

# Application Cover Page 21<sup>st</sup> Century Community Learning Centers

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

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Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146

## APPLICATION INFORMATION

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

County: Pottawattamie		Amount Requested: \$ 900,000.00 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc)		Grant Contact/Project Director:	
Dr. Martha Bruckner, Superintendent of Schools		Jessica Plueger, District Coordinator	
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

\_\_\_\_\_

(If applicable) Enter Child Care License #:

\_\_\_\_\_

## REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: 3 schools are listed on the SINA list referenced at [www.educateiowa.gov](http://www.educateiowa.gov) Carter Lake: 11 – 12 SINA-1; Roosevelt: 11 – 12 SINA-1 & SINA-2; Walnut Grove: 11 – 12 SINA-2 & SINA-3. Please see SINA document attached.

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

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

Documentation: Original signatures of executive officers of the Council Bluffs Community School Foundation and Boys & Girls Clubs of the Midlands, which operates Boys & Girls Clubs of Council Bluffs and Carter Lake, are found on Form C, the Collaborative Signatures page, and in attached memorandums of understanding (MOUs).

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

## **Table of Contents**

The PASS program 21<sup>st</sup> Century Community Learning Centers Grant submitted by Council Bluffs Community School District in partnership with the Boys & Girls Clubs of Council Bluffs and Carter Lake, and the Council Bluffs Community Education Foundation.

### **Narrative Text**

1. Proposal Abstract .....	p. 4
2. Student Needs Assessment .....	p. 6
3. Project .....	p. 9
4. Research Base .....	p. 12
5. Management Plan .....	p. 13
6. Communication Plan .....	p. 16
7. Partnerships .....	p. 17
8. Evaluation .....	p. 19
9. Budget Narrative .....	p. 21
10. Exhibit 1 – SINA Documentation for Competitive Priority.....	p. 23
11. Memoranda of Understanding or Letters of Support .....	p. 24
(Multiple documents to follow – not numbered)	

### **Required Forms**

Form A: Site Information

Form B. Assurances and Agreements

Form C: Collaborative Signatories

Form D1: Funding Request Summary

Form D2: Grant Program Budget

Form D3: Applicant Agency Fiscal Resource Information

Form E: Minority Impact Statement

Form F: Private School Consultation Log

## Abstract

### Absolute Priority

Targeted School	Enrollment	Eligibility FRL %
<b>Bloomer</b>	409	76.2%
<b>Carter Lake</b>	275	71.4%
<b>Edison</b>	287	79.5%
<b>Hoover</b>	233	48.9%
<b>Roosevelt</b>	271	77%
<b>Walnut Grove</b>	281	81.4%
<b>District</b>	<b>9,016</b>	<u>66.2%</u>
<b>Targeted Schools</b>	--	<u>72.4%</u>

### Competitive Priorities

1. School District DINA/SINA listings *5 additional points*

The CBCSD is listed on the 2012/2013 DINA listing. Carter Lake and Roosevelt are also listed as SINA 1 for Math; Roosevelt and Walnut Grove are listed SINA 2 and 3, respectively, for Reading, and Walnut Grove is SINA 3 for Reading.

2. Application is jointly submitted as a collaboration with the Council Bluffs Community School District as the lead. Attached are Original signatures of joint applicants and MOU's recognizing joint submission by partners Boys & Girls Club of the Midlands (representing Council Bluffs Boys & Girls Club and Carter Lake Boys & Girls Club sites) and Council Bluffs Community Education Foundation. *5 additional points*

### Needs Assessment

The correlation between poverty and school progress is very real within the Council Bluffs Community School District, enrollment 9,016, and a significant motivation for the proposed CLC program. The 2011-12 school year was the seventh consecutive year that the district was identified as a District In Need of Improvement. Additionally, six of the twelve Council Bluffs elementary schools have Schools in Need of Assistance (SINA) status as of 2011-12, including three of the schools targeted for CLCs in this proposal. The district, through its Comprehensive School Improvement Plan (CSIP), has made strides in fostering greater student achievement in the schools as well as better attendance, both of which have contributed to improved graduation rates for the past six years—from 68.56%, the lowest graduation rate in the state at the time, to 79.01%. Moving beyond the school day to create that kind of impact, with as many students as possible, is the key to the Positive AfterSchool Support (PASS) program. Within the needs assessment described in this proposal, evidence of significant social, emotional and behavioral challenges for our students was also brought to light. A high mobility rate—41.3%—among students at the six targeted schools—is one contributing factor of many.

### The Project

The PASS Community Learning Center will serve 280 students, including 40 students from Bloomer and 20 from Walnut Grove schools, who will for the first time have much-needed school transportation to the Council Bluffs Boys & Girls Club site, as a PASS site, along with 40 students from Hoover and 60 from Roosevelt. PASS will also serve 60 Edison students through a Community Education Foundation-managed site at the school; and 60 Carter Lake students at Carter Lake Boys & Girls Club, just northwest of the city.

With PASS, students will have an after-school support structure to help them with homework, and meet district-aligned goals in reading and math. A district "Achievement Specialist" will be hired as part of the management team to align all learning from school to PASS, monitor achievement of all participants, coach staff and evaluate progress with district and student learning targets. PASS sites will include the Council Bluffs Boys & Girls Club and the Carter Lake Boys & Girls Club, with on-site management at both, and Edison Elementary School, with onsite management from the Council Bluffs Community Education Foundation, an experienced

afterschool provider. An evening meal or snack will be provided as well as daily physical recreational activities, enrichment activities with a wide range of community partners and volunteers, and Search Institute's strength-based programming known as Developmental Assets (DA), which aligns with the district's DA program.

Families will benefit from family literacy and assets programming, parenting classes, monthly family nights or special events, ongoing sharing of literacy strategies, and access to English language resources, both through PASS website links, PASS personnel and a Family Resource night featuring over 60 agencies from the area.

### **Research Base**

Based on the third principle of effectiveness, the research base used for the projects programming and evaluation will show extensive evidence of its development from many effective sources. For example The 5 C's, 40 Developmental Assets, Best Practices of After School Programming, and research from the Harvard Family Research Project.

### **Management Plan**

The management plan attached to this proposal shows the extensive staffing, recruitment and management plans of the district and its partners. Of special note is the Achievement Specialist position for the PASS program. This individual will oversee academic aspects of the program; track, analyze and share achievement and attendance data; provide trending for participating students (to focus on continuous improvement support processes) and have oversight of strengths-based training assessments and progress. All of the PASS partners have a history of successfully operating similar projects, and have well defined criteria for each level of the programs being administered. Issues such as transportation, sustainability and continuous improvement are covered in detail.

### **Communication Plan**

Outreach strategies to share evaluation and other program information about the PASS programs focus on four of our audiences: students, parents, partners and community. Without these groups receiving clear, ongoing information and updates on CLC progress, student achievement, and even fiscal health, the PASS program risks losing parent, partner and community support. Such support is foundational to its success and sustainability. Strategies are described in detail.

### **Partnerships**

The 21st Century Community Learning Centers project features a collaborative network of organizations committed to working together to address the varying needs of target area students and their families. This is documented extensively in the Partners and Roles, and other Partners list, including many who are existing partners. 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.

### **Evaluation**

A rigorous and comprehensive evaluation plan is critical to the success of our learning centers for current operation and future sustainability. It will be used to refine, improve, and strengthen the program and build community support. Our evaluation plan includes utilizing an experienced evaluator, Hanover Research, to conduct a comprehensive, rigorous evaluation of program effectiveness according to our local and state standards. Additionally the Community Youth Concepts of Des Moines, Iowa, will provide us with a research-based, nationally utilized Youth Program Quality Assessment (YPQA). Finally, our PASS Achievement Specialist position will have evaluation responsibilities --to ensure collect, analyze, trend and share the attendance and achievement data with management team and stakeholders, with a focus on strengthening the connection between the school and the 21<sup>st</sup> century program.

### **Budget**

The budget for the three sites is as follows:

\$150,000/year – Council Bluffs Boys & Girls Club

\$75,000/year – Carter Lake Boys & Girls Club

\$75,000/year – Community Education Foundation-managed Site at Edison Elementary School

**Total/year =\$300,000;** Amount per student \$7.03 maximum

## 2. Student Needs Assessment

**2.1 Objective data defining student need** - The Council Bluffs Community School District, the eighth largest district in Iowa, is located in the city of Council Bluffs, pop. 62,230. Council Bluffs is the county seat in western Iowa's Pottawattamie County. The metropolitan area of Omaha, Nebraska spreads out just across the Missouri River at Council Bluffs' west side. Poverty is high in the Council Bluffs area and has been on the rise over the past decade. Since 2001 the school district's free or reduced lunch rate, an indicator of student poverty, has more than doubled from 32.7% to 66.2%. For students at the six elementary schools targeted for 21<sup>st</sup> Century Community Learning Center (CLC) programs within this proposal, the poverty rate is higher yet, averaging 72.4%, as indicated in the table below. At one school, Walnut Grove, poverty is a staggering 81.4%.

Title Program Data - Poverty		
Elementary Schools Targeted for "PASS" CLC program	Enrollment 2011-12	Free/Reduced Lunch Eligibility 2011-12
Bloomer	409	76.2%
Carter Lake	275	71.4%
Edison	287	79.5%
Hoover	233	48.9%
Roosevelt	271	77%
Walnut Grove	281	81.4%
District	9,016	66.2%
Targeted Schools	--	72.4%

Other poverty indicators within the larger community are equally stark:

- ✓ 15.2% of persons in Council Bluffs live below the federal poverty level compared to 11.6% across the state.
- ✓ Pottawattamie County was reported to have the third highest percentage of children living in a single parent household –38.1%, per the 2010 Iowa Kids Count Report.
- ✓ From November of 2011 through October of 2012, the numbers of Food Assistance and Medicaid recipients in Pottawattamie County have risen by 6.4% to 17,921 and from 8% to 17,396, respectively; 8,285 families receive food assistance.

- ✓ Just 15.1% of Council Bluffs residents ages 25 and over have a bachelor's degree or higher compared to 24.5% statewide, which means fewer employment options and wages for those without this education.

The correlation between poverty and school progress is very real within the district, and a significant motivation for the Positive AfterSchool Support (PASS) CLC program proposed in Council Bluffs. According to state assessments to determine adequate yearly progress (AYP), Council Bluffs Community School District (CBCSD) is a District in Need of Assistance (DINA) for not meeting achievement targets in reading, math and attendance. The 2011-12 school year was the seventh consecutive year that the district was identified as DINA. Additionally, six of the twelve Council Bluffs elementary schools have Schools in Need of Assistance (SINA) status as of 2011-12, including three of the schools targeted for CLCs in this proposal. The district, through its Comprehensive School Improvement Plan (CSIP), has made strides in fostering greater student achievement in the schools as well as better attendance, both of which have contributed to improved graduation rates for the past six years—from 68.56%, the lowest graduation rate in the state at the time, to 79.01% Moving beyond the school day to create that kind of impact, with as many students as possible, is the key to PASS, a new CLC program for the district.

The PASS Community Learning Center will serve 280 students, including 40 students from Bloomer and 20 students from Walnut Grove schools, who will for the first time have much-needed school transportation to the Council Bluffs Boys & Girls Club site, now a PASS site, along with 40 students from Hoover and 60 from Roosevelt. PASS will also serve 60 Edison students through a Community Education Foundation-managed site at the school; and 60 Carter Lake students at Carter Lake Boys & Girls Club, just northwest of the city.

In the chart below, the PASS-targeted SINA schools are identified. Achievement gaps can be observed between student subgroups designated "Low SES" for "low socioeconomic status" compared to all students.

<b>Targeted Elementary Schools for PASS CLC</b>	<b>Schools in Need of Assistance (SINA) Designation, 2011-12</b> Based on Annual Measurable Objectives (AMO) - Reading/Math	<b>Achievement Gaps: Not Meeting AYP* in Reading – All Students/ Low Socioeconomic Status (SES) Students, 2011-12</b> <b>State Target: 81.63%</b>	<b>Achievement Gaps: Not Meeting AYP in Math – All Students/ Low Socioeconomic Status (SES) Students, 2011-12</b> <b>State Target: 81.3%</b>
<b>Bloomer</b>	--	72.97% overall 65.05% low SES	--
<b>Carter Lake</b>	Math – SINA 1	76.12% overall 69.23% low SES	64.44% overall 60.87% low SES
<b>Edison</b>	--	68.75% overall 67.52% low SES	65.75% overall 62.71% low SES
<b>Hoover</b>	--	--	--
<b>Roosevelt</b>	Math – SINA 1 Reading – SINA 2	73.04% overall 71.26% low SES	62.61% overall 58.62% low SES
<b>Walnut Grove</b>	Math – SINA 2 Reading – SINA 3	59.81% overall 58.23% low SES	58.88% overall 56.96% low SES

For the past two years the district has seen an increase in the number of student subgroups not meeting AYP targets in math and reading, which may be most attributable to a change in the test given. Still, at the grades 3-5 level this past year, no subgroups made AYP. What is also observable is that the greatest

achievement gaps can be seen between special education, ELL and multi-racial students and their peers, as well as between Hispanic students in the subject of reading and their peers. Given that the current percentage of minority students in the district is 23% with 13% Hispanic students as the largest racial minority, it is crucial we address these gaps both inside and outside of the school day, including attention to family literacy needs.

<b>Achievement Gaps by subgroup – Grades 3-5 , 2011-12</b>			
	<b>Reading – 81.63% target</b>	<b>Math –81.3% target</b>	<b>Missed AYP</b>
<b>All Grades 3-5</b>	73.24%	70.91%	Yes –both
<b>Low SES</b>	68.05%	65.4%	Yes –both
<b>Special Ed. (IEP)</b>	45.55%	48.77%	Yes –both
<b>ELL</b>	58.67%	62.67%	Yes –both
<b>African American</b>	68.09%	63.83%	Yes –both
<b>Hispanic</b>	62.9%	65.61%	Yes –both
<b>White</b>	75.2%	72.31%	Yes –both
<b>Multi-racial</b>	66.67%	61.9%	Yes –both
* Asian and Native American sample size too small for confidential reporting requirements.			

Social, emotional and behavioral issues also challenge our students in areas of achievement and personal development. The district had seen an upward trend in transiency of students in the past three years, which complicates learning even further for many students, and challenges our teaching staff as they work to meet these students' unique needs. Specifically, mobility rates at the six targeted schools have increased an average of 22% in the three-year period from 2008-09 to 2011-12, from 33.85% up to 41.3%. Motivation to learn, homework completion and behavior are all affected. Elementary student behavioral referrals for all schools topped 2,200 last year, with over 180 out-of-school suspensions and almost 90 in-school suspensions.

Our most recent Iowa Youth Survey Report, from 2010, illustrates 6<sup>th</sup> through 11<sup>th</sup> grade students' social and environmental challenges:

- A full 20% of 6<sup>th</sup> grade students think someone their age could find it “easy” or “very easy” to get cigarettes, alcohol, or illegal drugs within their own neighborhood or community. That number more than doubles to 46% by the time students are in 8<sup>th</sup> grade, and triples to 67% by 11<sup>th</sup> grade.
- While 76% of 6<sup>th</sup> graders strongly agree they can say “no” to peer pressure related to doing things they know are wrong or dangerous, the percentage drops to 59% for 8<sup>th</sup> graders and 58% for 11<sup>th</sup> graders.
- 39% of all 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade students agree or strongly agree with the statement, “I feel I do not have much to be proud of.”



**How the program will address student needs, including needs of students with working families** - Given the serious needs indicated in our assessment, it is clear that research-based interventions such as after school programming, extended learning, math and reading reinforcement, and family involvement are crucial. These will help ensure that more students become proficient in their learning. We also recognize that students benefit from a safe, caring environment where their healthy development, including character development, is reaffirmed and where families' needs are included in the learning equation. Our task, then, has been to plan for such an empowering environment as we designed the Positive AfterSchool Support (PASS) CLC program.

With PASS, students will have an after-school support structure to help them with homework, and meet district-aligned goals in reading and math. A district "Achievement Specialist" will be hired as part of the management team to align all learning from school to PASS, monitor achievement of all participants, coach staff and evaluate progress with district and student learning targets. PASS sites will include the Council Bluffs Boys & Girls Club and the Carter Lake Boys & Girls Club, with on-site management at both, and Edison Elementary School, with onsite management from the Council Bluffs Community Education Foundation, an experienced afterschool provider. An evening meal or snack will be provided as well as daily physical recreational activities, enrichment activities with a wide range of community partners and volunteers, and Search Institute's strength-based programming known as Developmental Assets (DA), which aligns with the district's DA program.

The Positive AfterSchool Support (PASS) program will also offer much-needed support to working families who cannot afford paid after school care and whose children would otherwise be at home, often alone, while parents finish their work day or in some cases, leave for a second job. Current after-school programming, apart from existing CLCs, exists only in the form of paid care in the district, including Kids & Company, which is highly regarded but cost-prohibitive to many families attending the high-poverty schools that PASS targets. All PASS families, because of the district's joint partnership with the Boys & Girls Clubs of Council Bluffs and Carter Lake, will also be provided summer Boys & Girls Club memberships. This will help address summer learning loss, provide background knowledge through enrichment activities and field trips, and provide families the assurance of healthy meals and a safe setting while they are working. Additionally, families will benefit from family literacy programming, including parenting classes, monthly family nights or special events, ongoing sharing of literacy strategies, and access to family resources, both through PASS website links, PASS personnel and a Family Resource night featuring agencies from the area.

**2.2 Evidence of a wide variety of engaged stakeholders, including youth, parents and partners** -The district has made extensive, successful efforts to include the voices of parents, students and stakeholders in needs identification and development of the PASS program. Student voices and input resonated the most in two ways—1) through students in communication with our planning team members at the current CLCs and Boys and Girls Clubs, and 2) through student surveys, including Developmental Assets surveys that indicated strengths and gaps that we could address through PASS. For example, young voices at the B/G Clubs indicated their enjoyment and progress with the Readers to Leaders/Mimio Reading Program used there; the district has subsequently researched and will use this system with PASS CLC sites. Students at our Alternative Learning school indicated that only 25% are given useful roles within their community and yet 82.2% said they believe "it is really important to help people." Use of Development Assets at PASS will help these students give back.

Parents and teachers were surveyed for CLC-related input this spring, and also provided input through principals, discussions at CLC events, and district surveys. Surveys indicated, for example, the great need for not only the after school programming but for bus transportation to the Boys & Girls Club sites. Stakeholders were likewise contacted early in the planning process and continuously throughout. They have helped us create a tapestry of services matched to student, family and CLC needs, from provision of parent transportation for special events (Trailblazers) to reading dogs, library services, family literacy services from the University of Iowa Extension & Outreach, and use of onsite senior volunteers along with traditional staff.



### 3. PROJECT

**3.1. Activities are linked to student needs** - The Positive AfterSchool Support (PASS) CLC of Council Bluffs was carefully designed to link programming and services to student needs based on a comprehensive student needs assessment (detailed in Section 2). Serving 280 students from six Title 1-eligible schools at three sites, PASS will offer an integrated program of after-school activities to foster academic, social and healthy development in our students. It will additionally promote family literacy/engagement, leverage the expertise and resources of a host of community agencies, align programming to district curriculum and student needs through the use of a district “achievement specialist” specially hired for this role with the CLC; and sustain effective services tested through the project.

*As identified in the student needs assessment, Council Bluffs students have a range of social, emotional and behavioral challenges, in addition to their needs related to academic achievement. These will especially benefit from carryover of the district’s use of strengths-based programming during the school day—specifically the Search Institute Developmental Assets program, which has identified 40 Developmental Assts, such as participation in youth programs and learning positive values like responsibility, as the building blocks of healthy development. Other PASS CLC program interventions are likewise responsive to these social, emotional, behavioral, and academic student needs within the school district, as explained below:*

- **Homework Help / Tutoring** will be provided daily using district-aligned math and reading methods to assist in raising student achievement, including for those students identified with low achievement scores. This intervention will also allow students to build relationships with staff and other positive adults within the afterschool program to help develop a caring climate.
- **Boys & Girls Club Readers to Leaders / Mimio Reading Program** will be provided daily at all three sites to give students computerized reading activities *to assist in bringing all kids to grade level reading abilities*. Participants will complete three sessions of Mimio weekly. This includes both Mimio Sprout Early Reading for grades prek-2, and Mimio Reading Comprehension for grades 3-5. Both are adaptive to student progress and provide performance reports
- **Computerized Learning Activities** will also be provided to give technology access for the students who may or may not have equipment / resources outside of school hours. These activities will also *allow for leadership opportunities for all students*. Small group activities will not only allow for peer to peer learning / tutoring opportunities but *give students a sense of power and motivation to learn*.
- **Enrichment Clubs** will be offered weekly and all students will be exposed to them, with the joint effort of community partnerships addressing the need for community participation—*that belief in “helping people” identified by many students in the Developmental Assets survey, mentioned in the previous section*. Enrichment clubs will focus on healthy choices to promote, teach, and provide for students living in low-income communities: physical activity; creative activities – music, theater, art; empowerment; boundaries and expectations; *positive values; resistance skills; planning and decision making; and positive identity*.
- **Field Trips** will be offered quarterly at a minimum based on student interest. Field trips will be focused on careers, post-secondary education, and cultural enrichment opportunities. *With the low graduation rate and post-secondary education involvement this will allow students and families to explore possibilities for the future. Field trips will also help with school engagement providing hands-on experiences for the topics addressed.*
- **Family Engagement Activities** will be provided monthly to begin to *increase parent involvement in schooling*. Collaboration with the individual school buildings will be an asset to bring more families into the schools. Partnership with Trailblazers will assist with family engagement offering parent workshops on occasion and providing *transportation* to and from the events. *Family Literacy events will encourage reading as a family*. Programming on using the 40 Developmental Assets at home will also be offered.
- **Resources for Families** will be provided through several means, including a PASS website link to area family resource centers and resources; various family engagement activities; a Council Bluffs Community School District Community Resource Fair featuring district resources, community agencies, such as the Latino Resource Center, and other partners; information sharing through newsletters, posters

and emails; and in-person referrals. Resources will address needs pertaining to *graduation, college, daily living, and youth and family support*.

- **Snacks** will be provided daily to ensure students have a healthy snack choice after school. Snacks are also adding *an additional nutritional element for the large population of students receiving free / reduced lunch*. Students attending a Boys & Girls Club will also be provided a healthy nutritious meal every night if in attendance during supper hours.
- **Incentives** will be awarded through prizes and public recognition for students with academic achievements, improved attendance, and leadership. These will *reinforce positive values and help build students' positive identity, both internal "assets" that the Development Assets surveys revealed our students could benefit from more exposure to, both in and out of school*.

### 3.2 Academic, enrichment and family literacy services - PASS provides a high quality array of academic,

enrichment and family literacy services. As we tied programming to the needs survey of our students, we found that PASS covers ten of the 14 eligible federal activities suggested for 21<sup>st</sup> century learning centers, from remedial learning and tutoring with senior citizens to academic enrichment including music and arts to recreational activities and character education via our strength-based activities and culture.

**Academic Services** - Homework Help / Small Group learning will be conducted every day at PASS. Trained staff will provide homework help /one-to-one tutoring while the students with no homework will be engaged in small group learning with technology in the areas of math, science, and reading. Reading instruction will be led by project staff trained in the use of *Readers to Leaders / Mimio Reading Program*, which will allow customization to students' reading levels and current needs in this area. Small-group activities in both math and reading will align with district practices and measures outlined in the district's Comprehensive School Improvement Plan (CSIP), as further explained in next section. Math instruction will utilize and/or align with *Math*

<b>PASS CLC - Elementary School Program</b> <b>M 2:00 – 6:30pm</b> <b>T – F 3:45 – 6:30pm</b>	
Homework Help/Tutoring, Small Group Learning [Daily Reading/Math intervention, including 3X per week research-based Mimio online reading program]	M 2:15-3:00pm T – F 4:00-4:45pm
Snack [Evening meal available at Boys & Girls Club sites]	
Each week the following activities will be provided: (5) Physical Activities (3) Character Dev. (5) Enrichment Programs [Field Trips – occurring at least quarterly]	M 3:00 – 6:30pm T - F 4:45pm – 6:30pm
Family Engagement / Family Literacy Events	1 x per month

*Investigations*, the district math curricula, as well as the use of “Math talks,” a method which CLC teaching staff will be trained in by the Achievement Specialist and/or other district staff. Healthy snacks will be provided daily during this first hour of program.

**Enrichment Services** - Monday - Friday will feature a variety of physical education, hands-on learning, team building, and strength-based character education activities. Enrichment services will be focused around strength-based academic enrichment topics and will have opportunities for guest speakers, field trips, and hands-on learning. Enrichment activities will include but are not limited to: Robotics, Agriculture, Swimming, Athletics, Art, Fishing, Outdoors, Careers, Leadership, Gardening, History, Recycling, Multicultural, Animal, Dance, Cooking, Health, Technology, Books, Math, Guitar, Drama, and Intergenerational opportunities.

**Family Literacy/Family Engagement** - Each month there will be a family literacy / family engagement event. Various events will include but are not limited to: resource fairs, tax preparation, technology classes, future planning, career development, English literacy and assistance, and getting to know your school activities. Parents will have the opportunity to use computer labs in association with these events, have their child read to them and/or meet one to one with staff about student and/or related family needs that would promote student achievement. Referrals and information will also be shared with regard to local community colleges, such as Iowa Western Community College, for family interest in GED programming.

### 3.3 Goals and Objectives

**Goal:** To promote the safe and healthy development of Council Bluffs Community School District children through a comprehensive after-school program integrating an array of activities promoting the three 21<sup>st</sup> CCLC program components of academic assistance, educational enrichment, and family literacy / engagement.

- **Objective 1:** Program participants will experience greater growth in reading as measured by performance on Iowa Assessments and or district assessments as compared to non-participants after accounting for at-risk factors.
- **Objective 2:** Program participants will experience greater growth in math as measured by performance on Iowa Assessments and or district assessments as compared to non-participants after accounting for at-risk factors.
- **Objective 3:** Participants will show a greater annual attendance rate than non-participants.
- **Objective 4:** 75% of all 3<sup>rd</sup> through 5<sup>th</sup> grade program participants will show an increase in social skills from beginning of year to end of year by using a student self-reporting social skills evaluation. This evaluation will be designed from the framework of 40 Developmental Assets.
- **Objective 5:** 75% of all parents will indicate on post-surveys that the program has had a significant positive impact on their child in the areas of educational and social skill development.
- **Objective 6:** There will be a minimum of 50% family participation at each of the family literacy events and family community resource sessions each academic year.

**3.4 Alignment with school day** – The PASS CLC is an extension of the district’s academic programs, standards, and strategic goals and objectives, including the Comprehensive School Improvement Plan (CSIP), which outlines annual district improvement goals. Through ongoing communication between management team members (see management chart, next page), as well as monthly site-based meetings of the project director, principals, achievement specialist, and site coordinators, the program provides a process to ensure that drill-down information regarding individual student needs and progress is a focus during out-of-school time instead of a “grade level” or broader-based focus. The district also has a team protocol in place to provide individual support to at-risk and high needs students. The program partners will receive appropriate information and participate in team sessions as needed. Of primary assistance in these efforts toward student achievement through CLC/school-day alignment will be a district “academic specialist” hired specifically for PASS. This individual will align all PASS activity to goals of the CSIP, oversee academic aspects of PASS, track analyze and share achievement and attendance data, and provide trending data for participants to focus on continuously improving the processes and strategies of support. Additionally, the academic specialist will suggest best practices that support the daily work occurring in the schools. The focus will be on continuous improvement strengthening the connection between the school and the 21<sup>st</sup> century program.

**3.5 Applicant Experience** - Council Bluffs Community School District and its 21<sup>st</sup> CCLC partners possess extensive experience and expertise in delivering programming similar in size and scope to the project proposed herein, and have a proven track record of serving low-income and at-risk youth through educational, leadership and literacy programs and services. Furthermore each partner has agency experience in the state of Iowa with 21<sup>st</sup> Century Grant awards. The CBCSD has a current 21<sup>st</sup> CCLC project with a proven track record for student improvement, as well as timely report submission to the State. The Boys & Girls Club of the Midlands has a long history of providing services to disadvantaged youth—including serving as a 21<sup>st</sup> CCLC provider in partnership with Omaha Public Schools in the past and the Council Bluffs School District currently. In 2010, the Boys & Girls Clubs of Council Bluffs received regional and national recognition for their marketing efforts tied to the Grand Opening of their Club. The Council Bluffs Community Education Foundation likewise has current experience with the CBCSD, managing paid afterschool programs at a number of schools, and a current CLC site as well targeted to youth engagement and success. Each partner has refined systems in place to support effective and efficient program management.

#### 4. RESEARCH BASE

**The application provides extensive evidence from multiple sources of a strong research base for the proposed activities.** – The PASS program is grounded in nationally recognized research on youth and character development, strength-based learning support through developmental assets, and research on best practices in out-of-school time programming. We are committed to remaining research-based and data-driven.

1. Search Institute – 40 Developmental Assets: The assets are grounded in extensive research in youth development, resiliency, and prevention. They represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.
  - Healthy Choices, Succeeding in School
  - Protecting youth from high-risk behaviors
    - A. Alcohol, violence, drug, and sexual activity
    - B. Promoting positive behaviors and attitudes
    - C. Exhibits leadership
    - D. Maintains good health
    - E. Values diversity
    - F. Succeeds in school
2. The 5 C's - Competence, Confidence, Connection, Character, and Caring
  - Richard Lerner & Jacqueline Lerner & Erin Phelps & colleagues at the Institute for Applied Research in Youth Development at Tufts University Medford, MA 2002 – 2006
  - Positive youth development (PYD) and the developmental assets associated with youth programs, programs that go beyond simple extracurricular activities to focus on promoting youth development. The “Big Three” features of effective youth-serving programs (Lerner, 2004; Blum, 2003; Roth & Brooks-Gunn, 2003)
    - A. Positive and sustained relationships between youth and adults
    - B. Activities that build important life skills
    - C. Opportunities for children to use these life skills as both participants and as leaders in valued community activities
3. Research on Best Practices of After-School Programming: Basic Elements of Quality Programming – National Institute of Outside of School Time
  - Structure with Flexibility; Variety of Appropriate Activities; Staff who are committed, caring and well prepared; choices; opportunities to give input and develop responsibility; exploration of skills and interest; development of social skills; opportunities to do something real
4. Research from National Institute on Out-Of-School time
  - Quality after school programs improved school attendance, engagement in learning, test scores, and grades.
  - Frequency and duration of after school participation increases benefits
  - High Risk youth show the greatest benefits
  - Physical Activity has declined in the past 30 years according to the centers for disease control, 61.5% of children ages 9 – 13 do not participate in any organized physical activity outside of school hours. 22.6% do not engage in any physical activity during free time.
  - Studies done between 1967 and 2006 have found that regular participation in physical activity is associated with improved academic performance.
5. Harvard Family Research Project: Harvard Graduate School of Education – Out-of-School Time Program Research & Evaluation Database
  - <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database>

## 5. MANAGEMENT PLAN

### **5.1 Effective staffing, recruitment and retention of staff; professional development; effective leadership; and how the program will use volunteers, specifically seniors, to support high-quality programming.**

1. Effective staffing of the Positive AfterSchool Support (PASS) Community Learning Center will occur through the following means:
  - 1:15 participant to staff ratio
  - Volunteers will be used to help reduce the participant to staff ratio.
  - Follow Program Development Plan (see chart 5.3)
  - Program will be a strength-based youth development program centered on the 40 Developmental Assets, a highly respected research-based approach.
2. Recruitment / Retention
  - Homework Help will be provided daily and assisted by project staff. Staff will be supported in best practices for school-day alignment efforts by district achievement specialist.
  - Enrichment activities will be offered weekly in partnership with organizations and businesses within the community.
  - Staff recruitment will be assisted through nearby colleges and universities. Competitive pay scale will help with retention. Quality professional development will be provided at no cost.
3. Qualified Staff
  - Project Director will have previous 21CCLC coordination experience and will meet state requirements for the position (bachelor's degree required.)
  - Achievement Specialist will have previous youth development experience and will possess a current teacher license or be a retired teacher.
  - Site Coordinator position must meet the state's requirement for the position and will have program coordination experience. Educational requirement – Bachelor's degree preferred in education or closely related field.
  - Additional project staff will be hired and meet at least the minimum qualifications for an instructional aide in the school district. High school diploma or recognized equivalent is required *plus* one of the following:
    - A. 2 years of higher education
    - B. An Associate's degree; or
    - C. Pass a formal assessment.
  - Homework help/tutoring will be provided by project staff.
  - Enrichment activities will be provided and implemented by project staff in partnership with business and organization partners with a specific focus on meeting grant guidelines.
  - Background checks will be conducted on all staff and volunteers. Background checks will include the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry.
4. Professional Development
  - Minimum annually required of all program staff.
  - Provided by Green Hills AEA, Council Bluffs School District, Boy & Girls Club, InPurpose Consulting, Iowa After School Alliance, Iowa State University Extension and Outreach and Collective for Youth.
  - Minimum of one representative will attend the annual National 21CCLC conference.
5. Program Leadership
  - Council Bluffs Community School District:
    1. Project Director
      - Overall leadership
      - Organizes schedules and delivers trainings, meetings, and evaluations.
      - Ensures grant goals and objectives are being met.
      - Adheres to all grant guidelines.



## 2. Achievement Specialist

- Oversees academic aspects of program
- Tracks, analyzes and shares achievement and attendance data
- Provides trending for participating students (to focus on continuous improvement support processes and strategies)
- Supports the district strategic initiative of utilizing the 40 Developmental Assets as they address skills that touch on the assets of:
  - #18 - Child Programs (child participates weekly in at least one sport, club or organization within the school or community)
  - #21 – Achievement Motivation –Child is encouraged to remain curious and demonstrates an interest in doing well at school
  - #25 – Reading for Pleasure – Child listens to and/or reads books outside of school daily.
- Provides training and development to site leaders and staff regarding best practices.
- Council Bluffs Community School Foundation and Boys & Girls Club:
  1. Program leadership
  2. Program planning, organization, and delivery
  3. Staffing, retention, recruitment, training
  4. Communication between school and program

## 6. Volunteers of the PASS CLC

- Local businesses and organizations provide specialized skill workers to assist youth with enrichment activities.
- The Center, a senior citizen wellness facility serving adults 50 years of age and older, will provide volunteers that conduct intergenerational opportunities.
- Foster Grandparent Program will provide seniors who will serve as mentors to youth throughout the program.
- Family Engagement Events, i.e. Resource Fair which includes leadership organizations, teachers, staff, and administrators as well as community volunteers ranging from human resource service organizations to various businesses.

## **5.2 Plan for student transportation to and from the program, where appropriate, and student access including translation services, serving students with disabilities, and the exclusivity of program facilities.**

- All schools except for Edison participants will be bused to their Boys & Girls Club for the program. Parents will pick their students up from the club after the program is over.
- School District will provide bus transportation to and from all field trips.
- All facilities meet ADA requirements.
- Translation services will be provided on an as-needed base through district translator and community partners.
- Appropriate accommodations will be made for students with disabilities.
- Facilities housing the programs will be Council Bluffs Boys & Girls Club, Carter Lake Boys & Girls Club, and Edison Elementary School. Spaces used will fit the needs of the activities.
- A program-wide check-in, check-out system will be devised and strictly adhered to. Parent/Guardian/emergency contact information/youth medical form will be required.
- All bus drivers are extensively screened for criminal offenses. National registry for Child Sexual Abuse check conducted. Six-month rechecks for driving record conducted on ALL bus drivers. System in place for complete rescreening for any and all criminal offenses. Random and routine drug testing conducted in compliance with Iowa law.

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

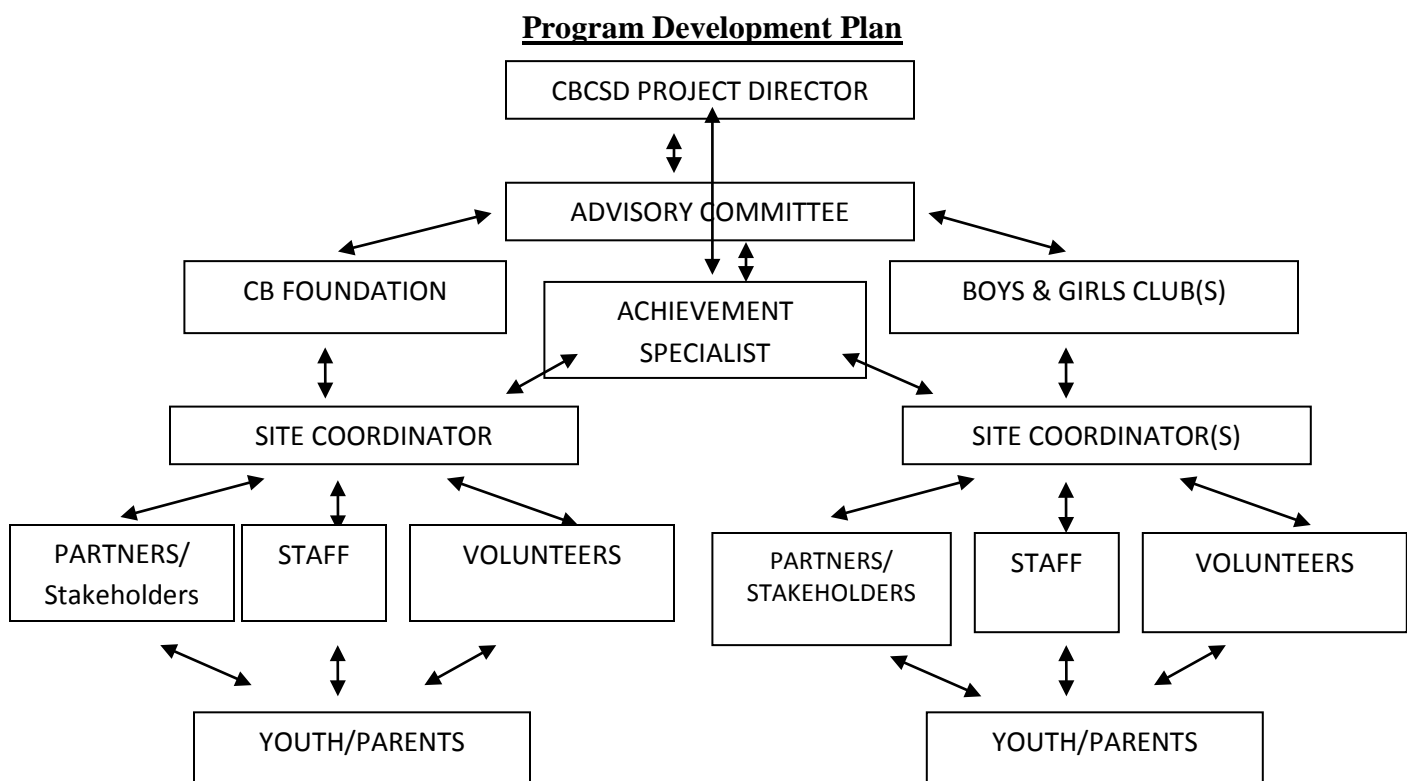
The PASS Advisory Council will be comprised of senior representatives from each of the three lead partners. In addition, the Advisory Council will include representation from a principal, a teacher, and a parent



representative, with membership to rotate annually between schools. Meetings will be held quarterly. Agenda items will include: review of progress toward the objectives, review of consultant reports, identify obstacles hindering the attainment of objectives, develop collaborative solutions to challenges, develop project improvement plan, and review program assessments and communicate findings to students, parents, stakeholders, and partners. In addition, the Council will play a critical role in developing strategies to sustain the project's activities and maintaining after-school programming addressing the 21<sup>st</sup> CCLC core elements.

### **PASS Advisory Council**

- Dr. Martha Bruckner, Superintendent, CBCSD
- Butch Leocuano, Executive Director, CB Foundation
- Chris Peterson, Director, Council Bluffs Boys & Girls Club
- Josh Towey, Director, Carter Lake Boys & Girls Club
- Jessica Plueger, Project Director, CBCSD
- Current Director, CB Public Library
- Current Coordinator, Coordinator of Service Learning Initiatives, Iowa Western Community College



**5.4 Plan for continuous program improvement and sustainability of the program** - Establishment of a Sustainability Committee will occur during the first program year. This committee will meet to devise a formal sustainability plan using research and stakeholder input. The goal will be to have increased experience in each year of the grant in partnering, obtaining in-kind assistance of services and goods, and direct donations so that these combined avenues of support will be a strong pathway to sustainability after the grant period. Pursuit of funding opportunities in the community such as Community Network Grants, available two times per year, and Iowa West Foundation funds is planned, as well as ongoing pursuit of appropriate federal and state grants, such as the 21<sup>st</sup> Century CLC grant. Two additional sustainability measures we will utilize are continued United Way funding to support staffing needs and increasing our volunteer capacity through promotion of this opportunity, as well as honoring our volunteers publicly.

## 6. COMMUNICATION PLAN

**Outreach strategies or activities to share evaluation and other program information** - Outreach strategies to share evaluation and other program information about the PASS programs focus on four of our audiences: students, parents, partners and community. Without these groups receiving clear, ongoing information and updates on CLC progress, student achievement, and even fiscal health, the PASS program risks losing parent, partner and community support. Such support is foundational to its success and sustainability.

**Parents** - Strategies used with parents will include a combination of group communications and opportunities for personal contact and/or engagement. The PASS website will be updated continuously and include evaluation highlights of our CLC progress, from academic achievement to participation levels. Families will be invited each month to family literacy nights and/or other special events that will allow us dissemination of program and evaluation information in a pleasant, informal setting for questions or input; newsletters will be sent home quarterly; and parent teacher conferences will occur at least two times a year providing one-to-one updates on student and CLC site progress. The impact of this communication is that parents are better informed about upcoming activities within 21CCLC, their student's progress with academic support and overall involvement of program, and resources within the community to take advantage of as a family or for individual student needs.

**Students** - Strategies to communicate with youth will include "word of mouth" promotion of this afterschool resource within the schools, including through staff; booths for registration and information about the program during parent-teacher conferences; and personal invitations, including letters from principals to families based on the recommendation of staff who help identify students of greatest need for the program. Students will also receive updates of their academic progress at the CLC, daily updates about events and related school progress while on-site and through web updates, and take-home printouts of their reading progress from the online Mimio Reading Program. The impact will be students who are well informed about the CLC, their progress as participants, and opportunities for participation.

**Community** - Strategies for community members to learn about program impacts include using media releases at least two times per year and instant information through our website, which will have a banner of the latest news and events for ongoing updates. Media updates will include progress snapshots, including of student achievement and participation. The impact will be to convey the progress and successes of the PASS program, encourage partnership development, including recruitment of senior and other volunteers, and to highlight events related to family engagement/family literacy, success of participants, and student achievement.

**Partners** – Strategies for working with partners are multiple with the recognition that partnerships often depend on the initial development of relationships, fostered connections, and eventually shared resources. We will use semi-annual media releases, our website, newsletters, phone calls, personal invitations to volunteer or provide in-kind resources, and recognition awards. Partners will also be kept abreast of CLC progress and student achievement in greater depth during Advisory Board meetings, where evaluations will be more thoroughly reviewed. The impact will be to strengthen existing partnerships, grow new partnerships, and keep partners informed so they can help create a strong, sustainable afterschool resource for youth.

## 7. PARTNERSHIPS

**7.1 Existing Partnerships and roles** - The PASS 21<sup>st</sup> Century Learning Centers project features a vibrant network of organizations committed to working together to impact the learning and youth development needs of targeted students and their families. As documented in the table and list below, 22 district and area partners have stepped up to enthusiastically support us in the areas of academics, enrichment and family literacy. Many have existing relationships with the district, as indicated.

Council Bluffs Community School District will contract with joint partner Boys & Girls Clubs of the Midlands (representing both the Council Bluffs Boys & Girls Club and Carter Lake Boys & Girls Club) as well as the Council Bluffs Community Education Foundation to coordinate the day-to-day programming at each of the three sites. Each of the contracted partners has worked with CBCSD in past years and possesses intimate knowledge of CBCSD students and district programs. 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. Each major partner has the additional advantage of institutional experience with 21st CCLC grant administration and participation.

Descriptions of major partners' contributing roles and examples of impact contained below.

Partner	Role/Impacts
<b>Council Bluffs Community School District</b>	As lead agency, provide leadership and vision for the program. Also guide student achievement efforts with creation of an Achievement Specialist position through the grant to oversee academic aspects of the CLC program, align to CSIP goals and monitor and report on progress; this is an exciting new position which holds promise for continuous student improvement efforts. The district will also lead sustainability efforts. <i>Area of significant impact: Student achievement</i>
<b>Boys &amp; Girls Club of Council Bluffs</b>	Provide day-to-day coordination of activities for Hoover, Roosevelt, Bloomer and Walnut Grove elementary schools. Work with partners to enhance programming, provide district-aligned reading /math programming, including "Readers to Leaders," and offer character education, physical recreation & enrichment activities. <i>Example of impact: "Homework, done!"</i>
<b>Boys &amp; Girls Club of Carter Lake</b>	Provide day-to-day coordination of activities for Carter Lake Elementary school students. Work with partnering agencies to enhance programming, provide district-aligned reading and math programming, including "Readers to Leaders" program, and offer character education, physical recreation and family literacy /engagement activities. <i>Impact: Much-needed afterschool program</i>
<b>Council Bluffs Community Education Foundation</b>	Provide day-to-day coordination of activities for Edison Elementary school students. Work with partnering agencies to enhance programming, provide district-aligned reading and math programming, including "Readers to Leaders" program, and offer character education, physical recreation and family literacy /engagement activities. <i>Impact: Sense of belonging</i>
<b>InPurpose Consulting</b>	Provide meaningful monitoring, evaluation, and feedback concerning each of the programs on all sites. Provide professional development to all CLC staff in Developmental Assets so that this promotion of positive behaviors and attitudes is in alignment with the school district's use of the assets daily. Conduct a series of family programs in Developmental Assets to provide families with the knowledge and skills for intentional asset-building at home. <i>Impact: Strengthen families.</i>
<b>Iowa State University Extension &amp; Outreach</b>	Provide research-based curriculum, including "The 5 C's: Competence, Confidence, Connection, Character, and Caring"; provide expertise on best practices for out-of-school time; provide expertise on Positive Youth Development for staff ; provide STEM (science, technology, engineering, and mathematics) trainings for staff; assist staff with the planning and implementation of field trips; provide expertise on risk management best practice; and assist with parent resources and education, and family literacy/engagement events. <i>Impact: Best practices are brought to life for instructional staff; students benefit from authentic learning experiences.</i>

## **Other Supporting Partners and their Impact**

**Salvation Army** – Shared space with Council Bluffs Boys & Girls Club to accommodate extra classroom and activity space. Additional space gives participants *more room to work one on one with limited distractions*.

**Edward F. Owen Memorial Library** – Carter Lake – Library workshop and field trip. Additional learning opportunities provided through *meaningful research tools* and multi-media experiences.

**InPurpose Consulting** – Professional development and evaluation services. InPurpose will administer a survey of participants and conduct a focus group. This will provide data to be utilized in family engagement and professional development, allowing us to *modify program details to better serve stakeholders*.

**Midlands Pet Therapy** – Reading to Rover Program at each site 2 x a year. Research has shown that utilizing animals to connect with students has *increased student engagement* leading to increased student achievement.

**Bass Pro Shop** – Fishing Workshop – Education, hands on-experiences and field trip opportunity. Hands-on learning experiences increase student engagement which *positively impacts student achievement*.

**Trailblazers** – Provide parent resources and education workshops, assist with family engagement events, assist with special events for the youth. This will increase communication *increasing participation and outreach*.

**Boy Scouts of America** – Character education and *enrichment* opportunities. Male participants will have additional opportunities to learn new skills and participate in activities related to BSA's character education.

**Junior League of Omaha** – A Book of My Own Program – provides each participant at each site a new book of their own each year. Increased literacy skills and *developing a love for reading* are important goals.

**Community Youth Concepts** – YPQA Evaluation 2 x a year per site. The tool is designed to evaluate the quality of youth programs and identify staff training needs. The YPQA will be used to conduct a self/external assessment. The data will be used to set improvement goals tied to the observable measures.

**NonPareil Newspaper** – Publishing of 21CCLC information and highlights, enrichment opportunities. This will lead to greater exposure and communication about the great things our program is doing.

**Iowa Public Television** – Enrichment programming, STEM programming, supplies for programming, and parent programs. Iowa Public TV *provides students a broad depth of opportunities*.

**Council Bluffs Chamber of Commerce** – Provides information on community resources available to our families; provides business contacts that help us *bring enrichment activities to life* with local experts.

**Council Bluffs Public Library** – Serve on advisory board; provide workshops/ information to the sites about library hours, how to obtain a library card, library reading programs, other library programs, and guest speakers. Allows us to expose our students and family to a great local resource for *continued life-long learning*.

**Iowa Western Community College** – Parent resources, parent workshops, volunteers, advertisement for CCLC staff. Parent engagement is another important element of *advocating for individual student achievement*.

**Southwest Senior 8 Organization** – Senior volunteers to work with the youth. Utilizing our senior community in a productive and positive environment where they have the opportunity to *inspire the youth of today* is a win-win for both our participants and our community.

**Keep Council Bluffs Beautiful** – Workshops, *service learning* opportunities. Service learning is a great student engagement tool and also positively impacts our community.

**Council Bluffs Police** – Drug and Violence Prevention programs, career exploration, and safety workshops. Too often youth of today have a negative impression of our law enforcement officers; this is an opportunity to change that impression and allow both *to work together and learn from one another*.

**7.2 Plan for Meaningful and Engaging Partnerships** - Past, current and future partnerships will continue because of the commitment all organizations demonstrate toward collaborative relationships that expand and enhance programming to meet the needs of youth. PASS partners will be engaged through feedback provided on evaluations, and through news releases, school websites, and newsletters. Appropriate social media technologies will also be used, as well as annual reports, activity booths during parent teacher conferences, presentations to public and stakeholders, and testimonials from participants, parents/guardians, partners, and stakeholders. New partners will be recruited through resource fairs, current volunteers, coalition involvement, Chamber of Commerce involvement, and The Center. Relationships will be maintained through effective communication, appropriate recognition strategies, and continual evaluation of programming efforts.

**8.1 EVALUATION** – Evaluation is a tool used virtually daily in our district and by our CLC partners, the Boys & Girls Club of the Midlands and the Council Bluffs Community Education Foundation. It will be key to knowing how well our afterschool students are meeting their district-aligned learning and social skills goals; it will help us make big and small decisions whether about staffing a position or creating a strategic plan; and it will provide us with the evidence that can help us make a case for sustainability of our program.

The CBCSD will use several forms of evaluation to conduct a comprehensive, rigorous evaluation of program effectiveness both at the CLC/district level and for the Iowa Department of Education. This multi-strand effort involves several evaluation consultants and experts, as indicated in the table below.

<b>Evaluator</b>	<b>Evaluation Type</b>	<b>Purpose</b>
<b>Dr. Marty Shudak, District PK-12 Assessments Supervisor</b>	Internal evaluations for the district	Assist with data collection related to academics and attendance
<b>Hanover Research</b>	<ul style="list-style-type: none"> <li>• Analysis of data wall recordings’ “district level assessments”</li> <li>• Iowa Assessments analysis</li> <li>• Teacher survey results analysis</li> <li>• Development of Parent survey; analysis of the results</li> <li>• Annual report of the overall program including all evaluations and observations in addition to latest trend data</li> </ul>	Collect and analyze student achievement and attendance data for use with federal reports, and conduct parent and teacher surveys for program input.
<b>InPurpose Consulting</b>	Developmental Asset Pre/Post Assessments of students; student focus groups at each site	Provide annual results to project director, site leaders and other evaluators (Shudak and Hanover)
<b>Community Youth Concepts</b>	Youth Program Quality Assessment (YPQA), a nationally recognized, evidence-based assessment tool	Pre- and post-surveys to valuate quality of CLC programs and identify staff training needs.
<b>PASS Achievement Specialist CBCSD</b>	Collection and analysis of attendance and achievement data for CLC students	Track the academic progress of students and share data between the school and the CLC.

### **Experience**

- Dr. Marty Shudak, Supervisor of PK-12 Assessments, holds a doctorate degree in Education Administration with an emphasis on Assessment. He is currently responsible for conducting all internal evaluations for the school district. Marty has worked with the Department of Education in conducting external evaluations on the EETT grant. Dr. Shudak’s expertise will not only provide quality district level assessments but will help in collecting academic and attendance data for state and federal reporting.
- Hanover Research is the school district’s evaluator. Founded in 2003, the company has grown to serve for-profit and non-profit organizations of every size around the world.
- InPurpose Consulting has provided services to the school district in the areas of counseling, 40 Developmental Assets, Strengths-Based Approaches, and Safe, Respectful schools.
- Community Youth Concepts is a non-profit located in Des Moines, Iowa that focuses on the integration of best practices in out-of-school time settings. Approximately 1,300 youth in grades K-12 are served annually.
- The PASS Achievement Specialist will be an experienced current or retired educator who is familiar with the district’s literacy and math programs, who can work well with district leadership, and site directors.
- The program evaluators will have access to electronically stored results to compare program participants with a control group of like students at each site. The use of current district assessments for more grant-specific and ongoing program improvements are encouraged by the Iowa Department of Education and the process and progress will be shared with them. All the information collected will be made available to



partners, parents, and other collaborators at Advisory meetings, on our website, at the school and at family nights, as appropriate.

**8.2 Use of Evaluation results** The project has a clear and definable evaluation process that starts with the consistent collection of meaningful data before and throughout the program. The grant evaluators are committed to providing services to ensure that a strong plan to evaluate and monitor implementation of all activities is in place. These include:

- Oversight of completion of the Federal report by site and grant – *annually*
- Creation of reporting forms and facilitation of district grant measures process – *semi annually*
- Creation of teacher and parent survey, facilitation of survey process, and data review – *annually*
- Completion of analysis and trend results reporting of district measures for process improvement and sustainability – *semi annually*
- Consultation by site for idea generation based on trend results or identified challenges – *quarterly*
- Consultation with district data point person(s) and grant administrator – *as needed/requested*
- Generation of report /presentation to grant Advisory Board– *semi annually*
- Facilitation of program provider communication sessions for data review and best practices sharing – *semi annually*
- Facilitation of communication between CLC program provider and school point person to align site program to current academic focus – *once each trimester*
- Assistance in planning and delivery of family engagement events – *three times per year*

**Use of Evaluation Results:** As data is compiled it will be evaluated by the Advisory Board, CBCSD, InPurpose, and Hanover Research. An emphasis will be on building accessible district measures that can be analyzed to facilitate program improvement and sharing of best practices among the sites. The evaluators will provide grant evaluation consultation by site for idea generation based on trend results or identified challenges. The inclusion of communication sessions among site program leaders and also site program leaders will be used to refine, strengthen, and improve the program throughout the grant period. The number of community partners and the communication through the advisory board will provide opportunities to build community support. The use of the Developmental Assets as a strength-based approach for programming includes several opportunities for extended community collaboration.

**Public Reporting of Results:** The CBCSD and the two lead partners will comply with all reports and information sharing required by the State of Iowa Department of Education. Annual reports along with regular evaluation information will be disseminated through the school newsletters, public media and directly to project participants, partners and families; summary reports or contacts will be made available for family members who do not speak English so that they too may stay informed. The following data measures grid includes the timeline for collecting, analyzing and reporting district data throughout the program.

**Data Points to Measure Objectives: Federal Reporting**

<u>Grade Level</u>	<u>Reading</u>	<u>Math</u>
1 <sup>st</sup> – 2 <sup>nd</sup> Grade	None	None
3 <sup>rd</sup> -5 <sup>th</sup> Grade	Iowa Assessments	Iowa Assessments

**District Measures for Program Effectiveness: Academic**

<u>Grade Level</u>	<u>Reading</u>	<u>Math</u>
Kindergarten	Reading Data Wall 4 x a year	Math Data Wall 4 x a year
First Grade		
Second Grade		
Third – Fifth Grade		

Additionally, scores for students attending the After School program will be compared to non-attending students from the same grade level at that site after accounting for at-risk factors.



## 9. BUDGET NARRATIVE

**9.1 Justification for each line item including how each expenditure is necessary and reasonable.** The Council Bluffs PASS program expenses are necessary and reasonable for this 21<sup>st</sup> century community learning center. Every effort has been made to select the most cost-effective form of service while still maintaining quality for a project with this level of complexity and impact on student achievement. As required by the grant, the daily cost for provision of services meets the funding standard of up to \$7.50 per day times the number of students anticipated to participate in the program times the number of days of afterschool program operation. None of the three sites exceed \$7.03 per day to operate based on serving 280 students. All line items listed below are critical to the success of the program.

**EVALUATION – 6% (\$18,000)** - A rigorous and comprehensive evaluation plan is critical to the success of our learning centers for current operation and future sustainability. It will be used to refine, improve, and strengthen the program and build community support. Our evaluation plan includes utilizing an experienced evaluator to conduct a comprehensive, rigorous evaluation of program effectiveness according to our local and state standards. We have budgeted 33% (\$5,940) of the total evaluation budget to utilize Hanover Research as our external evaluator. They will provide support services including evaluation analysis, surveys, data mining and analysis, benchmarking, and best practices. We will also utilize InPurpose Consulting, to provide, administer, and score pre-asset surveys of participants in the 21<sup>st</sup> Century after school programming. We will also select a random group of students at each site to be included in a focus group which uses open-ended statements to drill down for further insight into some of the most grant-relevant asset statements. We have budgeted 14% (\$2,520) to be used for this service. Nineteen percent (\$3,420) of the budget allows the Community Youth Concepts of Des Moines, Iowa, to provide us with a research-based, nationally utilized Youth Program Quality Assessment (YPQA) of our program. This validated instrument is designed to evaluate the quality of youth programs and identify staff training needs. We will use the YPQA to conduct a self or external assessment. Data from the assessment will be used to set improvement goals tied to the observable measures in the YPQA, ultimately increasing our program quality. The remaining 33.5% (\$6,030) of the total evaluation budget will be devoted to the PASS Achievement Specialist position with regard to evaluation responsibilities. This individual will collect, analyze, trend and share the attendance and achievement data with the management team and stakeholders, with a focus on strengthening the connection between the school and the 21<sup>st</sup> century program.

**PROFESSIONAL DEVELOPMENT – 6% (\$18,000)** - Great teachers help create great students. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support our educators. We have budgeted 50% (\$9,000) of the total professional development budget at all three sites for site professional development, Iowa State University Extension and Outreach professional development, and state and national level 21<sup>st</sup> Century Community Learning Center professional development. Seventeen percent (\$3,000) of the budget will fund Developmental Assets training for afterschool staff and Developmental Assets programming for afterschool families by InPurpose Consulting. The remaining 33% (\$6,000) will be devoted to ongoing coaching and training as directed by the Achievement Specialist.

**ACCESS – 4% (\$12,000)** - It is important to the success of our program to ensure students have a means to access our Community Learning Centers. The district is fortunate to be able to use various funds such as "at-risk" funds to help pay for transportation from the school buildings to the program sites (except to Edison, where students will be attending their own school-based site). This in turn allows us to dedicate funds elsewhere. We also have transportation needs to and from all field trip locations. We have devoted 4% (\$12,000) of the budget to this item.

**ADMINISTRATIVE COST – 8% (\$24,000)** - Administrative costs have been reserved in the budget in the amount of 8% (\$24,000) of the total budget request. Our program will serve 280 students at three separate locations; this will require significant administrative oversight and logistical planning to effectively and successfully operate our program ensuring that all participants have a high quality experience. Administrative expenses at the specific sites (4%) will include: printing, human resource functions, facility usage and maintenance. District administrative expenses (4%) will include: complying with the federal recording system (Ppics), scheduling professional development, scheduling meetings, scheduling snacks, scheduling transportation, financial oversight and administrative roles of the Achievement Specialist, who will oversee academic aspects of the program, provide best practices training to site leaders and staff, and meet weekly with program staff on academic activities, curricula and alignment with the district.

**PERSONNEL – 69.5% (\$208,500)** - We justify spending 69.5% (\$208,500) of our total budget on personnel because teachers/staff are the main pillars of our program. They pass on knowledge and values to children, prepare them for further education and for working life, and are the main contributors to excellent education. We are dedicated to providing student-centered services geared toward academic improvement and achieving all of our program goals. Therefore employing quality staff members is imperative to the success of our program. We are committed to providing a low student-to-teacher ratio of 1:15, allowing students to have more one-on-one time with staff. We have also found that it forces students to be more involved in activities and discussions as there are fewer students in the room to take up the load. All staff members will work 38 weeks annually, and they will work 25 hours a week at the two Boys & Girls Club sites, with 20 hours a week for the Community Education Foundation-managed site at Edison Elementary. Benefits are calculated at 11% of salary allocations at the Boys & Girls Clubs and 15% at the Community Education Foundation. Council Bluffs B/G Club will employ 10 staff members, Carter Lake B/G Club will employ 4, and the Community Foundation/Edison site will employ four staff members. Estimated salary expenditures are as follows: Council Bluffs B/G site- \$106,500; Carter Lake and Community Foundation/Edison sites- \$51,000 each. Total personnel costs are estimated at \$208,500, 69.5% of the total requested budget.

**SUPPLIES – 6.5% (\$19,500)** - Cost for supplies is 6.5% (\$19,500) of the total grant budget. Grant funds will be used to leverage additional contributions from local partners associated with the sites. Supply costs include: student school supplies, field trip admissions, student learning incentives, technology additions for Mimio online reading programs, and Mimio licenses. The research-based Mimio reading programs are able to take non-readers to mid-2<sup>nd</sup> grade reading skills in less than 30 hours of individualized online instruction and ensure reading comprehension through interactive episodes for mid-2<sup>nd</sup> to mid-4<sup>th</sup> grade text level.

**9.2 How the program seeks to supplement, rather than supplant, current funding.** -No funds awarded to Council Bluffs Community School District will be used to supplant funding for existing programs and services. Funds will be used to provide an additional layer of support to our students to improve academic achievement that could not be provided by the district. The Positive AfterSchool Support (PASS) CLC of Council Bluffs was carefully designed to link programming and services to student needs based upon a comprehensive needs assessment. Serving 280 students from six Title 1-eligible schools at three sites, PASS will offer the district a unique integrated program of after-school activities to foster academic, social and healthy development in our students. It will additionally promote family literacy/engagement, leverage the expertise and resources of a host of community agencies, align programming to district curriculum and student needs through the use of a district “achievement specialist” specially hired for this role, and sustain effective services tested through the project. These services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered in any way as “supplanting” funding.

## Exhibit 1 - SINA DOCUMENTATION

related to *Competitive Priority Request* for serving children and youth in schools designated in need of assistance (SINA) under Title 1 (Section 111.6). *5 additional points awarded.* Source: [www.educateiowa.gov](http://www.educateiowa.gov)

2012-2013 SINA List

12 District	12 District Name	12 School	12 School Name	11-12 Participation Math	11-12 Participation Reading	11-12 AMO Math	11-12 AMO Reading	11-12 Other Academic Indicator
1221	Clear Creek Amana Comm School District	0405	Clear Creek Amana Middle School			SINA-4	SINA-2	
1233	Clear Lake Comm School District	0209	Clear Lake Middle School School			SINA-1	SINA-2	
1233	Clear Lake Comm School District	0409	Clear Creek Elementary School			SINA-1	SINA-1	
1278	Clinton Comm School District	0109	Clinton High School				Delay-3	
1278	Clinton Comm School District	0209	Lyons Middle School			SINA-3	SINA-3	
1278	Clinton Comm School District	0218	Washington Middle School			SINA-3	SINA-3	
1278	Clinton Comm School District	0227	Bluff Elementary School				SINA-3	
1278	Clinton Comm School District	0472	Jefferson Elementary School				Delay-3	
1278	Clinton Comm School District	0480	Eagle Heights Elementary School			SINA-2	SINA-2	
1332	Colfax-Mingo Comm School District	0418	Colfax-Mingo Middle School				SINA-2	
1337	College Comm School District	0109	Prairie High School			SINA-4	SINA-7	
1337	College Comm School District	0227	Prairie Point			SINA-2	SINA-2	
1337	College Comm School District	0409	Prairie Creek			SINA-2	SINA-2	
1337	College Comm School District	0427	Prairie Heights Elementary School				SINA-1	
1368	Columbus Comm School District	0109	Columbus Community High School			SINA-3	SINA-4	
1368	Columbus Comm School District	0209	Columbus Community Junior High School			SINA-6	SINA-4	
1368	Columbus Comm School District	0409	Roundy Elementary School			SINA-3	SINA-4	
1431	Corning Comm School District	0409	Corning Elementary School				Delay-1	
1476	Council Bluffs Comm School District	0109	Thomas Jefferson High School			SINA-6	SINA-8	
1476	Council Bluffs Comm School District	0118	Abraham Lincoln High School			SINA-6	SINA-8	
1476	Council Bluffs Comm School District	0212	Gerald W Kim Middle School			SINA-7	SINA-5	
1476	Council Bluffs Comm School District	0245	Woodrow Wilson Junior High School			SINA-4	SINA-4	
1476	Council Bluffs Comm School District	0422	Carter Lake Elementary School			SINA-1		
1476	Council Bluffs Comm School District	0454	Franklin Elementary School				SINA-1	
1476	Council Bluffs Comm School District	0499	Longfellow Elementary School			SINA-1	SINA-1	
1476	Council Bluffs Comm School District	0544	Roosevelt Elementary School			SINA-1	SINA-2	
1476	Council Bluffs Comm School District	0553	Rue Elementary School				SINA-1	
1476	Council Bluffs Comm School District	0571	Walnut Grove Elementary School			SINA-2	SINA-3	
1503	Creston Comm School District	0109	Creston High School			SINA-3		
1503	Creston Comm School District	0218	Creston Middle School			SINA-3	SINA-3	
1503	Creston Comm School District	0409	Creston Elementary School			SINA-2	SINA-2	
1576	Dallas Center-Grimes Comm School District	0209	Dallas Center-Grimes Middle School			SINA-3	SINA-1	
1602	Danville Comm School District	0172	Danville Junior-Senior High School				SINA-1	
1602	Danville Comm School District	0409	Danville Elementary School			SINA-1		
1611	Davenport Comm School District	0109	Central High School			Delay-5	Delay-7	
1611	Davenport Comm School District	0116	North High School			SINA-8	SINA-8	
1611	Davenport Comm School District	0118	West High School			Delay-7	Delay-7	
1611	Davenport Comm School District	0127	Kimberly Center East			SINA-4	SINA-6	
1611	Davenport Comm School District	0205	Wood Intermediate			SINA-8	SINA-7	
1611	Davenport Comm School District	0209	Frank L Smart Intermediate			SINA-4	SINA-4	Delay-2
1611	Davenport Comm School District	0218	Sudlow Intermediate			SINA-6	SINA-8	

**MEMORANDA OF UNDERSTANDING  
OR LETTERS OF SUPPORT**

(Multiple documents to follow – not numbered)



## **Memorandum of Understanding**

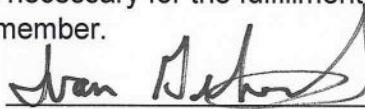
### **Boys & Girls Clubs of the Midlands – Council Bluffs and Carter Lake**

Through the Council Bluffs 21<sup>st</sup> Century Community Learning Center Project, the Boys & Girls Club of the Midlands will work with its partnering agencies through:

- Coordination of the 21<sup>st</sup> Century Community Learning Center after-school component at Boys & Girls Clubs for Walnut Grove, Herbert Hoover, Carter Lake, Bloomer, and Roosevelt Elementary Schools in compliance with the rules and regulations governing the sponsoring program as stated in the Request For Applications issued by the Iowa Department of Education;
- Coordination of programming addressing the four core elements of the 21<sup>st</sup> Century Community Learning Center Project to include academic assistance, educational enrichment, service learning and family literacy services;
- Continued membership and participation in the Council Bluffs 21<sup>st</sup> Century Community Learning Center Project;
- Administrative and fiscal management of site-specific activities and expenditures;
- Coordination of activities as set forth in the proposal, including collection of data and provision of data necessary for the evaluation to the local evaluator.
- Assistance in the design, development and implementation of systems to further increase communication among stakeholders in the effort to respond to the needs of students in a timely, coordinated and appropriate manner;
- Coordination of resources with other 21<sup>st</sup> CCLC partners to enhance the availability of services through the Project;
- Provision of release time for the Senior Representative to serve on the Project Advisory Council, to provide leadership and management support for the Initiative;

To support the project, the Boys & Girls Clubs of the Midlands – Council Bluffs and Carter Lake is committed to providing the following resources:

- Equipment to support the four main project elements. (*Printers, copy machine, computers, software, phone service, FAX machine, LCD, and other*)
- Office assistant personnel/bookkeeper
- Educational resources (*Curriculum Materials, Books, and other*)
- Submit appropriate vouchers to CBCSD finance department for dispersal of funds from the 21<sup>st</sup> CCLC grant.
- Retain all receipts, timesheets, and other documentation relating to the financial fulfillment of the 21<sup>st</sup> CCLC.
- Provide Child Protection Background checks for all volunteers and employees (unless previously approved by the CBCSD) working in a long term position with youth participating in the 21<sup>st</sup> CCLC.
- Provide positive youth development training to all adults working at the Boys & Girls Clubs 21<sup>st</sup> CCLC sitea.
- Complete all reports and records necessary for the fulfillment of the 21<sup>st</sup> CCLC.
- Appoint an Advisory Committee member.



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Ivan Gilreath, Chief Executive Officer  
Boys & Girls Clubs of the Midlands – Council Bluffs



## **Memorandum of Understanding Community Education Foundation**

In conjunction with the Council Bluffs Community Schools 21st Century Community Learning Center Project, the CB Community Education Foundation will work with the district and its partnering agencies with recognition of financial considerations for Foundation participation:

- Coordination of the 21st Century Community Learning Center after-school component at Edison Elementary School in compliance with the rules and regulations governing the sponsoring program as stated in the Request For Applications issued by the Iowa Department of Education;
- Coordination of programming addressing the three core elements of the 21st Century Community Learning Center Project to include academic assistance, educational enrichment and family literacy services;
- Continued membership and participation in the Council Bluffs 21st Century Community Learning Center Project;
- Administrative and fiscal management of site-specific activities and expenditures at Edison Elementary School;
- Coordination of activities as set forth in the proposal, including collection of data and provision of data necessary for the evaluation to the local evaluator.
- Assistance in the design, development and implementation of systems to further increase communication among stakeholders in the effort to respond to the needs of students in a timely, coordinated and appropriate manner;
- Coordination of resources with other 21st CCLC partners to enhance the availability of services through the Project;
- Release time for the Foundation executive director or designee to serve on the Project Advisory Council, to provide leadership and management support for the Initiative.

Butch Lecuona, Executive Director  
CB Community Education Foundation



## Memorandum of Understanding

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

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

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

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

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

Mary Kramer  
4-H Youth Program Specialist  
[mkramer@iastate.edu](mailto:mkramer@iastate.edu)

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



**IOWA STATE UNIVERSITY**  
Extension and Outreach



Edward F. Owen Memorial Library

1120 Willow Drive

Carter Lake, IA 51510

Phone (712) 347-5492 Fax (712) 347-5013 E-mail [owenlibrary@cox.net](mailto:owenlibrary@cox.net)

[www.carterlakelibrary.com](http://www.carterlakelibrary.com)

To Whom It May Concern:

I, Theresa Hawkins, representing Carter Lake Public Library, hereby submit this Memorandum of Understanding in support of the 21<sup>st</sup> Century Community Learning Center program in Carter Lake and Council Bluffs, Iowa.

My organization will support the three sites and six schools (Walnut Grove, Bloomer, Hoover, Roosevelt, Carter Lake, and Edison) of the 21<sup>st</sup> Century CLC in the following ways:

Provide 1: Workshop Teaching Members Library Services including:

1. Library Resources
2. Getting a Library Card
3. Library Programs
4. Reading Programs
5. Internet Safety

I look forward to this partnership.

Sincerely,

*Theresa Hawkins, Library Director*

Theresa Hawkins, Library Director



Memorandum of Understanding

Midlands Pet Therapy

[www.midlandspettherapy.com](http://www.midlandspettherapy.com)

Submitted in support of the 21<sup>st</sup> Council Bluffs/Carter Lake Century  
Community Learning Center Grant Application

November 29, 2012

Midlands Pet Therapy, an affiliate of Therapy Dogs, Inc., operates in Omaha, NE and Council Bluffs and Carter Lake, IA. Through this program, our registered and insured therapy dogs visit local organizations including hospitals, libraries, nursing homes, schools, and assisted living facilities.

One key program of Midlands Pet Therapy is our Reading to Rover program. Through this program, young people are matched with dogs either one on one or in small groups. The kids read to the dogs, who provide an attentive, non-judgmental ear. This program gets kids excited about reading and encourages even the most reluctant readers to read aloud.

As part of the Council Bluffs/Carter Lake 21<sup>st</sup> Century CLC Program, Midlands Pet Therapy agrees to offer a minimum 2 sessions of Reading to Rover program per site for each year of the grant period. It is our sincere hope that in doing so, we will further the efforts of the Council Bluffs School District and its partner agencies to advance literacy and promote a lifelong love of learning.

For questions about this program, contact Susan Schnase at (402) 616-7325.

Submitted 11-29-12 by Susan Schnase, Certified Tester/Observer, Midlands Pet Therapy and Therapy Dogs, Inc.

Signature



# *TRAILBLAZERS*



*Blazin' a trail along the Way!*

## **Memorandum of Understanding**

Trailblazers

Through the Council Bluffs 21<sup>st</sup> Century Community Learning Center Project, Trailblazers will work with its partnering agencies through:

- Providing programming if available at the three sites (Council Bluffs / Carter Lake Boys & Girls Club and the Council Bluffs Community Education Foundation at Edison Elementary for enrichment activities related to the after school programming needs.
- Provide parent resources and education workshops.
- Provide transportation to parent workshops to and from families' homes.
- Assist with family engagement events and activities.
- Assist with special events for the youth at their home schools.
- Be a valued resource of enrichment opportunities for youth and families to partake in outside of programming hours; nights and weekends.

Dave Smith  
Executive Director  
Trailblazers



By Reputation THE WORLD'S GREATEST SPORTING GOODS STORE

To Whom It May Concern:

I, Chris Ulane, representing Council Bluffs Bass Pro Shops, hereby submit this Memorandum of Understanding in support of the 21<sup>st</sup> Century Community Learning Center program in Carter Lake and Council Bluffs, Iowa.

My organization will support the three sites and six schools ( Walnut Grove, Bloomer, Hoover, Roosevelt, Carter Lake, and Edison) of the 21<sup>st</sup> Century CLC in the following ways:

Provide 1 Fishing Workshop Teaching Members About the following:

1. Fishing Safety
2. Fishing Biology
3. Pollution
4. Conservation
5. Boating Safety

I look forward to this partnership.

Sincerely,

Chris Ulane



[www.keepcbbbeautiful.org](http://www.keepcbbbeautiful.org)

### **Memorandum of Understanding** Keep Council Bluffs Beautiful

Through the Council Bluffs 21<sup>st</sup> Century Community Learning Center Project, Keep Council Bluffs Beautiful will work with its partnering agencies through:

- Providing programming if available at the three sites (Council Bluffs / Carter Lake Boys & Girls Club and the Council Bluffs Community Education Foundation at Edison Elementary for enrichment activities related to the after school programming needs.
- Provide educational programs pertaining to gardening, beautification, litter prevention and waste reduction.
- Provide field trip opportunities for environmental projects sponsored by Keep Council Bluffs Beautiful.
- Provide information to families about opportunities for family outings and programs offered by Keep Council Bluffs Beautiful.

Sandy Hull, Executive Director  
Keep Council Bluffs Beautiful





**Memorandum of Understanding**

**Between**

**Council Bluffs Community School District**

**And**

**InPurpose Consulting LLC**

## **I. Purpose**

The purpose of this Memorandum of Understanding (MOU) is to establish a working relationship between the Council Bluffs Community School District and InPurpose Consulting LLC in support the Council Bluffs Community School District's 21<sup>st</sup> Century Grant application in the following areas:

- Family Programing Support
- Professional Development for Staff
- Developmental Asset Survey Pre/Post Assessment

The 40 Developmental Assets® provide the framework and common language integrated throughout these grant support services.

## **II. Description of Partner Agencies**

This MOU provides the broad framework for cooperation between the organizations of the Council Bluffs Community School District, Council Bluffs Education Foundation, and the Boys & Girls Club of the Midlands in the data collection, monitoring of measures, and evaluation of activities through data analysis.

## **III. History of Relationship**

InPurpose Consulting has provided services to the school in the areas of counseling, 40 Developmental Assets®, Strengths-Based approaches, and Safe, Respectful Schools. The expertise in strengths-based approaches including 40 Developmental Assets have been utilized to implement at schools as well as community agencies.

## **IV. InPurpose Consulting LLC Role**

### **Family Programming Support**

*Developmental Assets @ Work in the Home* is a series of family programming sessions designed to provide families with knowledge, skills, and practical application strategies for intentional asset building opportunities and experiences during daily interactions with children in their homes. These sessions are developed around Developmental Asset categories that align with and support the goals of the 21<sup>st</sup> Century grant for academic and social success for all student participants. Session design also includes a focus on the asset categories identified by the Asset pre/post survey as needed areas of attention.

Family programming sessions are available for each of the eight asset categories. Grant and site administrators, using the pre assessment data, site objectives, and survey results from families, select the prioritized session topics for their site.

Cost per session: \$300.00 per session. Printing costs not included

### **Professional Development for Staff**

*Developmental Assets@ Work in After School Programming* is a series of site leader and staff training sessions for the infusion of Developmental Assets into the after school programming provided by the 21<sup>st</sup> Century grant. These professional learning opportunities incorporate the Developmental Asset categories

in the understanding and utilization of strengths-based practices and strategies for interacting with and supporting students, strengthening authentic relationships with other caring adults, and creating learning environments with boundaries and expectations based on instructive expectations and purposeful communication. The utilization of SPARKS and the cultivation of focused asset development aligned with grant goals/objectives are incorporated into these sessions.

Cost per session: \$300.00 per session. Printing costs not included

### **Developmental Asset Survey Pre/Post Assessment**

The *Developmental Asset Pre/Post Assessment* with age appropriate tools and process is provided as one measure of the impact of the grant programming on strengths-based skill building development over time.

InPurpose provides, administers, and scores a pre asset survey of participants in the 21<sup>st</sup> Century after school programming. It is also recommended that a random group of students at each site be selected for a focus group which uses open ended statements to drill down for further insight into some of the most grant relevant asset statements. The themes of these focus groups, along with the pre assessment results, provide data to be utilized in family engagement and professional development sessions described in this MOU.

The post asset survey is administered and scored by InPurpose and yearly results of the pre/post asset survey are provided to program administrator, site leaders, and the program evaluators.

Cost: \$600 per site per year for pre/post survey assessment administration, scoring and reporting

\$250 per site per year for focus group facilitation and report upon request

### **Developmental Assets to Action**

*Developmental Assets to Action* is an additional process option available for inclusion in the grant proposal that provides *Data in a Day* by observing a site program for one session with a focus on asset building and infusion opportunities. A site report back to grant administrator and site leadership provides suggestions and idea generation to enhance the intentional asset infusion into aspects and activities of the after school programming.

Cost: \$300.00 per request

## **V. Methods of Cooperation**

InPurpose Consulting, Jessica Plueger and the grant participants will cooperate and coordinate in the following manner:

- 1) Regular communication will be maintained.
- 2) The participants and InPurpose Consulting will work together as appropriate to develop processes and procedures for professional development, assessment, and family support.
- 3) The participants and the evaluators will establish processes and plans for reviewing quantitative/qualitative data and progress throughout the grant timeline.
- 4) InPurpose Consulting will actively seek to provide value and support the goals of the grant. A periodic review of the services being provided will be completed.

- 5) This MOU may be amended through mutual agreement to address changes and identified opportunities for improvement to the assessment and evaluation process.

## VI. Timeline

The roles and responsibilities described above are contingent on Council Bluffs Community School District receiving funds requested for the project described in the grant application. Responsibilities under this Memorandum of Understanding would coincide with the grant period, anticipated to be June 2013 through June 2016.

## VII. Compensation

Compensation for the contribution of InPurpose Consulting to this project will be provided as outlined in the grant budget narrative.

We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and agree with it.

By <u>Martha Bruckner</u> Council Bluffs Community School District Date <u>12-03-12</u>	By <u>[Signature]</u> InPurpose Consulting LLC Date <u>11/30/12</u>
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Charles E. Lakin  
Human Services Campus

## **MEMORANDUM OF UNDERSTANDING & AGREEMENT**

The Salvation Army  
Boys & Girls Clubs of Omaha

### **Principles covered and committed to in this agreement are:**

- Collaborative construction of two separate but contiguous facilities
- Unfettered ownership, program and responsibility of each Party
- Shared use of the dinning area, kitchen, gym, fitness center and loading dock.
- Requests of either Party to use the space of the other
- Mutual Indemnification and hold harmless agreement

### **Where As:**

1. Boys & Girls Clubs of Omaha (BGCO) and The Salvation Army (TSA) (the "Parties"), both intend to participate in the development of the Charles E. Lakin Human Service Campus (the "Campus") in Council Bluffs;
2. Both Parties respect and support the mission and programs of the other;
3. Both Parties (local and national organizations) recognize the potential for synergistic service to children and families and substantial economic savings to each of a close partnership;
4. Long standing relationships between other local Boys & Girls Clubs and Cores of The Salvation Army are common and successful in other parts of the country;
5. Both Parties desire complete autonomy in operating their buildings and running their respective programs, now and in the future;
6. Neither Party desires a lease arrangement with the other; nor do they wish to jointly own any shared space in common;
7. Both Parties desire a relationship, understanding and agreement that will govern in perpetuity and in concert with the other partner agencies on the Campus as defined in the five agency Cooperative Agreements, Articles of Incorporation and By-laws of the Campus, etc.;



8. Both Parties will own real property and construct improvements for their respective uses on the Campus;
9. The City of Council Bluffs Building Department has preliminarily reviewed the plans of the Parties and has indicated it would accept and approve the construction of two separately owned buildings contiguous to each other and joined by a single roof with no demising wall separating the respectively owned space. However, the city will require a single building permit.
10. Both Parties enthusiastically enter into this agreement and expect that the benefits to each and especially to their clients will be great and exceeding even their best estimates and grandest visions, but also agree that it is necessary to detail expectations and minimum requirements and courtesies toward each other. It is imperative to lay out as best as possible such governing agreements for those who follow in the footsteps of the current principals, boards of directors and supporters and that a "bottom line" statement of mutual understanding and agreement is necessary to prevent future problems.

**Boys & Girls Clubs of Omaha and The Salvation Army therefore agree.**

## **CONSTRUCTION**

1. The Parties will agree and work collaboratively to construct their respective buildings contiguous to each other and joined by a single roof with no demising wall separating the respectively owned space as illustrated in the attached floor plan. However, the Parties insist that the buildings be constructed in such a manner that either Party may choose at some point in the future to construct a permanent wall dividing the two facilities.
2. The Parties will make joint decisions regarding the selection of an architect and general contractor and overall building designs.
3. That each Party will be responsible only for the funds necessary to construct their building.
4. Construction cost for the super structure around the entire building will be based upon square footage.
5. Contracts with architects and contractors will be negotiated and made clear to the Parties and contractors how to bill the Parties for specific construction features and furnishings within their respective facilities.
6. The facilities will be constructed so that each Party will have its own HVAC and separate utility meters to their respective areas; and will work with architects and contractors on a programmed system of heating and cooling those areas that will be

directly contiguous and that will be shared: the dining area, kitchen, gym and fitness center.

7. Costs for the purchase and installation of the industrial kitchen appliances, the fitness center and for the curtain or partition that can be used to separate the Parties' two gymnasiums will be evenly divided between the Parties; as will the on going costs of upkeep and repair for normal wear and tear of the same.

8. Any changes in construction plans by either Party to their facility will be the responsibility of that Party only. Conversely any changes to one Party's facility that saves construction expense will benefit that Party only.

9. If at anytime in the future, one Party determines it should build the demising wall between the two facilities, the expense of that construction and any remodeling will be borne by that Party.

#### **UNFETTERED OWNERSHIP, PROGRAM & RESPONSIBILITY OF EACH PARTY**

1. Having established that the missions of both Parties are mutually supportive and that there will be great benefit in working collaboratively, not only in the design and structure of our facilities, but in coordinating programs and sharing space; nevertheless, neither Party will have the right to make demands upon the other or interfere with the other in the management of its facility or the planning, implementation and conduct of its programs.

2. While it is expected that periodic planning sessions will be held and that the local Directors of each Party's facilities and programs will work closely to maximize space and time, neither Party will have the right to utilize the dedicated space of the other without the explicit permission of the other.

#### **SHARED USE OF THE DINING AREA, KITCHEN, GYM, FITNESS CENTER AND LOADING DOCK.**

1. Dining Area and Kitchen – each Party has identified the critical program periods for the utilization of the Dining Area and Kitchen as follows:

BGC: M-F

School Days Prep, serve, clean up evening meal

2-6:30 PM

Summer/non-school days – breakfast & lunch

6AM-1:30 PM

TSA: Evenings and Weekends Year Around

Notes:

- It is anticipated that each Party will furnish suitable cabinets for the storage of their food supplies.

- Either Party may request an exception of the other.
  - Joint prep of meals and service will be possible if both Parties agree. For example both children and seniors could be served breakfast and/or on non-school days as part of a joint feeding program.
2. Gymnasium – Each Party will have total control over their own gym. But it is expected that when the one Party ~~has not scheduled and~~ is not using the gym, the other has an open invitation to utilize for their programs.

Examples:

- If TSA has a wedding, athletic league, youth program or other church activity on the weekend when the BGC is not normally in session, the TSA may use the BGC gym and locker room.
  - And, during BGC program hours, if TSA has no regularly scheduled program and is not using the gymnasium BGC is free to utilize TSA gym and locker room.
  - On the other hand, if TSA desires to schedule an adult basketball league in their gym during BGC program hours, that is their prerogative.
3. Fitness Center – Each Party has identified the following critical program hours for the utilization of the Fitness Center:

BGC M-F  
School Year  
Summers

3-9:30 PM  
1-6:00 PM

TSA  
School Days  
Summers  
Weekends

Before 3  
Before 1PM and/or After 8PM

4. Loading Dock – the Loading Dock is on TSA side of the facility. TSA will work with the BGC to ensure deliveries are made to and received for BGCA.

## REQUESTS OF EITHER PARTY TO USE THE SPACE OF THE OTHER

The contiguous space with no demising wall offers opportunities for both Parties to enhance program and service that neither would have by them selves. There is also opportunity for conflict and disagreement. Communication and common courtesy and adequate notice will always be important. The Parties agree to the following general procedures.

1. Neither Party may use the other's space without the agreement of the other.

2. The Critical Program Hours identified for the shared spaces in the above section shall be treated as each Party's space.

3. It is anticipated that the lead TSA Officer assigned to Council Bluffs and the BGC Director in Council Bluffs will communicate on a regular basis to make requests of the other and to communicate about planned activities. And, that together they will agree upon and develop and revise any necessary forms, reports and calendars necessary to coordinate activities. Use of each other's space can be granted but is not limited to any of the following:

- **Routine, understood on-going sharing of the other's space.** For example TSA use of the BGC gym or teen center during weekend church activities or utilization of BGC meeting room for TSA Sunday School classes. Or, the BGC use of TSA gym during Club program hours. Based on common understanding such utilization is viewed as routine and acceptable until a Party's needs or program changes. In such cases either Party may alert the other that otherwise routine use will not be possible due to do some other need.
- **Periodic, as in quarterly, special programming requests.** For example TSA is hosting a regional weekend gathering or program and requests the use of the BGC gym and teen center on a Friday evening. Or, the BGC is hosting a youth basketball tournament and request the use of TSA gym for all day Saturday and Sunday. TSA might agree, but for example insist that the Sunday afternoon championship game not be held until mid-afternoon after TSA regular church services have concluded.
- **One time, out of the routine, or unexpected circumstances.** For example, a mid-week funeral may result in a request from the TSA to utilize the kitchen and dining area during a BGC critical program time. Or, BGC may request the utilization of TSA's all purpose room for a staff meeting.

4. In all of the above, the Parties agree:

- That each agency is responsible for providing necessary and adequate staff for their utilization of the other's space.
- The neither Party will charge the other any rent or for utilities of the space used.
- That the utilizing Party will be responsible to repair any broken furnishing and equipment beyond normal wear and tear.

#### **MUTUAL INDEMNIFICATION AND HOLD HARMLESS AGREEMENT**

It is the intent of each Party to allow use by the other of their building without concern for liability issues. For example, if the BGC is using TSA's gymnasium for a Club sponsored program, BGC will accept full responsibility for any injuries that that might

*review -  
Stalled*

occur to participants, staff, officials or spectators, holding TSA harmless for such an event; and conversely. This would apply to all of the situations described in this document concerning shared use by both parties or requested use of the other party's space. To that end:

1. Each Party will insure their own building as if there were a wall between the sides. This approach will apply to all lines of coverage including building, personal property, general liability, umbrella, etc.
2. Each Party will provide a file copy of all such insurance coverage to the other as these policies are initiated and renewed.
3. Regarding general liability, each Party will rely on their own insurance programs, and agree to mutual hold harmless and waivers of subrogation agreement. The duties of each party in of a loss will be ??? *Note: this section especially needs to be fleshed out by an attorney.*

### CONCLUSION

It is the desire of both Parties that collaborative programming and service will far exceed those things outlined above. It is also recognized that there will be situations arise in the decades to come that will not be specifically covered by the above. At the same time, we hope that this document reflects the minimum and bottom line agreement and the spirit of cooperation and partnership that is the desire of the undersigned on behalf of each Party.

For The Salvation Army:

Cassandra Burkett  
Signature

Lt. Cassandra Burkett  
Title

11/13/12  
Date

For the Boys & Girls Clubs of Omaha



Signature

CRT

Title

Unit Director

Date

11/13/12

9-17-23

Charles E. Lakin  
Human Services Campus

## **SCHEDULING & USE AGREEMENT**

The Salvation Army  
Boys & Girls Clubs of the Midlands

### **GENERAL**

1. Both Agencies desire complete autonomy in operating their buildings and running their respective programs, now and in the future;
2. Both Agencies desire a relationship, understanding and agreement that will govern in perpetuity and in concert with the other partner Agencies on the Campus as defined in the five agency Cooperative Agreements, Articles of Incorporation and By-laws of the Campus, Shared Program Area Agreement and this document.
3. Although it has been determined for a variety of reasons it is best for BGCM to own the entire gym, locker and storage rooms, kitchen and dining areas designated as the Shared Program Area (SPA) in the attached Exhibit A, it is in the spirit and intent of this agreement that these areas will be scheduled and programmed as equal partners. Utilization of SPA 1 (see Exhibit A) will be at the discretion and prerogative of TSA. Utilization of SPA 2 will be at the discretion and prerogative of BGCM.
4. Both Agencies enthusiastically enter into this agreement and expect that the benefits to each and especially to their clients will be great and exceeding even their best estimates and grandest visions, but also agree that it is necessary to detail expectations and minimum requirements and courtesies toward each other

## SCHEDULING OF THE SHARED PROGRAMMING AREAS

### Section 1

**Dining Area and Kitchen** – each Party has identified the *critical program periods* for the utilization of the Dining Area and Kitchen as follows:

BGCM: M-F

School Days Prep, serve, clean up evening meal

Summer/non-school days – breakfast & lunch

1:30 - 6:30 PM

6AM - 2:30 PM

*night need kitchen*

TSA: Evenings and Weekends Year Around

*M/W 5-7 pm  
Sun 9am-12*

Notes:

- Either Party may request an exception of the other.
- Joint prep of meals and service will be possible if both Agencies agree. For example both children and seniors could be served breakfast and/or on non-school days as part of a joint feeding program.

### Section 2

**Gymnasium** – Even though BGC will own the entire SPA including the gymnasium, locker rooms, laundry room, storage room, etc., BGCM agrees that the half of the gym closest to TSA's building (SPA 1) will be designated as TSA's gym for program and scheduling purposes. Each Party will have total control over their own gym - TSA SPA 1 and BGCM SPA 2. But it is expected that when the one Party is not using the gym, the other has an open invitation to utilize for their activities and programs; and may do so without first seeking special permission.

Examples:

- If TSA has a wedding, athletic league, youth program or other church activity on the weekend when the BGC is not normally in session, the TSA may use the BGCM designated gym in SPA 2.
- And, during BGC program hours, if TSA has no regularly scheduled program and is not using the TSA designated gymnasium (SPA 2), the BGCM is free to utilize TSA gym in SPA 2.
- On the other hand, if TSA desires to schedule an adult basketball league in their gym during BGCM's critical program hours, that is their prerogative.

## REQUESTS OF EITHER PARTY TO USE THE OTHER'S SPACE

The contiguous space offers opportunities for both Agencies to enhance program and service that neither would have by themselves. There is also opportunity for conflict and disagreement. Communication and common courtesy and adequate notice will always be important. The Agencies agree to the following general procedures.

1. Neither Party may use the other's dedicated space (TSA in Red and BGCM in Blue in attached Exhibit A) without the agreement of the other.
2. Each Agency's ***Critical Program Hours*** identified for the SPA and SPA 1 and SPA 2 in the above section shall be treated as each Party's space.
3. It is anticipated that the lead TSA Officer assigned to Council Bluffs and the BGCM Director in Council Bluffs will communicate on a regular basis to make requests of the other and to communicate about planned activities. And, that together they will agree upon and develop and revise any necessary forms, reports and calendars necessary to coordinate activities. Use of rooms or space in each other's property and in each Agency's SPA space can be granted but is not limited to any of the following examples:
  - **Routine, understood on-going sharing of the other's space.** For example TSA's use of the BGC gym in SPA 2 or teen center (Blue in attached) during weekend church activities or utilization of BGC meeting room for TSA Sunday School classes. Or, the BGC use of TSA's designated gym in SPA 1 during Club program hours. Based on common understanding such utilization is viewed as routine and acceptable until a Party's needs or program changes. In such cases either Party may alert the other that otherwise routine use will not be possible due to do some other need.
  - **Periodic, as in quarterly, special programming requests.** For example TSA is hosting a regional weekend gathering or program and requests the use of the BGC designated gym in SPA and the utilization of teen center (Blue space) on a Friday evening. Or, the BGC is hosting a youth basketball tournament and request the use of TSA designated gym in SPA 1 for all day Saturday and Sunday. TSA might agree, but for example insist that the Sunday afternoon championship game not be held until mid-afternoon after TSA regular church services have concluded.
  - **One time, out of the routine, or unexpected circumstances.** For example, a mid-week funeral may result in a request from the TSA to utilize the kitchen and dining area during a BGC critical program time. Or, BGCM may request the utilization of TSA's all purpose room for an evening BGCM all agency staff and/or board meeting.

4. In all of the above, the Agency's agree:
- That each agency is responsible for providing necessary and adequate staff for their utilization of the other's space.
  - The neither Party will charge the other any rent or for utilities of the space used.
  - That the utilizing Party will be responsible to repair any broken furnishing and equipment beyond normal wear and tear.

### CONCLUSION

It is the desire of both Agencies that collaborative programming and service will far exceed those things outlined above. It is also recognized that there will be situations arise in the decades to come that will not be specifically covered by the above. At the same time, we hope that this document reflects the minimum and bottom line agreement and the spirit of cooperation and partnership that is the desire of the undersigned on behalf of each Party. In the future should a dispute or disagreement be unresolved and an agreement over a programming and space utilization cannot be reached then this document shall serve as the default schedule and guideline.

X For The Salvation Army:

Cassandra Burkett  
Signature

Lt. Cassandra Burkett  
Title

11/13/12  
Date

For the Boys & Girls Clubs of ~~Omaha~~ the Midlands

[Signature]  
Signature

Unit Director  
Title

11/13/12  
Date



# Council Bluffs Public Library

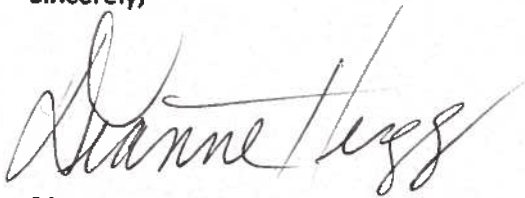
November 29, 2012

I am writing this letter of support on behalf of the Council Bluffs Community School District 21st Century Community Learning Centers in partnership with Boys & Girls Club and Council Bluffs Education Foundation. The Council Bluffs Public Library has always found each of these institutions to be willing partners as well as creative innovators in their mission to provide quality after-school programming that meets children's social, recreational and educational needs.

As a leading community advocate and provider of literacy and family based programming and services, the Council Bluffs Public Library welcomes the opportunities this grant will offer to serve both children and families. Through this grant, the Council Bluffs Public Library will organize Library field trip opportunities, provide participants information about Library services and programs and offer on-site literacy programs for children K-5<sup>th</sup> grade. The Library is eager to offer Library resources and staff expertise to plan further literacy services, parenting programs as well as staff development opportunities. I personally look forward to serving on the Advisory Council for the implementation of this grant.

The Council Bluffs Public Library looks forward to a continuing and expanded partnership with the Council Bluffs Community School District 21st Century Community Learning Centers, Boys & Girls Club and Council Bluffs Education Foundation. I urge you to consider funding for this worthy grant.

Sincerely,



Dianne Herzog  
Youth Services Manager  
Council Bluffs Public Library

# THE DAILY NONPAREIL

535 W. Broadway, Suite 300 • Council Bluffs, Iowa • 51503  
712-325-5660 • Fax 712-325-5667  
[tschmitt@nonpareilonline.com](mailto:tschmitt@nonpareilonline.com)

THOMAS L. SCHMITT  
PUBLISHER & EDITOR

December 3, 2012

Susan Schnase  
Chief Development Officer  
Boys & Girls Clubs of the Midlands

Re: 21<sup>st</sup> Century Learning Community

Dear Susan,

Please allow me to begin by commending you and your organization for taking on this latest effort to improve student achievement in our schools and to help families find solutions that work best for their children.

As you know, The Daily Nonpareil has been, is and will continue to be a strong supporter of our schools, particularly when it comes to the development of new programs that will directly benefit our young people.

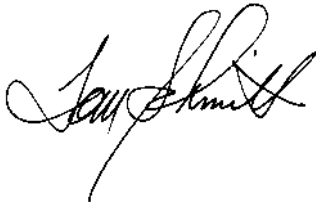
Accordingly, our newspaper is always willing and ready to support any new project that will provide our schools with assistance. The establishment of community educational centers to keep children safe after school and to provide academic enrichment, as well as homework centers and tutors, is just the type of program we would happily endorse 100%.

When it comes to raising helpful and successful children, Hillary Clinton once said, "It takes a village," and she caught some flack for that statement. But, for the most part, she was on target.

Whether its education, neighborhood development, senior care or an endless list of other areas of potential improvement, success is always achieved sooner and endures longer when an entire community pulls together. The Boys and Girls Clubs' willingness to work with our schools is to be applauded and The Daily Nonpareil is prepared to not only praise the idea but also to commit to helping it succeed.

While each story has to stand on its own merit, should your efforts to secure appropriate funding for this new endeavor be successful, The Daily Nonpareil will help you get the message out and we will support the project wholeheartedly.

Best Regards,

A handwritten signature in black ink, appearing to read 'Tom Schmitt', with a stylized, flowing script.

Tom Schmitt  
Editor and Publisher



**BOY SCOUTS OF AMERICA**  
**MID-AMERICA COUNCIL**

November 29, 2012

To Whom It May Concern:

I, Clint Siskow, representing the Boy Scouts of America, Mid-America Council, hereby submit this Memorandum of Understanding in support of the 21<sup>st</sup> Century Community Learning Center program in Carter Lake and Council Bluffs, Iowa.

My organization will support the three sites and six schools ( Walnut Grove, Bloomer, Hoover, Roosevelt, Carter Lake, and Edison) of the 21<sup>st</sup> Century CLC in the following ways:

1. Establish a pack or troop at each location that meets at least twice a month for scheduled activities.
2. Provide leaders to lead Scouting Activities at all sites.
3. Host one special event a year to highlight all Scouting Activities implemented during the program.
4. Educate members on ongoing Scouting Opportunities.

I look forward to this partnership.

Sincerely,

Clint Siskow

Assistant Director of Field Service

Durham Scout Center  
12401 West Maple Road  
Omaha, NE 68164  
[www.mac-bsa.org](http://www.mac-bsa.org)

**Prepared. For Life.™**



December 3, 2012

Martha Bruckner, Ph.D.  
Superintendent of Schools  
Educational Service Center  
Council Bluffs Community School District  
12 Scott Street  
Council Bluffs, IA 51503

Dear Dr. Bruckner,

It is my pleasure to provide you with this letter of partnership commitment from Iowa Public Television in regard to the Council Bluffs Community School District's application to the Iowa 21<sup>st</sup> Century Community Learning Centers grant program.

Iowa Public Television will partner with the Council Bluffs Community School District to make telecommunications and technology-based educational resources available and to provide staff development opportunities that will support improved student achievement in a sustainable manner.

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

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

- Math Mentorship program—Iowa Public Television will provide professional development to the before/after school staff on implementation of the Math Mentorship activity. This activity pairs Kindergarteners with 3<sup>rd</sup> and 4<sup>th</sup> grade students. The older students mentor the younger students on activities contained on the web-based **PBS KIDS Lab** focusing on early math skills. This program contains a parental involvement component.

Dr. Bruckner  
December 3, 2012  
Page 2

- ***Electric Company*** Extended Learning Program—Iowa Public Television will provide educational resources and training to Council Bluff Community School District staff on effective use of the ***The Electric Company*** Extended Learning Program. This program is a series of educational activities designed to support struggling readers. These activities will be made available for use by both 1<sup>st</sup> and 2<sup>nd</sup> graders.
- ***Virtual Pre-K!*** and ***Virtual K!***—Iowa Public Television will provide an orientation to the ***Virtual Pre-K!*** and ***Virtual K!*** resources. These are teacher-created resources for parents and teachers that connect the classroom, home and community, in English and Spanish. ***Virtual Pre-K!*** provides twenty-five creative standards-based lessons, hands-on activities for parents and children to try at home, short video lessons online, and school readiness tips for parents. ***Virtual K!*** offers ten kindergarten themes with related home activities and community connections. These resources may be used by kindergarteners and their families.
- Kindergartners and 1<sup>st</sup> and some 2<sup>nd</sup> graders may ***use PBS KIDS Island*** and ***PBS KIDS Lab*** online educational games.

Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner with the Council Bluffs Community School District for this Iowa 21<sup>st</sup> Century Community Learning Centers grant application.

Sincerely,

A handwritten signature in black ink that reads "Terry Rinehart". The signature is written in a cursive, flowing style.

Terry Rinehart  
Director of Educational Services

## **Required Forms**



## FORM A: SITE INFORMATION

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

<b>21CCLC Site Name: Council Bluffs Boys &amp; Girls Club</b>		
<b>Site Address: 815 N 16<sup>th</sup> Street</b>		
<b>City, State, Zip: Council Bluffs, IA 51501</b>		
<b>Phone: 712-256-5603</b>		
<b>Site Contact Person: Chris Peterson</b>		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Bloomer Elementary	418	40
Hoover Elementary	481	40
Roosevelt Elementary	544	60
Walnut Grove Elementary	571	20

<b>21CCLC Site Name: Carter Lake Boys &amp; Girls Club</b>		
<b>Site Address: 4101 N 17<sup>th</sup> Street</b>		
<b>City, State, Zip: Carter Lake, IA 51510</b>		
<b>Phone: 712-347-5687</b>		
<b>Site Contact Person: Josh Towey</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Carter Lake Elementary	422	60

<b>21CCLC Site Name: Council Bluffs Education Foundation – Edison Elementary</b>		
<b>Site Address: 300 West Broadway</b>		
<b>City, State, Zip: Council Bluffs, IA 51503</b>		
<b>Phone: 712-322-8800</b>		
<b>Site Contact Person: Butch Lecuona</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Edison Elementary	445	60

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
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.)*

<b>FORM B: ASSURANCES &amp; AGREEMENTS REQUIRED OF ALL APPLICANTS</b>
---

**Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

**Part K: Public Review of the Application**

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

**Part L: Parent Consent**

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


**Part M: Private and Public School Consultation**

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

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

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

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

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


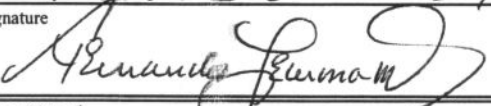
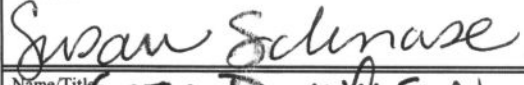

**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Martha Bruckner</i>	Council Bluffs Community School District
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
<i>Doreen Knuth</i>	Bloomer Elementary
<i>Edison</i>	Edison Elementary
<i>William M. ...</i>	Carter Lake Elementary
<i>Joy C. Stein</i>	Hoover Elementary
<i>Mark Schuldt</i>	Roosevelt Elementary
<i>David H. Wright</i>	Walnut Grove Elementary

## 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.

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation	
Name/Title: Anne Jensen Elem Principal	Agency: St. Albert	
Signature: 	Address: 400 Gleason Ave	
	City/Zip: Council Bluffs, IA	Phone: 712-323-3703
Name/Title: Fernando "Butch" Lecuona III, Exec. Dir	Agency: (CB) Council Bluffs Community Education Foundation	
Signature: 	Address: 300 W. Broadway, Suite 212	
	City/Zip: Council Bluffs Iowa 51503	Phone: 712-322-8800
Name/Title: Susan Schinase Chief Development	Agency: Boys + Girls Clubs of the Midlands	
Signature: 	Address: 815 N. 16th St.	
	City/Zip: Council Bluffs, IA 51503	Phone: 712-256-6029
Name/Title: GARY D. WILSON	Agency: HEARTLAND CHRISTIAN SCHOOL	
Signature: 	Address: 400 WRIGHT RD	
	City/Zip: CB IA 51501	Phone: 712 322 5817
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

# **FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCCLC TOTAL FUNDING REQUEST – Council Bluffs PASS Program 21<sup>st</sup> Century Community Learning Center (Before and/or After School Program Funds)</b>			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
3	280	\$300,000.00	\$900,000.00

## **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
<b>Council Bluffs Boys &amp; Girls Club</b>	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	160
<b>Carter Lake Boys &amp; Girls Club</b>	\$75,000.00	\$75,000.00	\$75,000.00	\$225,000.00	60
<b>Council Bluffs Community Education Foundation – Edison Elementary</b>	\$75,000.00	\$75,000.00	\$75,000.00	\$225,000.00	60
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

**Applicant Agency:** Council Bluffs Community School District      **Site:** Council Bluffs Boys & Girls Club

**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 – 71%	\$79,875.00	\$26,625.00	\$79,875.00	\$26,625.00	\$79,875.00	\$26,625.00	\$319,500.00
Staff Travel							
Materials – 5%	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$5,625.00	\$1,875.00	\$22,500.00
Professional Development – 6% (minimum 4% per year)	\$6,750.00	\$2,250.00	\$6,750.00	\$2,250.00	\$6,750.00	\$2,250.00	\$27,000.00
Student Access, Transportation etc. – 4% (maximum 8% per year)	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
Evaluation – 6% (recommended 4% per year)	\$6,750.00	\$2,250.00	\$6,750.00	\$2,250.00	\$6,750.00	\$2,250.00	\$27,000.00
Administrative/ Indirect Costs – 8% (maximum 8% per year)	\$9,000.00	\$3,000.00	\$9,000.00	\$3,000.00	\$9,000.00	\$3,000.00	\$36,000.00
<b>Totals</b>	\$112,500.00	\$37,500.00	\$112,500.00	\$37,500.00	\$112,500.00	\$37,500.00	<b>\$450,000.00</b>

*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:** Carter Lake Boys & Girls Club

**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:** 60

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel – 68%	\$38,250.00	\$12,750.00	\$38,250.00	\$12,750.00	\$38,250.00	\$12,750.00	\$153,000.00
Staff Travel							
Materials – 8%	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
Professional Development – 6% (minimum 4% per year)	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$13,500.00
Student Access, Transportation etc. – 4% (maximum 8% per year)	\$2,250.00	\$750.00	\$2,250.00	\$750.00	\$2,250.00	\$750.00	\$9,000.00
Evaluation – 6% (recommended 4% per year)	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$13,500.00
Administrative/ Indirect Costs – 8% (maximum 8% per year)	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
<b>Totals</b>	\$56,250.00	\$18,750.00	\$56,250.00	\$18,750.00	\$56,250.00	\$18,750.00	\$225,000.00

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

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

**Applicant Agency:** Council Bluffs Community School District

Site: Council Bluffs Community Education Foundation - Edison Elementary

**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:** 60

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel – 68%	\$38,250.00	\$12,750.00	\$38,250.00	\$12,750.00	\$38,250.00	\$12,750.00	\$153,000.00
Staff Travel							
Materials – 8%	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
Professional Development – 6% (minimum 4% per year)	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$13,500.00
Student Access, Transportation etc. – 4% (maximum 8% per year)	\$2,250.00	\$750.00	\$2,250.00	\$750.00	\$2,250.00	\$750.00	\$9,000.00
Evaluation – 6% (recommended 4% per year)	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$3,375.00	\$1,125.00	\$13,500.00
Administrative/ Indirect Costs – 8% (maximum 8% per year)	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$4,500.00	\$1,500.00	\$18,000.00
<b>Totals</b>	\$56,250.00	\$18,750.00	\$56,250.00	\$18,750.00	\$56,250.00	\$18,750.00	\$225,000.00

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

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

10-0025-1200-140-4646-00323 General tax dollars will be used to cover expenditures until reimbursement is recovered.

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

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

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

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

## FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

Please see next page for explanation of positive impact.

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

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

The Council Bluffs Community School District CLC Grant is expected to have a positive minority impact due to the nature of the students and families served. The six sites to be served have annual mobility rates from 33.8% to 48.9%. The district average mobility rate is 27.92%. The free and reduced lunch rates for the 6 selected sites range from 59% to 84% with 5 of the 6 sites at 81% or greater. The district average is 67%. The district averages 21.7% minority students with Hispanics comprising the largest percentage minority at 14.4% followed by blacks at 5.1%. The 6 sites selected have minority populations ranging from 17.2% to 32.5. Five of the 6 sites are 27% or greater.

Particularly the academic activities of student and family involvement in activities should help ensure a positive disproportionate minority impact given the disparate statistical data for the selected sites when compared with district averages.

By focusing on schools with minority and at risk indicators which are above the district average, minority students will have enhanced opportunity for academic and social skill development. Families will receive similar advantages in the areas of engagement and involvement.

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

Name: Ronald J. Diney  
Title: 5180 Jones Omaha NE 68106

### 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 TEMPLATE

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date</b> 12/3/12  <b>Time</b> 10:00am  <b>Location</b> St. Alberts</p>
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**Meeting called by:** Jessica Plueger

**Type of meeting:** Face to Face

**Attendees:** Anne Jensen – Elementary Principal St. Alberts & Jessica Plueger – Council Bluffs Schools

Gary Wilson – Elementary Principal Heartland Christian School & Jessica Plueger – Council Bluffs Schools

----- Agenda Topics -----		
<p><b>Welcome</b> [21CCLC Opportunity] [20 minutes]</p> <p><u>Discussion:</u> _The project and program designed and how the students attending privates schools, St. Albert's and Heartland Christian Schools, in grades K – 5 could be included.</p> <p><u>Conclusions:</u> _If recipients of the grant, further discussions will be made and they would be interested in participating.</p>		
<p><u>Action Items:</u></p> <p>_If awarded grant contact Anne Jensen and Gary Wilson for a follow up meeting. _____</p>	<p>Person responsible:</p> <p>_Jessica Plueger_____</p>	<p>Deadline:</p> <p>_March 2013_____</p>
<p><b>Resources for Non-Public Schools</b> [St. Albert's &amp; Heartland Christian School] [20 minutes]</p> <p><u>Discussion:</u> _Free after school programming to help those students in need. Extra math and reading support provided through the program in addition to the enrichment and character development opportunities. Family Engagement and Family Literacy components will be offered monthly.</p> <p><u>Conclusions:</u> _If recipients of the grant, further discussions will be made and they would be interested in participating.</p>		
<p><u>Action Items:</u></p> <p>_If awarded grant contact Anne Jensen and Gary Wilson for a follow up meeting. _____</p>	<p>Person responsible:</p> <p>_Jessica Plueger_____</p>	<p>Deadline:</p> <p>_March 2013_____</p>

<b>Consultation Procedures</b>	[Insert Name]	[Insert time allocation]
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<u>Discussion:</u> _____ Not needed at this time. _____ _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
<b>Questions</b> <span style="float: right;">All Staff [20 minutes]</span> <u>Discussion:</u> __Heartland Christian school is inquiring about bus transportation costs. At this time the program could be offered to the families but not directly tied to the school due to no grant funding for transportation due to the Council Bluffs district absorbing those costs for their students. <u>Conclusions:</u> __Seek additional community funding if so desired to help with busing. Revisit if awarded grant.		
<u>Action Items:</u> __If awarded grant contact Anne Jensen and Gary Wilson for a follow up meeting. _____	Person responsible: __Jessica Plueger_____	Deadline: __March 2013_____

### Other Information

<b>Resource persons:</b> NA	
<b>Special notes:</b> NA	

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.