develop a “family environment” that provides youth with a safe and welcome space to connect with their peers. CLC spaces will be differentiated from the school-day environment, with a unique logo, identity and culture, and activities that reflect the varied interests of participants.
6. Intentionally addressing the developmental needs of older youth through tailored programming. Older youth with more focused interests are motivated to participate by choice in content. Our CLC will offer a diverse set of interesting and relevant enrichment activities that appeal to individualized interests (based on student interest surveys) and offer something that is “missing” from available community options. Activities will also give youth the chance to work toward a specific goal, such as a poetry slam or chess tournament.
7. Developmentally appropriate incentives that motivate students to attend, such as interesting field trips, public recognition of success, attendance point-system incentives (movie tickets, gas cards) and the like.
8. Engaging families to persuade parents of the value of participation for their older child, encourage parents’ recognition of youth successes, and engage parents without undermining the autonomy of older youth participants. Making our families *invested partners* will make each site a true community learning center.

⁵ Roth, J.L. (2006). Next steps: Considering patterns of participation. *Social Policy Report* 20(4),20.

⁶ *Growing Together, Learning Together* (Browne, D., July 2015), *Hours of Opportunity* (Bodilly et al; Rand Education, 2010); and, *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time* (Deschenes et al; Harvard Family Research Project, 2010).

⁷ Program strategies and features with empirical evidence.

5. MANAGEMENT PLAN

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

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

- Minimum 1:20 participant to staff ratio; enrichment “modules” will be capped or split to meet quality standards for optimal staffing, space, and resources.
- Volunteers will be used to reduce the participant to staff ratio, and support the diverse mix of enrichment opportunities available to students, including life skills and college/career readiness.
- Staffing will follow an interconnected, collaborative Program Management Format (see 5.3).

B) Multiple strategies will be used to ensure recruitment and retention of highly qualified staff including:

- The District CLC Program Director will be supported by CBCSD Human Resources in recruitment, hiring, and management of CLC staff, tutors, and volunteers per District hiring practices. Volunteer outreach will be made to colleges, senior centers, churches, the Council Bluffs Library, school PTOs/Booster Clubs, and via district-approved websites. Staff will be welcomed and supported in best practices for school-day alignment efforts by the Graduation Coach and Site Coordinators.
- Staff will be encouraged to lead enrichment areas based on their unique strengths and interests and invited to attend twice-monthly site team support meetings, which will promote job satisfaction.
- Staff retention will be rewarded by slight stipend increases with each continued year of service.
- Strong relationships will be nurtured with community/business partners by publicly marketing stories of their unique program involvement and giving them a voice on the Advisory Council.
- Formal acknowledgement of business/community partnerships and volunteers will occur each year through special recognition events and/or commendations in district and local news media.

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

- The District CLC Program Director (Dr. Sandra Day) has extensive classroom teaching and staff & program management experience and is a former President of the Magnet Schools of America.
- Graduation Coach Jordan Vala advises Pottawattamie Promise program students and team-teaches math and science to 9th & 10th grade students who are poised for the program. As such, he is well-suited to help align day-school and OST academic programming; his rapport with Promise students will also make him a strong “champion” of the CLC, encouraging students’ participation & enthusiasm.
- Site Coordinators will meet the state’s requirement for the position and will have program and staff management experience and a bachelor’s degree in education, human services, or a related field.
- Staff members assisting with core subject skill development and tutoring will be licensed teachers. Other project staff, including those assisting with enrichment clubs, will meet minimum qualifications for an instructional aide in the school district (high school diploma or recognized equivalent plus one of the following: two years of higher education; an associate’s degree; or pass a formal assessment).
- Diversity in hiring is a priority for the CBCSD, which supports broad recruitment efforts, building relationships with culturally diverse organizations toward that end.
- Business/organization partners will be highly certified and trained in their professions and will work with project staff on implementing enrichment activities with a specific focus on meeting grant goals.
- Background checks will be conducted on all staff, business/organization partners, and volunteers.
- Background checks will include the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry.

D) Professional Development will be assured by:

- All service providers will attend a two-hour orientation training; they will also receive ongoing coaching and support as needed. Initial training will cover working with youth, emergency procedures, goals of the grant, schedules, confidentiality, program rules and expectations, and the like.
- Teachers serving as tutors will continue to participate in regular day-school staff development on the Iowa Core Curriculum, poverty/diversity issues, and be afforded weekly collaborative planning time.

- Sources of ongoing professional development will include the Ready by 21 Leader Network (plus distance learning and institutes), Green Hills AEA, Council Bluffs School District, Gallup, Iowa After-School Alliance, Iowa State University Extension and Outreach, and the Collective for Youth.
 - At least one representative from each site will attend the state 21st CCLC conference.
- E) Program Leadership: Overall leadership for this grant flows from the District CLC Program Director and Advisory Council, with additional direction from the Site Coordinators and Graduation Coach.
- The Program Director provides overarching leadership on day-to-day basis; oversees site operations; manages site budgets and submits fiscal reports; schedules professional development and facilitates meetings; works with evaluation consultants to develop & submit reports to stakeholders and grant program staff; and assures that grant goals and objectives are being met and adhere to grant guidelines.
 - The Site Coordinators provide site-based leadership on a day-to-day basis; organize activities and field trips with partners; monitor and procure supplies and materials; assist with evaluations; lead site staff team meetings; work directly with students; and assure that grant goals and objectives are being met.
 - The Advisory Council (see section 5.3) meets quarterly to provide advisory leadership. It includes ongoing community partners and oversees progress toward objectives, reviews consultant reports, identifies challenges, and develops collaborative solutions. The Council liaisons with all stakeholders and will receive additional input and feedback from the Youth Advisory Council.
 - The Graduation Coach tracks, analyzes, and shares individual student achievement and attendance data; provides trending data for continuous improvement and strategy development; assists with student interventions and trains site leaders and staff; and supports standards-based school-day alignment with after-school instruction, academic interventions, assessments, and other enrichment activities.
- F) Volunteers, including Senior Citizens, will be an integral part of our program as follows:
- Senior citizens and school volunteers will be encouraged to help with topic areas that capitalize on their strengths, interests, and areas of expertise.
 - Our business, postsecondary, and non-profit service organization partners will facilitate life skills and career readiness exploration, social/civic connectedness, and family engagement programming.
 - IWCC is a rich source of student volunteers who will mentor seniors as they prepare for graduation.
 - The Connections Area Agency on Aging (a senior citizen resource provider serving adults 50 years of age and older) and local nursing homes will be another source of volunteers.
 - Parent Teacher Organizations (PTOs) and music / athletic Booster Clubs will help to generate parent enthusiasm and participation, enlist volunteers, and secure in-kind, event, and sustainability support. Each Site Coordinator will join the PTO and Booster Clubs at their respective school in order to keep parents well-informed about CLC activities and collect feedback on enrichment modules.
- Note that parent and community/senior partners will not only be invited to lead specific enrichment activities, but also to provide ongoing feedback on overall program implementation, policy development, & evaluation by joining the Advisory Council and/or CLC subcommittees and workgroups.*

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

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

- As of 11/6/15, an average of 71% of students live within 3 miles of their home high school. For the roughly 30% of students who live beyond their school's walk zone radius and/or are unable to drive themselves, the CLC will provide safe bus transportation home.
- A program-wide check-in, check-out system will be devised and strictly adhered to; all buildings have locked entrances with camera security systems for safety.
- Grant-funded transportation will be provided to all off campus activities and events.
- All facilities meet ADA requirements and will inclusively fit needs of all students and activities.
- Translation services will be provided as needed through district translator and community partners.
- Appropriate accommodations will be made for students with disabilities.

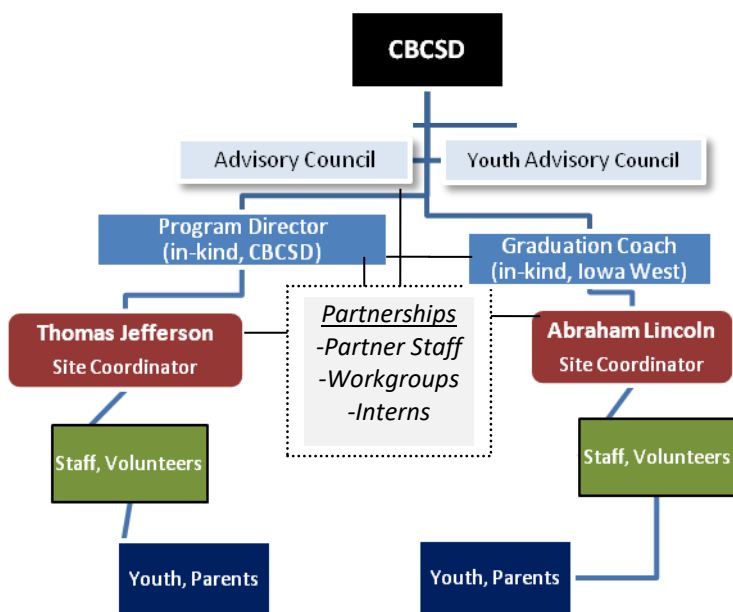
- Parent/Guardian/emergency contact information/youth medical form will be required.
- All bus drivers will be extensively screened for criminal offenses. National registry for Child Sexual Abuse check conducted. Six-month rechecks for driving record are conducted on all bus drivers.

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

The CLC Advisory Council will be comprised of school site and District leadership plus community representatives including parents, students, and community partners. Upon grant award notification, CLC program planning staff will personally invite identified community partners as well as PTO members at each school to serve on the Council. This governing body will include:

- | | |
|--|---|
| a. Dr. Martha Bruckner, District Superintendent | f. Dr. Sandra Day, District CLC Program Director |
| b. Representatives from both School Leadership Teams | g. Jordan Vala, Promise Program Graduation Coach |
| c. District TAG Instructor | h. At least two parent representatives from each site |
| d. Executive Director of Student & Family Services | i. Rotating Community Partners |
| e. Mary Warren, Workforce Dev. Task Force Chair | j. Site Coordinators |

Standing quarterly meeting agenda items will include: review of progress toward objectives, review of consultant reports, identification of challenges, development of collaborative solutions and improvement plans, review of program assessments, and development of audience-specific communication plans. The Council will play a critical role in developing sustainability strategies. Various subcommittees and workgroups will also be formed to accomplish specific project tasks (sustainability, outreach & parent engagement, etc.). Each respective workgroup will coordinate all activities related to its area of focus and advise CLC staff of progress. The Program Director, Site Coordinators, and CBCSD district liaisons will assist and support the Advisory Council and any specific workgroups and deal with barriers that may prevent individuals from participation on these important governance bodies. A management diagram follows:



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

To ensure that the program achieves results, a Continuous Improvement Plan (CIP) will be adopted by the Advisory Council in the first year. The CIP (updated quarterly) will be informed by data-driven decision-making that integrates formative process data as well as student outcome data aligned with program goals. (See “Continuous Improvement,” pg. 17.) A Sustainability Subcommittee will also be created during the first program year to devise a formal sustainability plan. Its goal will be to nurture and cultivate partnerships, obtain in-kind services and goods, plan and coordinate creative fundraisers, identify new revenue streams, and secure grants and direct donations. The sustainability plan will identify

quarterly milestones, associated tasks, and personnel responsible for achieving those tasks. We will also work with the K-8 CLC sites to coordinate city-wide social marketing and fundraising so as to strategically connect with potential donors and collaborate on larger events, such as fun runs or sports tournaments. Our high school attendees participating in service learning activities will also be offered the opportunity to work on the sustainability subcommittee to plan, coordinate, and help facilitate fundraising events and initiatives (chili cook-off with silent auctions, game/bowling nights, raffles, etc.). **Ready by 21** also offers detailed toolkits featuring evidence-based strategies to support capacity building, including two focused on using student data to improve effectiveness and sustainability by better-aligning resources, plans, and policies.

6. COMMUNICATION PLAN

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

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

Parents - We will train all CLC staff to connect with parents in multiple ways on a regular basis: emails, texts, phone calls, letters, individual meetings, surveys, etc. Research shows that successful programs for older students use an average of 7.6 ongoing strategies to persuade parents of the value of participation for their older child, encourage parents' recognition of youth successes, and engage parents without undermining the autonomy of older youth participants. School PTOs and Booster Clubs will provide another communication outlet and empower key groups of engaged parents to help with various program components based on their interests and talents. The 21CCLC website and social media channels will be updated continuously and showcase CLC highlights such as academic gains, unique enrichment activities, and participation rates and benefits. Parents will be invited every other month via personal letters and email to family events that will allow us to share information in a pleasant, informal setting. Additionally, newsletters will be sent home quarterly and parent-staff-student conferences will occur at least two times a year, providing one-to-one updates on student progress. Regular and diverse outreach strategies will ensure that parents understand the *benefits* of their older child's participation and thus encourage their child's attendance; it will also boost participation in adult family programming that *helps parents help their children* become academically and vocationally productive, socially and civically connected, and healthy and safe.

Students - Strategies to communicate with youth will include "word of mouth" promotion by students themselves, personal outreach by school administration/staff and CLC staff, and the 21CCLC website and social media platforms, which will highlight current and upcoming events and opportunities. Our regular attendees will likely be our biggest recruiters, and we will develop a formal process to recognize and encourage these contributions. CLC registration information will be sent out twice a year (fall and mid-year). Students will also receive an informational postcard mid-summer about upcoming opportunities, including the chance to serve on the Youth Advisory Council. CLC staff will publicly acknowledge participants' achievements outside of the program and interact with youth in the community to build rapport.

Community – Council Bluffs citizens will learn about program impacts through formal media releases at least twice per year as well as frequent (4x/week) posts on CLC social media channels and a unique CLC website (linked via each school's webpage) featuring a banner with up-to-date news and events. Press releases and social media updates will: (1) highlight unique student activities and opportunities as well as successes resulting from their participation; and (2) encourage partnership development with special features on volunteers and partners ("Volunteer of the Month," partner recognition, "Ways to Get Involved," etc.).

Partners –To keep all partners excited about and actively involved in program activities, we will publicly celebrate them in media releases and showcase their work on our website and social media platforms. Personal contact (thank-you notes, phone calls) will nurture existing partnerships; CLC staff outreach will cultivate new ones. Active partners will be informed in greater detail on CLC progress and student achievement during Advisory Council and workgroup meetings. Our plan is to continually strengthen existing partnerships, grow new partnerships, and keep partners informed so they can help create a strong, sustainable after-school resource for youth. Please see section 7.2 on p. 15 for more on partner engagement.

7. PARTNERSHIPS

7.1 Existing Partnerships and roles – Our major partners, as indicated by the attached memorandums of understanding (MOUs), will provide leadership for many of the college/career readiness, life skills, social and civic connectedness, and family engagement activities in the CLC. These committed partners will provide the hands-on and close-up experiences that will make our after-school program a life-changing one for many students and an exciting and educational place to be throughout the school year. They will provide us with the resources, in-kind staff support and expertise, field trip opportunities, and local community connections to positively affect youth development at a much higher level that we could ever attain on our own. All are longtime supporters of our district, and all have Council Bluffs students and their families at heart. Descriptions of major partners’ roles – including our own – and areas of impact are detailed below.

Partner	Role / Area of Significant Impact
Council Bluffs Community School District (CBCSD)	Provide leadership, vision and program implementation toward higher student achievement and engagement. Provide safe, accessible facilities, a highly qualified districtwide CLC Program Director, and certified teaching staff for academic programming, tutoring, and homework help. Coordinate Pottawattamie Promise program with Iowa West for seamless day-school / after-school programming, as well as umbrella oversight for cohesive, sequential <i>district-wide</i> CLC activities as students transition through grade bands (K-5 → 6-8 → 9-12). Bring together partners to support a mosaic of engaging activities and services. Incorporate family programming, including literacy programs, and wraparound community services for student/family needs. <u>Area of significant impact: Student achievement and engagement</u>
Iowa West Foundation	Cover the Graduation Coach position as well as two math instructors who teach Integrated Math 3 and Statistics to Promise students. Fund entire day-school Pottawattamie Promise program, which serves as the springboard for the after-school and summer academic component. Cover tuition, books, and room & board at Iowa Western Community College for Promise Program graduates. <u>Area of significant impact: Academic / career support.</u>
Iowa Western Community College (IWCC)	IWCC, under the lead of the Intermediary Division and with support from Centennial Rotary & United Way of the Midlands, will offer summer programming and opportunities focused on career exploration as well as transition activities especially for incoming freshmen. IWCC will facilitate job shadowing, internships, and other opportunities during the school year. IWCC will also sponsor English language literacy and GED support for parents. Contribute student volunteers who will mentor CLC participants to ease postsecondary transition. <u>Area of significant impact: Adult literacy skills development and academic / career support.</u>
Mary Warren Pottawattamie Co. Workforce Development Task Force & Alignment Committee	The Workforce Alignment Advisory Committee recently established a strategic long-range workforce plan that includes as a goal “Provide youth with opportunities and resources to develop skills and knowledge that empower them to enter and thrive in the workforce.” Nine sub-objectives were identified (E.g., increase the number of employers who offer internships, provide career mentoring opportunities, communicate workforce expectations to students, host an annual career forum for parents, etc.), along with related implementation activities for each objective. Partners tasked with implementing various strategies include the CBCSD, IWCC, CB Chamber of Commerce, and IowaWORKS. This Workforce Plan goal clearly aligns with our CLC college and career readiness programming and offers a tremendous opportunity to build upon this established framework. <u>Area of impact: College and career readiness opportunities.</u>
Council Bluffs Chamber of Commerce	Provide staffing and oversight for the expanded GROW and Youth Leadership Council Bluffs programs. <u>Areas of significant impact: Leadership development, college and career readiness (development of employability skills), social and civic engagement.</u>
Council Bluffs Public Library	Provide staffing and management for the MakerSpace “fablab” (with a 3D printer, audio production studio, video/photography lab, LEGO robotics, and more), giving students access to extended day activities in an organized CLC format that will highlight how such experiences connect to future careers. <u>Areas of significant impact: STEM exploration, college and career readiness, family engagement.</u>

Partner	Role / Area of Significant Impact
Council Bluffs Fire Department	Provide quarterly parent and student information sessions that highlight career exploration in the Fire Service and Emergency Medical Service fields (firefighter, EMT/paramedic, fire inspector, safety educator, etc. Builds/expands on a similar program at the middle school.) <u>Area of significant impact: Career exploration in the fire science field, college readiness.</u>
Parent Teacher Organizations (both schools)	Assist with parent outreach to build CLC volunteer pool and increase parent representation on Advisory and subcommittee groups. Assist with parent survey dissemination and other fundraising initiatives. <u>Area of impact: General CLC program support, family engagement.</u>
Connections Area Agency on Aging	Provide senior citizen volunteers for mentoring, service learning opportunities, and enrichment programs (E.g., historical interviews, storytelling). <u>Area of impact: Positive youth development through inter-generational relationships, service learning opportunities, mentoring.</u>
Council Bluffs Police Department	Provide a unique 15-week “Police Academy” that offers students interested in a career in law enforcement the opportunity to more deeply explore the field with hands-on and mentoring activities (evidence gathering, guest lectures, 3-D situational experiences, etc.). Primes students for two-year Criminal Justice degree offered at IWCC. <u>Area of significant impact: Career exploration in the law enforcement and public safety fields.</u>
Hy-Vee Grocery	Provide dietitian-led workshops featuring healthful eating on a budget as well as exploration of careers in the culinary arts. Donate grocery incentives to student & family attendees. <u>Area of significant impact: Life skills / healthy growth & development, Career Readiness.</u>
Centennial Rotary	Will help support incoming freshman transition activities during the summer. Orientation for incoming ninth graders will also highlight Tucker Center opportunities. <u>Areas of significant impact: Student achievement and engagement, College and career readiness.</u>
TS Bank Institute	Expand on K-8 CLC programming to offer a 6-week high school financial literacy module focused on risk management (personal financial planning, debt reduction, needs vs. wants, budgeting, insurance, housing, consumer protection/credit, investing, life cycle planning, etc.) as well as exploration of careers in finance that may include job shadow / internship opportunities. <u>Area of significant impact: College and career readiness, life skills development.</u>
Green Hills AEA	Provide staff development opportunities and resources (equity, diverse learning, curriculum & assessment, etc) for CLC staff and day school teachers. <u>Area of impact: Quality CLC staff.</u>
United Way of the Midlands	United Way’s Workforce Ready program helps disengaged students master essential skills and removes barriers to their success. <u>Impacts: Student engagement, college and career readiness.</u>

7.2 Plan for Meaningful and Engaging Partnerships – Our plan begins with the district philosophy that collaborative relationships expand and enhance how we can meet the needs of our youth. Meaningful and engaging partnerships will be assured through several means: **1)** A Community Engagement Subcommittee from within our Advisory Council—including district, parent, and community membership—will create and update a Community Engagement Plan annually to keep the community aware of the CLC sites and informed about current and upcoming partner needs and opportunities. **2)** Aggregate student data related to college/career readiness and academic achievement will be shared with parents, PTOs, Booster Clubs, our Advisory Council, and media to link these documented interest areas/needs with community partners uniquely qualified to help—whether through enrichment activity leadership, volunteers, or in-kind donations; **3)** Ongoing publicity, through news releases, school websites, social media, booths at parent-teacher conferences and community events, and newsletters will be utilized to highlight our CLC activities, progress, current partners, and needs for partner involvement. New partners will be recruited through resource fairs, the Council Bluffs Chamber of Commerce, and direct CLC staff outreach. Existing partner relationships will be retained through effective communication, appropriate recognition, activity/service rotation to alleviate partner fatigue, and continual evaluation. The Ready by 21 “Broader Partnerships” toolkit will help us align and strengthen our leadership coalition and engage stakeholders in setting priorities and solving problems.

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

The CBCSD will conduct a complete and rigorous evaluation of program effectiveness at the CLC/district level as well as for the Iowa Department of Education. This multi-tiered effort involves a lead evaluation firm, our District CLC Program Director, Site Coordinators, the Iowa West-funded Graduation Coach (Jordan Vala), our K-8 Achievement Specialist (Jessie Stoffel), and other district assessment staff, working together to collect and analyze data that drives continuous improvements.

Evaluator/Experience	Evaluation Type	Purpose
Hanover Research will serve as the lead evaluator. Founded in 2003, the company has grown to serve for-profit and non-profit organizations of every size around the world. K-12 education work includes instructional integrity, community engagement, student success, and resource management.	<ul style="list-style-type: none"> • Analysis of student achievement data • Development/analysis of staff, parent, partner, and youth surveys • Presentations of findings • Development of local, state/federal reports, including Iowa Dept. of Ed. • Other information as may be required to the Iowa Dept. of Education 	Provide systems and analysis for determining progress in student achievement related to program objectives in a rigorous evaluation of effectiveness. Report findings to facilitate staff/family/public review & input and strengthen programs.
Graduation Coach / The Graduation Coach (Jordan Vala) advises Pottawattamie Promise program students and team-teaches math and science to 9 th & 10 th graders who are poised for the program. He compiles academic data on participants that will drive formative improvements and reinforce OST/day-school alignment. <i>In-kind, full position covered by Iowa West.</i>	<ul style="list-style-type: none"> • Collection & analysis of student data used to inform course corrections with Promise CLC attendees. • Use of data to drive CLC program improvements, including staff development plans & CLC activity, schedule, and partner modifications. • Coordinated evaluation efforts with external evaluator & site staff. 	Track the academic progress of students and share data between the high schools and the CLC programs. Share data with Advisory Council and stakeholders for continuous improvement of students and CLC programming.
CBCSD Achievement Specialist Jessie Stoffel collects, analyzes, shares, & reports student and program data for the five established K-8 CLC sites in the District.	<ul style="list-style-type: none"> • Technical assistance as needed to HS CLC staff in data collection, management, and dissemination as required by the program. 	Orient new high school CLC staff to district data collection and management processes and grant requirements of Iowa ED. Support <i>seamless K-12 CLC evaluation.</i>

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

- Evaluation plan review, including timeline and alignment of all project goals, objectives, activities and associated data collection tasks for team: *annually*
- Creation of reporting forms and data collection set-up, including academic evaluation tools – *semi-annually*
- Creation of student, parent and staff surveys, facilitation of survey process, and data review – *annually*
- Completion of analysis & trend results reporting for process improvement and sustainability – *quarterly*
- Consultation by site for idea generation based on trend results or identified challenges – *quarterly*
- Consultation with district data point person(s) and grant administrator – *as needed/requested*
- Generation of evaluation report and presentation to Advisory Council, Iowa Dep. of Ed, families, and public – *quarterly*
- Facilitation of formal site evaluation meetings for data review, alignment with student needs, continuation and/or identification of recommended best practices – *quarterly*
- Assistance in planning, delivery, and evaluation of family engagement events – *three times per year*
- Completion of the Federal report by site– *quarterly (fiscal) and annually (to include Statewide Annual Evaluation survey)*

Continuous Improvement: Our evaluation plan includes internal and external evaluation as indicated in the preceding chart and aligns with goals, objectives, and activities of the program (see Section 3.3, page 8). As data is compiled it will be evaluated by the Advisory Council, Evaluation Subcommittee, Hanover Research,

and the Graduation Coach. These individuals will examine data, trends, and performance feedback from periodic progress assessments to recommend timely CLC improvements in the quarterly CIP. Based on data shared at Council and/or Evaluation Subcommittee meetings, members will use process observation, action item, and logic model templates developed by our evaluation consultants to assess program quality, implementation timeliness, cost-efficiency, participation, and overall impact. These formative assessments will identify challenges (such as low parent turnout at an event, or staff resistance to particular changes or activities) that will spark solutions and itemize resources needed to implement those solutions. Evaluators will provide consultation by site for idea generation based on trend results or identified challenges. Formal site evaluation meetings with program staff as well as community partners via the Advisory Council will further help to refine, strengthen, and improve CLC programming. Student, parent, and staff surveys will provide crucial input that will be analyzed by our evaluation team and shared with stakeholders to generate ideas and solutions. The Ready by 21 “Better Data and Decisions” toolkit will provide evidence-based strategies to help us collect complete data that informs our collective efforts and demonstrates the link to improved outcomes, and then align and connect this data for improved decision-making.

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

Objective	Data Points	Public, Stakeholder Reporting
❶ Reading and Math Growth	Iowa Assessments and/or district assessments	<i>Quarterly and annually - reports to Advisory Council; ongoing review; website, newsletters, family events, local media</i>
❷ Proficiency in College & Career Readiness	CBCSD Proficiency and College and Career Ready Growth Report, Gallup Student Poll	<i>Quarterly and annually – reports to Advisory Council; results used year-round with students; website, family outreach, local media</i>
❸ Graduation	CBCSD annual graduation rates, 4-year cohort	<i>Annual results in Council report; community media; website, newsletters, local media</i>
❹ Hope, Engagement, Entrepreneurial Aspiration, Career / Financial Literacy	Annual Gallup Student Poll (measurable growth, baseline taken in November of 2015)	<i>Annual results in Council report; personal results used year-round with students; community media/events</i>
❺ Parent perception of programming / satisfaction	Parent surveys and other qualitative measures as appropriate (focus groups, interviews, etc.)	<i>Reports to Advisory Council and parents/public; website, social media, newsletters, local news media releases</i>
❻ Family participation	Event attendance sheets, pre- and post-activity surveys, etc.	<i>Post-event reports quarterly to Council, parents in newsletters, web</i>

Evaluation results and reports will also include disaggregated student level data regarding achievement gaps, attendance (including the number of regular attendees), & behavioral data; teacher, partner, & student survey results (satisfaction, interests, and preferences); logistical program data on activities, transportation, meals, and staff qualifications for the annual statewide and Federal fall reports; and qualitative data plus a discussion of changes to daily operations and/or staffing and why those changes were made.

The American Council on Education recently found that low-income high school graduates were far less likely to pursue higher education in 2013 than in 2008.⁸ The Pottawattamie Promise program is helping to address this in Council Bluffs; our well-evaluated CLC program will provide the extra critical supports to ensure that participating low-income students *continue with the program and achieve their fullest potential*.

⁸ <https://www.washingtonpost.com/news/education/wp/2015/11/24/college-enrollment-rates-are-dropping-especially-among-low-income-students/>

9. BUDGET NARRATIVE

9.1 Justification for each line item including how each expenditure is necessary and reasonable. All Council Bluffs High School CLC program expenses are necessary and reasonable. Every effort has been made to select the most cost-effective form of service while still maintaining quality for a project with this level of complexity and impact on student achievement. As required by the grant, the daily cost for provision of after- and summer school services falls well within the funding standard of less than \$10 per day per student, thanks to the significant partnering and collaborative planning with our partners. With 258 students targeted as regular attendees (more than 30 days) during the 180-day CLC school year plus 30 days (at minimum) in summer, the annual request comes to \$300,000 and breaks down as follows: (\$7.50/day x 212 students x 180 afterschool days) + (\$10/day x 30 summer school days x 46 students). \$152,000/year is requested for a site at the more suburban/rural Abraham Lincoln HS (which has higher student transportation costs), and \$148,000/year is requested for a site at more urban Thomas Jefferson. The cost break down gives us a per-pupil daily cost averaging \$5.54/pupil. ($\$300,000 / 210 \text{ days per year} / 258 \text{ students}$).

EVALUATION – 4% (\$12,000) – An ongoing and in-depth evaluation plan is critical to the success of our learning centers for current operation and future sustainability. It will be used to refine, improve, and strengthen the program and build community support. Our evaluation plan includes utilizing an experienced evaluator, Hanover Research, to conduct a comprehensive, rigorous evaluation of our program, including analysis of student achievement data, conducting teacher, staff, parent, and youth surveys and providing analysis, developing state/federal and local reports, and providing presentations. We have budgeted \$12,000 for Hanover’s work as our external evaluator. Hanover provides evaluation support for our K-8 CLCs as well as other district programming and is familiar with CBCSD processes and goals. Other evaluation resources will include the work of our Graduation Coach and Site Coordinators, who will collect, analyze, and share student outcome and program data to drive formative program improvements & sustainability.

ACCESS – 8% (\$24,000) - It is important to the success of our program to ensure students have safe and adequate transportation from each site to their homes and to/from off-site field trips. A November 2015 parent survey indicated that 16% of parents stated that their high school-aged child will require reliable transportation home. As this will be a significant expense, we have devoted the maximum allowed by the program (8%, or \$24,000) to this item. A small portion (\$1,000) will cover staff travel between sites and support their attendance at off-site partner meetings as well as regional staff development activities.

ADMINISTRATIVE/INDIRECT COSTS – 5% (\$15,000) - Our program anticipates serving 320 students year-round, though more may attend (combined high school enrollment is 2,666, 58% of whom sign up for free or reduced-price lunch—though this figure is locally estimated to be much higher). At least 258 students collectively enrolled in both schools are expected to attend 30 or more days during the school year, including all current and future student participants in the Pottawattamie Promise program. This will require significant administrative oversight and logistical planning to effectively and successfully operate our program and ensure that all participants have a high quality experience. Administrative expenses at the specific sites will include: office space; office supplies and furniture; internet and phone connectivity; district human resources, financial, clerical, and transportation support; food services preparation and delivery; technology tools, software, and support; utilities (heat, water, power); and the like. Though up to 8% of the budget total may be reserved for administrative expenses, we are requesting only 5%; the CBCSD commits to covering any costs above and beyond this total as a show of in-kind support and dedication.

PROFESSIONAL DEVELOPMENT -- 5% (\$15,000) - Great teachers help create great students. Research shows that an inspiring and informed teacher is an extremely important factor influencing student achievement, so it is critical to pay close attention to how we train and support educators working with our CLC student participants. High-retention programs serving older youth have strong organizational capacity, offering their staff frequent opportunity to network with other CLC providers in other schools and districts

and attend professional development activities. Research findings suggest that investments in direct services alone are important, but not enough to boost and sustain student participation; resources must also be allocated to organizational development and capacity building.⁹ We have therefore budgeted 5% at each school site for professional development, including from the Green Hills Area Education Association and Iowa State University Extension and Outreach in multiple areas of best practices; and for CLC staff attendance at state and national level 21st CCLC and related after-school conferences.

PERSONNEL – 70% (\$210,000) - We justify spending 70% of our total budget on personnel because teachers and staff are the main pillars of our program. They pass on knowledge and values to youth, prepare them for further education and for working life, and are the main contributors to a well-rounded, student-centered, and overall excellent education. Therefore, we are committed to employing and retaining quality, experienced CLC staff. This includes an in-kind Program Director (Dr. Sandra Day, current district-wide 21st CCLC Program Director @ 220 days), an in-kind Graduation Coach at 1.0 FTE (220 days), a full-time Site Coordinator at each high school (220 days each @ \$40,000/year), and extended classroom teacher and staff contracts and stipends (averaging \$30/hour with up to five hours of prep time at each site) as well as additional CBCSD paraprofessional staff (@ \$15/hour) who will help with enrichment, family literacy & engagement activities, snack service, and general support and clerical activities (paid at a paraprofessional wage). Benefits are calculated at 40% for the district positions. Estimated salary expenditures are \$210,000.

MATERIALS – 8% (\$24,000) - Cost for materials will be 8% (\$24,000) of the total grant budget. Grant funds will be used to leverage additional contributions from local partners. Material costs include: academic and enrichment supplies and software, literacy materials and books, technology resources, age-appropriate recreation equipment, family activity refreshments and incentives, admission for field trips, etc.

9.2 How the program seeks to supplement, rather than supplant, current funding. - No funds awarded to the District will be used to supplant funding for existing programs and services. Funds will be used to provide an *additional* layer of support to our students to improve academic achievement and school engagement and promote positive youth development.

Pottawattamie Promise Graduation Coach, Jordan Vala, will serve as a critical connection between the OST CLC and students' day-school goals and progress. 100% of his salary and benefits will continue to be generously covered by Iowa West Foundation. According to Pete Tulipana (President and CEO of the Iowa West Foundation), approximately 400 students in Pottawattamie County per year lack the access to higher education due to a variety of barriers. The goal is to gradually grow the program to ultimately serve all 400 of those students by 2020. The proposed high school CLC is a critical component of this program, providing the additional out-of-school supports needed for every participant to achieve their fullest potential, thriving in high school and well after graduation. The Iowa West Foundation partners with IWCC, the AKSARBEN Foundation, and the Peter Kiewit Foundation to fund the Promise program and scholarships (including tuition, books, room & board). Based on a national model, the program is geared toward first-generation, Pell-eligible students whom—if it weren't for the program—might not have considered college a possibility.

Note that the CLC will be open to all high school students, and teachers and staff will encourage any at-risk, struggling students to attend so they too may realize the benefits. The CLC will leverage the expertise and resources of a host of major partners identified in the previous Partnerships section and attached MOUs. As detailed earlier, we will align programming to district curriculum and student needs and sustain effective services tested through the project. These services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered in any way as “supplanting” funding.

⁹ *Engaging Older Youth: Program and City-Level Strategies to Support Sustained Participation in Out-of-School Time* (Deschenes et al; Harvard Family Research Project, 2010, commissioned by the Wallace Foundation).

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.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Thomas Jefferson High School		
Site Address: 2501 W. Broadway		
City, State, Zip: Council Bluffs, IA 51501		
Phone: (712) 328-6493		
Site Contact Person: Mr. Todd Barnett, Principal		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Thomas Jefferson H.S.		160
21CCLC Site Name: Abraham Lincoln High School		
Site Address: 1205 Bonham Avenue		
City, State, Zip: Council Bluffs, IA 51503		
Phone: (712) 328-6481		
Site Contact Person: Ms. Bridgette Bellows, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Abraham Lincoln H.S.		160
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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


Part M: Private and Public School Consultation

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

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

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

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

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


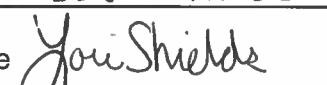

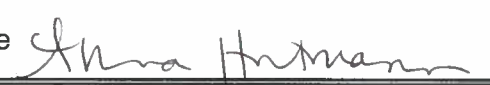

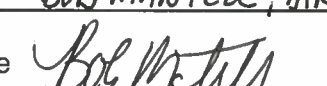

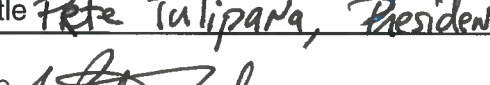

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>M. Martha Bruckner</i>	Council Bluffs Community Schools Dr. Martha Bruckner
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>T. Barnett</i>	Thomas Jefferson High School Mr. Todd Barnett, Principal
<i>Bridgett Bellows</i>	Abraham Lincoln High School Ms. Bridgett Bellows, Principal

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

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

Name/Signature		Agency Affiliation	
Name/Title	MARY WARREN, CHAIR	Agency	WORKFORCE ALIGNMENT
Signature		Address	
		City/Zip	COUNCIL BLUFFS Phone 402-686-9090
Name/Title	LORI Shields	Agency	Council Bluffs Area Chamber of Commerce
Signature		Address	149 W. Broadway
		City/Zip	Council Bluffs Phone 712-325-1000
Name/Title	MJ Brinkman Police Officer	Agency	Council Bluffs Police Dept.
Signature		Address	227 So. 6th ST
		City/Zip	Co. Bluffs, IA 51503 Phone 712.329.1825
Name/Title	Anna Hartmann Teen Services Manager	Agency	Council Bluffs Public Library
Signature		Address	400 Willow Ave.
		City/Zip	Council Bluffs 51503 Phone 712-323-7553
Name/Title	Rick Bradshaw,	Agency	Council Bluffs Fire Department
Signature		Address	200 South 4th Street
		City/Zip	Co Bluffs, 51503 Phone 712 328 4646
Name/Title	BOB MANTELL, DIRECTOR	Agency	TJ INSTITUTE
Signature		Address	15 E. MAIN ST.
		City/Zip	TREYNOR IA 51503 Phone 712 487-3000
Name/Title	Dr. Dan Kinney, President	Agency	Iowa Western Community College
Signature		Address	2700 College Rd
		City/Zip	Co. Bluffs IA Phone 712-325-3200
Name/Title	Pete Tulipano, President	Agency	Iowa West Foundation
Signature		Address	25 Main Place
		City/Zip	Co. Bluffs, IA Phone 712-309-3000
Name/Title	Joseph Connolly, President	Agency	Saint Albert Catholic Schools
Signature		Address	400 Gleason Avenue
		City/Zip	Council Bluffs IA Phone 712.329.9000

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application: 2	Total number of students being served (all sites for one year): 320	Total first-year funding request (all sites): \$300,000	Total three-year funding request (all sites): \$900,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Thomas Jefferson	\$148,000	\$148,000	\$148,000	\$444,000	160
Abraham Lincoln*	\$152,000	\$152,000	\$152,000	\$456,000	160
	\$	\$	\$	\$	
	\$	\$	\$	\$	

*Note that even though student enrollment is the same at each building (1,333 students per school), the annual funding request is higher for suburban Abraham Lincoln because 35% of students qualify for bussing (at more urban Thomas Jefferson, 23% of students take the bus). Therefore, an additional \$4,000/year is requested for student transportation to enable all interested ALHS students to participate and have full access to the CLC.

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 320

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

Applicant Agency: Council Bluffs Community School District

Site: Thomas Jefferson High School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 160

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$85,000	\$20,000	\$85,000	\$20,000	\$85,000	\$20,000	\$315,000
Staff Travel	\$350	\$150	\$350	\$150	\$350	\$150	\$1,500
Materials	\$9,500	\$2,500	\$9,500	\$2,500	\$9,500	\$2,500	\$36,000
Professional Development (minimum 4% per year)	\$6,000	\$1,500	\$6,000	\$1,500	\$6,000	\$1,500	\$22,500
Student Access, Transportation etc. (maximum 8% per year)	\$9,500	--	\$9,500	--	\$9,500	--	\$28,500
Evaluation (about 4% per year)	\$5,000	\$1,000	\$5,000	\$1,000	\$5,000	\$1,000	\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$5,500	\$2,000	\$5,500	\$2,000	\$5,500	\$2,000	\$22,500
Totals	\$120,850	\$27,150	\$120,850	\$27,150	\$120,850	\$27,150	

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

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: Council Bluffs Community
School District

Site: Abraham Lincoln High School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 160

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$85,000	\$20,000	\$85,000	\$20,000	\$85,000	\$20,000	\$315,000
Staff Travel	\$350	\$150	\$350	\$150	\$350	\$150	\$1,500
Materials	\$9,500	\$2,500	\$9,500	\$2,500	\$9,500	\$2,500	\$36,000
Professional Development (minimum 4% per year)	\$6,000	\$1,500	\$6,000	\$1,500	\$6,000	\$1,500	\$22,500
Student Access, Transportation etc. (maximum 8% per year)	\$13,500	--	\$13,500	--	\$13,500	--	\$40,500
Evaluation (about 4% per year)	\$5,000	\$1,000	\$5,000	\$1,000	\$5,000	\$1,000	\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$5,500	\$2,000	\$5,500	\$2,000	\$5,500	\$2,000	\$22,500
Totals	\$124,850	\$27,150	\$124,850	\$27,150	\$124,850	\$27,150	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

10-0025-1200-140-4646-00323

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

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

The Council Bluffs Community School District has seen an increase in diversity over the last fifteen years; minority enrollment has grown from 6% in 1999 to 21% today. Minority enrollment is comprised of two primary groups at 15% Latino and 6% black; these numbers are reflected in our proposed CLC sites. The Council Bluffs High School CLC will have a POSITIVE impact on our minority students. The one-on-one academic remediation and support along with the enhanced and/or new partner-led enrichment activities will provide additional opportunity for development of social skills as well as promote academic achievement for all. We anticipate closing achievement gaps between our minority student subgroups with the targeted academic interventions planned. Students will be exposed to new and exciting interests in enrichment clubs and family programs that may otherwise be cost-prohibitive.

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

To ensure linguistic competence, we will utilize district staff and local consultants as needed for print and verbal language, recordings, ASL, etc. Written communications will feature supporting graphics and concise language with few idioms and appropriate to the academic background and age of the targeted audience. To create the most effective multicultural outreach strategy, we will

invite feedback from key ethnic community leaders on culturally acceptable and sensitive messages, meaningful symbols, and impactful strategies. Building staff will complete book studies and training on how to better understand & meet the needs of low-income individuals. All new resources and activities will reflect strategies that research has shown to be successful in engaging *all* students, including those with disabilities.

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

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

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

Indicate which group is impacted:

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

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

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

Name: Martha Bruckner

Title: District Superintendent

Definitions

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

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


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

"Disability" does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>What private schools serve high school students in each attendance area? – <u>St. Albert Catholic Schools</u> is a Roman Catholic Private School serving 742 students in grades PK-12. Approximately 200 students are in the grades 9-12 grade configuration.</p> <p>St. Albert is located at 400 Gleason Avenue in Council Bluffs, IA, 51503. 712-329-9000</p> <p>Date: Monday, November 30, 2015 Time: 9:30 a.m. – 10:00 a.m. Location: via telephone</p>
---	--

Meeting called by: Dr. Sandra Day **Type of meeting:** Telephone meeting
Attendees: Dr. Joe Connolly, President (connollyj@saintalbertschools.org)

----- Agenda Topics -----
<ol style="list-style-type: none"> 1. <u>Introduction</u> of myself and my purpose 2. <u>Summary:</u> Overview of the College and Career Ready Program Abraham Lincoln and Thomas Jefferson High Schools A 2016 21st Century Community Learning Center (21CCLC) Proposal <p>The intent of the 21CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement, and be enhanced by and sustained through, community partnerships beyond the term of the grant, which can be a total of five years. Many factors affect student achievement. We envision that our project will address each factor through at least one of these broad themes: academic success, college/career readiness, social and civic connectedness, and health and safety.</p> <ol style="list-style-type: none"> 3. These <u>questions</u> were addressed: <ul style="list-style-type: none"> How much money are we talking about here? Minimum grant awards will be \$50,000 per application, per year. Maximum grant awards are \$150,000 per site, per year, and \$300,000 per application, per year. What can the grant money be used for? These grant dollars may be used for personnel, materials, professional development (required), student access (Transportation), Evaluation (required), administrative costs. What is the timeline? The grant is due in Des Moines on Friday, December 11, 2015 at 4:30 p.m. Awards are made public in March, 2016. July 1, 2016, program implementation may begin. How long do we receive funding? Funding is awarded at 100% of the request for three school years. After year three, several evaluative factors are reviewed by the DOE at the state level and we may be awarded for another two years at

75% of the original request. After that, we may apply for another award.

4. **Conclusions:** Dr. Connolly said, "Anything we can do to support your efforts, we will do. Our thinking is 'a rising tide lifts all boats!'" It was determined that if awarded, Dr. Connolly would meet with Dr. Day and other public and non-public school officials to make plans going forward about access to out-of-school academies and modules. Dr. Day will make this contact to set a time and date for an April meeting.



Private School Consultation Meeting Log

What private schools serve high school students in each attendance area? – Liberty Christian School is a Baptist Private School serving 20 students in grades K-12. Approximately 8 students are in the grades 9-12 grade configuration.

Heartland is located at 2701 Avenue N in Council Bluffs, IA, 51501.
712-322-2321

Date: Monday, November 30, 2015

Time: 1:00 p.m. – 1:30 p.m.

Location: via telephone

Meeting called by: Dr. Sandra Day

Type of meeting: Telephone meeting

Attendees: Dr. Gene Springer, School Director and Pastor

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

1. Introduction of myself and my purpose
2. Summary: Overview of the College and Career Ready Program Abraham Lincoln and Thomas Jefferson High Schools A 2016 21st Century Community Learning Center (21CCLC) Proposal

The intent of the 21CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement, and be enhanced by and sustained through, community partnerships beyond the term of the grant, which can be a total of five years. Many factors affect student achievement. We envision that our project will address each factor through at least one of these broad themes: academic success, college/career readiness, social and civic connectedness, and health and safety.

3. These questions were addressed:

How much money are we talking about here? Minimum grant awards will be \$50,000 per application, per year. Maximum grant awards are \$150,000 per site, per year, and \$300,000 per application, per year.

What can the grant money be used for? These grant dollars may be used for personnel, materials, professional development (required), student access (Transportation), and Evaluation (required).

What is the timeline? The grant is due in Des Moines on Friday, December 11, 2015 at 4:30 p.m. Awards are made public in March, 2016. July 1, 2016, program implementation may begin.

How long do we receive funding? Funding is awarded at 100% of the request for three school years. After year three, several evaluative factors are reviewed by the DOE at the state level and we may be awarded for another two years at 75% of the original request. After that, we may apply for another award.

4. **Conclusions:** Dr. Springer is very enthusiastic about this project and is anxious to meet after the award announcement in March. Dr. Day will make this contact to set a time and date for an April meeting to meet with Dr. Day and other public and non-public school officials to make plans going forward about access to out-of-school academies and modules.



Private School Consultation Meeting Log

What private schools serve high school students in each attendance area? – Heartland Christian School is a Christian Private School serving 124 students in grades PK-12. Approximately 20 students are in the grades 9-12 grade configuration.

Heartland is located at 400 Wright Rd in Council Bluffs, IA, 51501. 712-322-5817

Date: Monday, November 30, 2015

Time: 12:00 p.m. – 12:45 p.m.

Location: via telephone

Meeting called by: Dr. Sandra Day

Type of meeting: Telephone meeting

Attendees: Mr. Gary Wilson, School Director (gwilson@heartlandchristiancbia.org)

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

1. Introduction of myself and my purpose
2. Summary: Overview of the College and Career Ready Program Abraham Lincoln and Thomas Jefferson High Schools A 2016 21st Century Community Learning Center (21CCLC) Proposal

The intent of the 21CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement, and be enhanced by and sustained through, community partnerships beyond the term of the grant, which can be a total of five years. Many factors affect student achievement. We envision that our project will address each factor through at least one of these broad themes: academic success, college/career readiness, social and civic connectedness, and health and safety.

3. These questions were addressed:

How much money are we talking about here? Minimum grant awards will be

\$50,000 per application, per year. Maximum grant awards are \$150,000 per site, per year, and \$300,000 per application, per year.

What can the grant money be used for? These grant dollars may be used for personnel, materials, professional development (required), student access (Transportation), Evaluation (required), administrative costs.

What is the timeline? The grant is due in Des Moines on Friday, December 11, 2015 at 4:30 p.m. Awards are made public in March, 2016. July 1, 2016, program implementation may begin.

How long do we receive funding? Funding is awarded at 100% of the request for three school years. After year three, several evaluative factors are reviewed by the DOE at the state level and we may be awarded for another two years at 75% of the original request. After that, we may apply for another award.

4. Conclusions: Mr. Wilson is very enthusiastic about this project and is anxious to meet after the award announcement in March. Dr. Day will make this contact to set a time and date for an April meeting to meet with Dr. Day and other public and non-public school officials to make plans going forward about access to out-of-school academies and modules.



Private School Consultation Meeting Log

What private schools serve high school students in each attendance area? – Bridgewood Education (aka Sterling Education) is a Private Anabaptist Private School serving 25 students in grades 4-12. Approximately 10 students are in the grades 9-12 grade configuration.

Bridgewood is located at 525 Woodbury Avenue in Council Bluffs, IA, 51503. 712-322-4520

Date: Wednesday, December 2, 2015

Time: 3:00 p.m.

Location: via email

Meeting called by: Dr. Sandra Day

Type of meeting: email meeting

Attendees: Ms. Mary Kramer, School Activities Director (mary.kramer@sterlinged.org)

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

1. Introduction of myself and my purpose
2. Summary: Overview of the College and Career Ready Program Abraham Lincoln and Thomas Jefferson High Schools A 2016 21st Century Community Learning Center (21CCLC) Proposal

The intent of the 21CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement, and

be enhanced by and sustained through, community partnerships beyond the term of the grant, which can be a total of five years. Many factors affect student achievement. We envision that our project will address each factor through at least one of these broad themes: academic success, college/career readiness, social and civic connectedness, and health and safety.

3. These questions were addressed:

How much money are we talking about here? Minimum grant awards will be \$50,000 per application, per year. Maximum grant awards are \$150,000 per site, per year, and \$300,000 per application, per year.

What can the grant money be used for? These grant dollars may be used for personnel, materials, professional development (required), student access (Transportation), and Evaluation (required).

What is the timeline? The grant is due in Des Moines on Friday, December 11, 2015 at 4:30 p.m. Awards are made public in March, 2016. July 1, 2016, program implementation may begin.

How long do we receive funding? Funding is awarded at 100% of the request for three school years. After year three, several evaluative factors are reviewed by the DOE at the state level and we may be awarded for another two years at 75% of the original request. After that, we may apply for another award.

4. Conclusions: Ms. Kramer emailed a reply on 12/2/15. "Due to religious reasons, I don't see our campus participating in these activities. The students here do not go to college and are not allowed to do activities with other students outside of their religion." Dr. Day thanked her for her reply.

Consultation Procedures			[Insert Name]	[Insert time allocation]
<u>Discussion:</u>				
<hr/>				
<hr/>				
<hr/>				
<hr/>				
<u>Conclusions:</u>				
<hr/>				
<hr/>				
<hr/>				
<u>Action Items:</u>		Person responsible:	Deadline:	
<hr/>		<hr/>	<hr/>	

_____	_____	_____
Questions	All Staff	[Insert <i>time allocation</i>]
<u>Discussion:</u>		

<u>Conclusions:</u>		

<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
_____	_____	_____

Other Information

Resource persons:	
Special notes:	

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

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

**The
State Report
Card
for
No Child
Left Behind**

Iowa Department
of Education
September 2015



The State Report Card for No Child Left Behind

State Board of Education

Charles C. Edwards, Jr., President, Des Moines
Michael L. Knedler, Vice President, Council
Bluffs

Brooke Axiotis, Des Moines
Michael Bearden, Gladbrook
Diane Crookham-Johnston, Oskaloosa
Angela English, Dyersville
Rosie Hussey, Clear Lake
William May, Spirit Lake
Mary Ellen Miller, Mason City and Corydon
Hannah Rens, Student Member, Sioux City

Administration

Ryan Wise, Director and Executive Officer of
the State Board of Education

Division of Learning and Results

David Tilly, Deputy Director and
Administrator

Bureau of Information and Analysis Services

Jay Pennington, Chief
Dianne Chadwick, Administrative Consultant
Xiaoping Wang, Administrative Consultant
Tom Deeter, Lead Consultant
Xia Chen, Consultant
Marlene Dorenkamp, Consultant
Betsy Lundy, Consultant

Bureau of School Improvement

Amy J. Williamson, Chief
Janell Brandhorst, Administrative Consultant
Meredith MacQuigg, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 877-521-2172, email: OCR.Chicago@ed.gov.

Districts and Schools in Need of Assistance

Under the No Child Left Behind Act of 2001 (NCLB), public school districts and public schools must report the academic progress of all students in grades three through eight and eleven. Student academic progress is reported by subgroups and their test participation rates in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the other academic indicators (OAI) for public districts and schools.

If a district does not meet the Adequate Yearly Progress (AYP) state participation goals or state Annual Measurable Objectives (AMO) proficiency targets in either the “all students” group or any one of the subgroups within the required grade spans (3-5 elementary, 6-8 middle, and 11 high) in the same subject area (reading or mathematics) for two consecutive years, it shall be identified as a district in need of assistance (DINA). A district can also be classified as DINA if it misses both ADA and graduation rate for two consecutive years. To be removed from DINA status, a district must meet AYP for two consecutive years.

If a school does not meet the AYP state participation goals or state AMO in reading or mathematics in either the “all students” group or any one of the subgroups for two consecutive years, it shall be designated as a school in need of assistance (SINA). A school level decision is based on all of the AYP grades housed at each attendance center. A school can also be classified as SINA if it does not meet the ADA or graduation rate for two consecutive years. To be removed from SINA status, a school must meet AYP for two consecutive years.

Based on 2014-2015 performance, 50 of 338 (14.8 percent) public school districts were identified as a district in need of assistance (DINA) for the 2015-2016 school year (including Delay status). Forty-five districts were identified as a district in need of assistance for the previous (2013-2014) school year.

Of the 1,336 Iowa public schools that provided services to students in grades K to 12 for which AYP decisions were made, a total of 874 public schools (65.4 percent) were identified as a school in need of assistance (SINA). This is an increase of 11 percent from the 54.4 percent of public schools identified as a school in need of assistance for the 2013-2014 school year.

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

Table 21 (continued)

AYP Status for Districts for the 2015-16 School Year
Based on Previous School Year's Performance

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



Table 22 (continued)

AYP Status for Schools for the 2015-16 School Year Based on Previous School Year's Performance						
District	School	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
College	Prairie Ridge Elementary	MET	MET	Watch	Watch	MET
College	Prairie View Elementary	MET	MET	Watch	SINA-2	MET
Collins-Maxwell	Collins-Maxwell Elementary	MET	MET	Watch	Watch	MET
Collins-Maxwell	Collins-Maxwell Middle/High	MET	MET	SINA-2	SINA-2	MET
Colo-NESCO School	Colo-NESCO Jr./Sr. High	MET	MET	Watch	Watch	MET
Colo-NESCO School	Colo-Nesco Elementary Learning Center	MET	MET	Delay-1	Delay-1	MET
Colo-NESCO School	Colo-NESCO Intermediate	MET	MET	SINA-1	SINA-1	MET
Columbus	Columbus Community High	MET	MET	SINA-6	SINA-7	Delay-1
Columbus	Columbus Community Junior High	MET	MET	Removed-SINA	SINA-6	MET
Columbus	Roundy Elementary	MET	MET	SINA-6	SINA-7	MET
Coon Rapids-Bayard	Coon Rapids-Bayard 5-12	MET	MET	SINA-2	SINA-2	MET
Coon Rapids-Bayard	CR-B Elementary	MET	MET	Removed-Watch	Watch	MET
Corning	Corning Elementary	MET	MET	Watch	SINA-3	MET
Corning	Corning High	MET	MET	MET	Watch	MET
Corwith-Wesley	Corwith-Wesley High	MET	MET	MET	MET	MET
Council Bluffs	Abraham Lincoln High	MET	MET	SINA-9	SINA-11	MET
Council Bluffs	Bloomer Elementary	MET	MET	SINA-2	SINA-3	MET

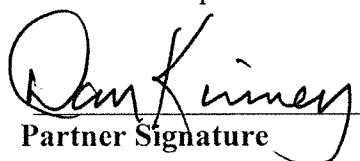
Table 22 (continued)

AYP Status for Schools for the 2015-16 School Year Based on Previous School Year's Performance						
District	School	Math Participation	Reading Participation	Math Proficiency	Reading Proficiency	Other Indicator
Council Bluffs	Carter Lake Elementary	MET	MET	SINA-3	SINA-1	MET
Council Bluffs	College View Elementary	MET	MET	Watch	SINA-2	MET
Council Bluffs	Crescent Elementary	MET	MET	Watch	Watch	MET
Council Bluffs	Edison Elementary	MET	MET	Delay-2	SINA-2	MET
Council Bluffs	Franklin Elementary	MET	MET	SINA-2	SINA-4	MET
Council Bluffs	Gerald W Kirn Middle	MET	MET	SINA-10	SINA-8	MET
Council Bluffs	Hoover Elementary	MET	MET	Delay-1	Delay-1	MET
Council Bluffs	Lewis & Clark Elementary	MET	MET	SINA-3	SINA-1	MET
Council Bluffs	Longfellow Elementary	MET	MET	SINA-4	SINA-3	MET
Council Bluffs	Roosevelt Elementary	MET	MET	SINA-3	SINA-5	MET
Council Bluffs	Rue Elementary	MET	MET	SINA-2	Delay-3	MET
Council Bluffs	Thomas Jefferson High	MET	MET	SINA-9	SINA-11	Removed-Watch
Council Bluffs	Woodrow Wilson Middle	MET	MET	SINA-7	SINA-6	MET
Creston	Creston Early Childhood Center	MET	MET	Watch	Watch	MET
Creston	Creston Elementary	MET	MET	SINA-5	SINA-5	MET
Creston	Creston High	MET	MET	SINA-5	Removed-Watch	MET
Creston	Creston Middle	MET	MET	SINA-5	SINA-5	MET
Dallas Center-Grimes	Dallas Center Elementary	MET	MET	SINA-1	SINA-1	MET
Dallas Center-Grimes	Dallas Center-Grimes High	MET	MET	SINA-1	Watch	MET

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, Iowa Western Community College will work with the Council Bluffs Community School District through:

- Under the lead of Intermediary Network will offer summer exploration opportunities that will focus on career exploration.
- Provide information to students and families about further educational opportunities including but not limited to programs, fields to study, scholarships, job shadows, and internships in the community.
- IWCC will facilitate Job shadowing, internships, and other opportunities to Council Bluffs School District's 21STCCLC grant students.
- Participate in 21STCCLC Advisory Board giving direction on workforce development.

 Date: 12-9-15
Partner Signature

Dr. Dan Kinney
President, Iowa Western Community College
dkinney@iwcc.edu

Sample Memorandum of Understanding Template – Please use company stationery

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center (21CCLC) Project, the Pottawattamie County Workforce will

- Provide youth with opportunities and resources to develop skills and knowledge that empower them to enter and thrive in the workforce.
- Support 21CCLC in providing career mentoring opportunities for students.
- Expand the Youth Workforce Readiness Program to provide students with information and training on how to be successful in the workforce.

Contact Information:

Ms. Mary Warren
Iowa Western Economic and Workforce Alignment
712-328-2728
maryw41@cox.net

Mary Warren Date: 12/4/15
(Partner signature)

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, the Council Bluffs Area Chamber of Commerce will:

- Provide expanded access for high school students for various youth leadership programs such as Council Bluffs Youth Leadership and Graduation Required in Our Workforce (GROW CB).
- Provide educational opportunities to small groups of students learning about the work of Chamber.
- Facilitate meeting opportunities between high school students interested in starting their own business with "Impact CB," Council Bluffs' young leaders (ages 21-45).

Through the Council Bluffs 21st Century Community Learning Center Project, the Council Bluffs Community School District will:

- Provide personnel resources to assist the Chamber in implementation of the Youth Leadership Council Bluffs monthly sessions.

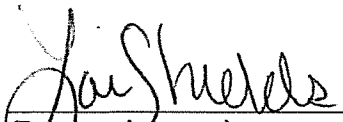
Contact Information:

Ms. Lori Shields

Senior Marketing Director, Communications, and Workforce Development
Council Bluffs Chamber of Commerce

712-256-5647

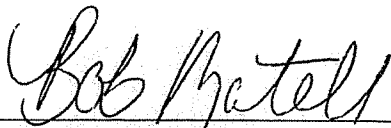
lshields@councilbluffsia.com

 Date: 11-23-15
(Partner signature)

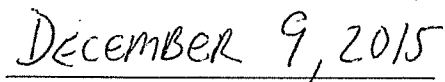
Memorandum of Understanding

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

- Providing programming at two sites (Abraham Lincoln and Thomas Jefferson High Schools) for hands on financial literacy programs.
- Supplying a TS Institute Staff Member to lead a minimum of a 6 week session related to financial literacy.
- Examples of sessions are as follows: Financial Literacy Quiz Bowl, Econ Olympics, Reality Store, and Entrepreneurship Camps.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, and job shadows offered by TS Institute.

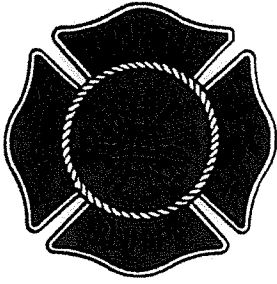


Partner Signature



Date

Bob Mantell
Director, TS Institute
bob.mantell@tsinstitute.org
402-680-2896
15 East Main Street
Treynor, IA 51575



Council Bluffs Fire Department

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

December 7, 2015

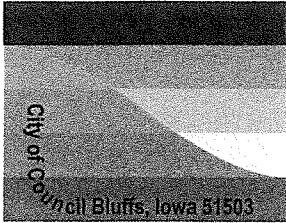
Memorandum of Understanding

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

- Providing information sessions to students and parents for the two sites (Abraham Lincoln and Thomas Jefferson High School) for career exploratory in the Fire Service and Emergency Medical Service fields related to the after school programming needs.
- These information sessions will be held quarterly and on a rotation basis with the other 16 Career Clusters identified by the National Career Clusters Network.

A handwritten signature in black ink, appearing to read "Rick Bradshaw".

Rick Bradshaw
Fire Prevention Officer
Council Bluffs Fire Department
200 S. 4th St.
Council Bluffs, IA 51503
rbradshaw@councilbluffs-ia.gov
[\(712\)256-6949](tel:7122566949) (office)
[\(712\)328-4916](tel:7123284916) (fax)



Memorandum of Understanding

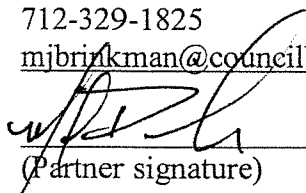
OFFICE OF:
POLICE DEPARTMENT
(712) 328-4701

Through the Council Bluffs 21st Century Community Learning Center Project, the Council Bluffs Police Department will:

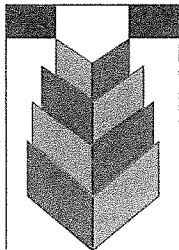
- Welcome students and familiarize students with the Council Bluffs Police Department.
- Provide learning experiences for high school students that reflect multiple departments of the Police Department.
- Provide expert speakers from the Police Department that highlight careers in Law and Public Safety.
- Overview of traffic laws and enforcement
- Demonstrate and display various pieces of police equipment
- General rules of firearm safety
- Introduce the world of evidence recovery. The Crime Scene Unit will show the preservation, documentation and collection of evidence at crime scenes
- Building searches
- Model these experiences after our current partnership with middle school students and the existing adult Citizens Police Academy.
- Provide tours through the Police Department that highlight careers in Law and Public Safety.

Contact Information:

Matt Brinkman
Community Affairs Officer
Council Bluffs Police Department
712-329-1825
mjbrinkman@councilbluffs-iowa.gov

 Date: 12.4.15
(Partner signature)





COUNCIL BLUFFS PUBLIC LIBRARY

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, the Council Bluffs Public Library will:

- Provide staff time and expertise to provide literacy programming to high school students and/or their families, including but not limited to a family book club.
- Provide staff and equipment to facilitate exploration of technology-based activities and career experiences through the Maker Space Facility at the Council Bluffs Public Library. This could include but is not limited to digital storytelling/oral histories, 3-D printing activities, and video production.

Contact Information:

Anna Hartmann
Teen Services Manager
Council Bluffs Public Library
712-323-7553, x105
ahartmann@councilbluffslibrary.org

Anna Hartmann

Partner Signature

12-2-15

Date