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Memoranda of Understanding (MOU) – *Iowa Western Community College, Boystown Iowa, Iowa West Foundation, Green Hills AEA, Council Bluffs Public Library, Carter Lake Public Library, Iowa Public Television, TS Bank Institute, Council Bluffs Community School District*

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1. Proposal Abstract

Absolute Priority

Targeted School	2015-16 Enrollment	2015-16 FRL Eligibility %
Carter Lake Elementary	417	(78% per 2015-16)
Roosevelt Elementary	497	(73.3% per 2015-16)
School Sites Combined /Average	914	76%
District	8,624	64.7%
State	--	47% (2015-16, Iowa DoE)

Competitive Priority Status

1. *School Priority Identification, Iowa School Report Card / 5 additional points* – One of our two proposed sites for a new 21st Century Community Learning Center after-school program – **Carter Lake Elementary – is a Priority-identified school** per the 2015 Iowa School Report Card. Carter Lake scored a **51**, placing it **among the lowest 3% of all Iowa elementary schools**.

2. *Joint Submission / 5 additional points* – Application is jointly submitted as a collaboration with the Council Bluffs Community School District (CBCSD) as the lead fiscal agent. Attached are MOU’s recognizing joint submission inclusive of these partners: *Iowa Western Community College, Boystown Iowa, Iowa West Foundation, Green Hills AEA, Council Bluffs Public Library, Carter Lake Public Library, Iowa Public Television, TS Bank Institute, Council Bluffs Community School District*

Needs Assessment

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,188 K-12 students and their families in western Iowa’s Pottawattamie County. Free/reduced lunch rates for the district are at 71%, including an average of 76% at the two proposed CLC sites (Carter Lake and Roosevelt Elementary Schools). An analysis of the 2016 Iowa Assessments reveals that students in both schools lag behind district average in 2nd-5th grade reading and math scores. The 2016 FAST literacy assessment also showed that 57% of K-3 students at both proposed CLC sites scored **below** proficiency in reading. And according to Kids Count 2014, CBCSD 4th graders score in the bottom 13 of 99 Iowa counties in terms of proficiency in reading on the Iowa Tests of Basic Skills. At this time, before- and after-school activities for Carter Lake and Roosevelt students are limited to fee-based childcare provided by Kids & Company or the Boys and Girls Club. While our families appreciate this as an option, our data study has revealed **major gaps and weaknesses in current programming**. Just 24% of students currently attend, leaving nearly 700 high-poverty elementary students unserved.

The Project

The CBCSD proposes to establish new comprehensive CLCs (Community Learning Centers) offering a range of quality before- and after-school and summer activities to academically-struggling, high-poverty students at two high-need elementary sites in our district: Carter Lake and Roosevelt Elementary Schools. We expect 200 students to attend the program 30 or more days/year. Operating 150 days during the school year and 30 days in summer, the program will address needs communicated to us by parents, students, staff, and community members. The CLCs will offer an integrated program of before- and after-school and summer recreation, enrichment, and academic interventions (with a special emphasis on service learning) to foster students’ cognitive, social/emotional, and healthy physical development. Our academic interventions are designed to help us achieve this primary academic goal: “By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading and math as compared to non-participating students.” Every month will feature at least two different family engagement / support programs and four student field trips. The overall design covers 13 of the 15 eligible federal activities suggested for 21st Century CLCs. Healthy meals, meeting USDA nutrition guidelines, will fuel students for engagement.

Research Base

Based on the third principle of effectiveness, the research for our CLC is based on extensive evidence from multiple sources. Our CLC embraces “*Serve the Whole Child*”, which is an evidence-based approach to education and enrichment that considers the needs of the whole child within three spheres: **①** Social-Emotional Development Needs; **②** Cognitive Development Needs; and **③** Physical Development Needs. Since licensed classroom teachers from both schools will serve as after-school tutors, they will continue the same evidence-based approaches from the day school into after-school programming. Our CLC also features research from Active Bodies/Active Minds (Recess Before Lunch, Building our Kids’ Success, Brain Breaks), Social and Emotional Learning practices, and evidence-based practices such as student-centered coaching, Leveled Literacy Intervention, Reading Recovery, and more in our math and literacy interventions.

Management Plan

As the CBCSD expands CLC services district-wide and at multiple cohort sites, it is crucial that we map an efficient staffing plan. To that end, the District CLC Director is revising the staffing matrix as follows: (1) each site will be led by an on-site part-time Facilitator or Coordinator; (2) A 1.0 FTE Achievement Specialist will track, analyze and share achievement and attendance data for all K-12 cohorts, provide trending for participating students (to focus on continuous improvement support processes), and have oversight of strengths-based training assessments/ progress. Continuous improvement will be assured with a regularly updated continuous improvement plan; (3) A new 1.0 FTE Partnership Development and Sustainability Specialist will be the point person responsible for liaising with stakeholders, spearheading sustainability efforts, and developing and nurturing external partnerships and partner-based programming.

Communication Plan

Outreach strategies to share evaluation and other information about the CLC program focus on four audiences: students, parents, partners, and community members. Without these groups receiving clear, ongoing information and updates on CLC progress, student achievement, and fiscal health, the CLC program risks losing parent, partner, and community support. Such support is foundational to its success and sustainability. To ensure an efficient and organized communication plan, we will hire a new Partnership Development and Sustainability Specialist. Strategies are described in detail.

Partnerships

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

Evaluation

To ensure a successful grant-funded project now and in the future, we have designed a rigorous and comprehensive evaluation plan that will be used to refine, improve, and strengthen the program and secure community support. We will work with an experienced external evaluator (Dr. Sherry Huffman of the Green Hills AEA) to conduct the formative and summative evaluations of program effectiveness according to program requirements and local and state standards. Program staff will work with external evaluation consultants to help collect, analyze, trend, and share attendance, achievement, and other data with the management team and stakeholders.

Budget

The total annual request comes to \$300,000 to serve 200 K-5 students for 180 days/year (at \$8.33/day/student). The budget for both sites is evenly split between Roosevelt Elementary and Carter Lake Elementary Schools and does not supplant any existing services. All budget line items fall within grant limits and parameters.



2. STUDENT NEEDS ASSESSMENT

2.1 Objective data defining student need – The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,188 pK-12 students and their families in western Iowa’s Pottawattamie County.

The City of Council Bluffs (pop. 61,969, US Census 2013 estimate) is situated on the banks of the Missouri River, just across from Omaha, Nebraska. The district’s free/reduced lunch rate, a leading indicator of poverty, has risen from 43% in 2003 to 64% today. At the two elementary schools proposing to establish 21st Century Community Learning Center (CLC) programs, 76% of the 914 enrolled students live in poverty (*district avg: 71%*). At the close of the last school year, roughly one in five students (23%) were minority, 18% received special education services, 6.5% were English Language Learners, and the district’s student mobility rate was 20% (indicating that one in five students experiences a potentially disruptive transfer in, out, or between schools in the last school year).

Poverty indicators: The median household income in Council Bluffs is 14% below state average (\$45,204 vs. IA @ \$52,716), so it’s not surprising that Council Bluffs has a higher percentage of residents living below the federal poverty level (16.2%) than state average (IA = 12.2%). *US Census QuickFacts, 2010-2014*. Just 17.5% of Council Bluffs residents ages 25 and over have a Bachelor’s Degree or more compared to 26.4% statewide, which has dramatic impact on employment opportunities and wages: among adults ages 25-32, median annual earnings for college-degree holders are \$17,500/year greater than those with only high school diplomas. *Pew Research Center 2015*. Children in single-parent households are also more likely to live in poverty (45% vs. 13% in two-parent households). Pottawattamie County ranked 6th of 99 Iowa counties for the percentage of single-parent households (39%), and 17.5% of children live in poverty. *Kids Count 2014*. Children raised in poverty experience many more stressors that undermine school behavior and academic achievement.¹ However, children of low socio-economic status (SES), when provided with a supportive and enriching environment, can adapt and thrive. This proposal to establish two CLCs at the high-poverty elementary schools **Roosevelt** (School Wide SINA-3 for Math, SINA-5 for Reading) and **Priority-identified Carter Lake** (School Wide SINA-3 for Math, SINA-1 for Reading) was designed to do just that.

Proficiency in Math and Reading: According to Kids Count 2014, CBCSD 4th graders score in the bottom 13 of 99 Iowa counties in terms of proficiency in reading on the Iowa Tests of Basic Skills. **Table 1** illustrates achievement gaps between our proposed CLC site elementary schools as well as schools statewide. That gap was as high as 28 percentage points last year (*Grade 4 Reading, Carter Lake vs. State average*). Carter Lake and Roosevelt also lag behind their peers in other elementary schools in their home district. While we do not yet have comparable results for the state, our internal 2015-16 results also show that both schools have experienced a decrease in reading scores from 2014 to 2015. At Roosevelt, 2nd-grade reading proficiency scores dropped by 14 points in just one year!

Table 1. 2014-15 Iowa Assessments Elementary Reading and Math, % Proficient										
	Grade 2		Grade 3		Grade 4		Grade 5		All Grades 3-5	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State of Iowa	73.0	72.8	76.4	79.6	76	79.3	77.5	77.0	75.7	77.2
District	57.6	63	61	70.9	65.5	67.5	67.6	67.8	62.9	67.3
Carter Lake	51.9	55.6	61.1	63.0	47.7	55.4	51.0	40.8	52.9	53.7
Roosevelt	51.7	59	57.1	65.2	66.1	55.9	68.1	59.7	60.8	60
2015-16 Iowa Assessments Elementary Reading and Math, % Proficient										
District	56.5	64.3	62.6	70.6	63.8	65.8	71.7	69.4	63.7	67.5
Carter Lake	55.8	64	53.7	66.7	53.4	55.2	58	56.5	55.2	60.6
Roosevelt	37.7	55.1	50.8	70.5	60.3	60.3	61	63	52.5	62.2

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

Digging deeper into the data, we find serious gaps between student subgroups. The percentage of minority students (aggregated) who are proficient in math and reading combined at both schools has declined annually since 2013 and is far below performance by their white peers in the CBCSD and statewide. Since 23% of CBCSD students are Hispanic/Latino and minority enrollment is on an upward trend (up from 6% fifteen years ago), it is critical that we address this gap, during and *beyond* the school day.

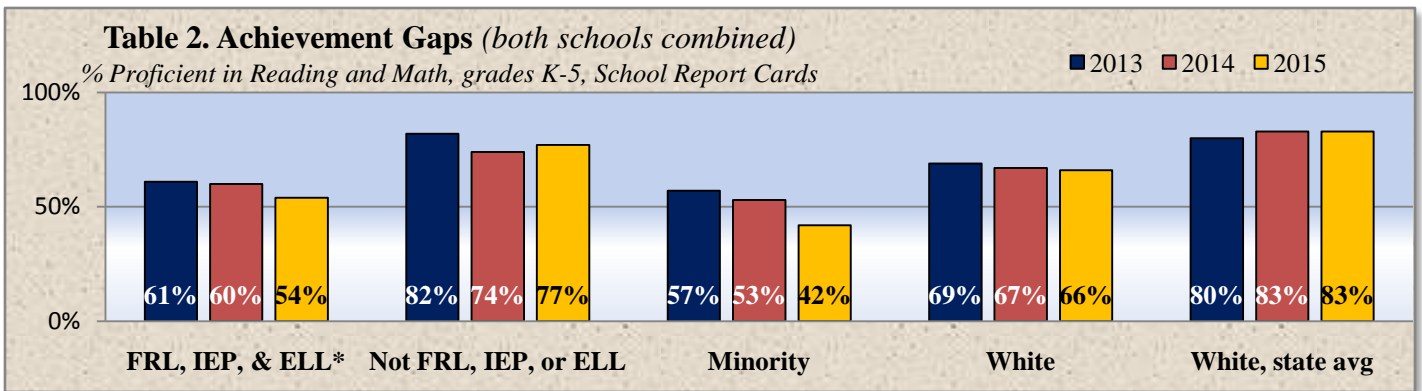
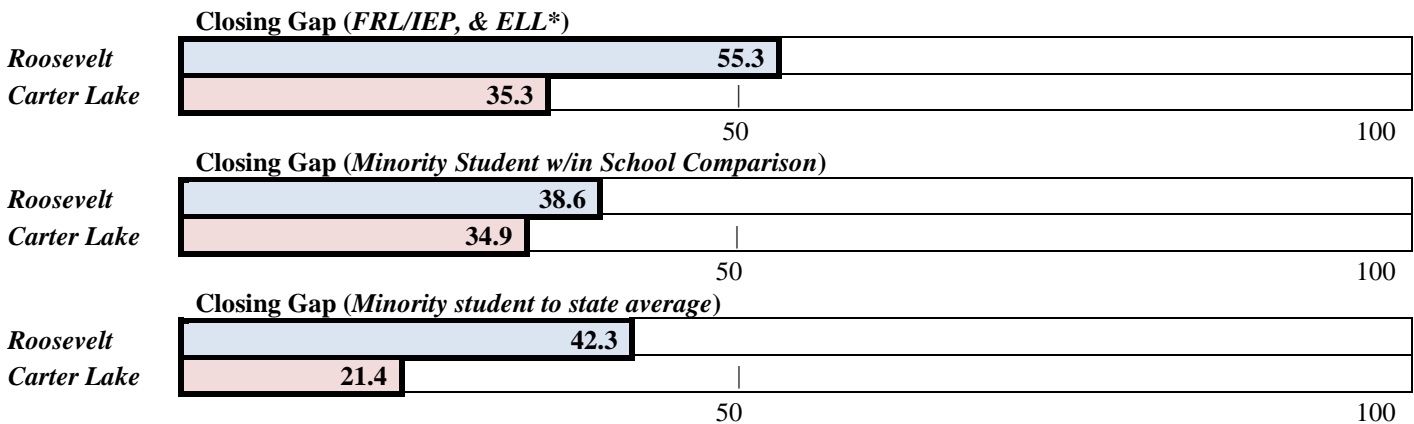


Table 3. 2015 School Report Card Data on Closing Achievement Gaps



*FRL = Free/Reduced Lunch; IEP = Individualized Education Program; ELL = Students whose first language is not English

The FAST (Formative Assessment System for Teachers) literacy assessment shows additional critical academic support needs among our even younger students, with 57% of all K-3 students at both proposed CLC sites scoring below proficiency in reading. (Results from 2015-16 in Table 4.)

Table 4. FAST Early Reading Screener – % Proficient, 2015-16

	Kinder.	Gr. 1	Gr. 2	Gr. 3
Carter Lake	22%	47%	45%	47%
Roosevelt	61%	27%	52%	42%

According to the 2015 School Report Cards, Roosevelt Elementary scored 62.7 points (“Acceptable”—among the bottom 50% of all Iowa elementary schools), while Carter Lake just scored 51 points (“Priority”—among the bottom 3% of all Iowa elementary schools). Disproportionate academic challenges reflect behavioral ones: Last year, Carter Lake and Roosevelt together logged 26% of all K-5 disciplinary incidents recorded by the 11 elementary schools in the CBCSD.

How the program will address student needs, including needs of students with working families – At this time, Roosevelt students have the option of enrolling in the on-site “Kids & Company” before & after-school childcare program run by the Council Bluffs Community Education Foundation (\$32.50/minimum weekly charge for just one child: \$1,170/year, minimum). Students at both schools may travel off-site to after-school recreation at the Boys and Girls Club, also fee-based. While we are glad these options are available to our families, they have three major weaknesses: (1) **Cost can be a barrier**: Since these are fee-based programs, the high-poverty students who need such services most may not be able to afford them. At Roosevelt only,

16% of all preK-5 students attend the Kids & Company program (80 of 497). Roughly 135 students from both schools (on average) head to the Boys and Girls Club after-school. This leaves hundreds of high-poverty students without the additional support they need. *See Table 5. (2) **Structured academic support is not provided.*** Kids & Company and the Boys and Girls Club offer childcare, recreation, and unstructured play time after school—not tutoring. There are *no* academic goals established for individual students, and *no* academic or behavioral data is collected. This means we have no quantitative data with which to assess or improve existing programming, and *students miss a tremendous opportunity to build skills and work toward specific academic goals beyond the bell.* Ideally, after-school academic support should feature one-on-one skills practice, tutoring, and development using the same individualized instructional approaches, classroom management techniques, and research-based curricula as the day school, led by licensed, trained teachers. **(3) Staffing is inconsistent;** high turnover and lack of training/experience can actually contribute to behavioral issues! Student:staff ratios at the Boys and Girls Club frequently exceed the recommended 15:1 ratio.

Table 5. Site Demographics & Current OOS* Program Attendance (vs. Missed Opportunities)

Elementary School	Current 2016 Enroll.	Free / Reduced Lunch %	Current # Students Attending OOS* Program	# Students NOT Attending OOS Program
Carter Lake	417	78%	70 (17%)	347
Roosevelt	497	73.3%	145 (29%)	352
TOTAL/Avg:	914**	76%	215 (23.5%)	699

*OOS = Out-of-School – before-school and/or after-school. **K-5 school enrollment, where Kids & Company serves preK-5.

The Council Bluffs Elementary School CLC will not duplicate or supplant existing services, resulting in parallel after-school programs. Rather, it will *enhance* and *expand* upon these programs—offering district-aligned staff training on classroom management and

instructional practices, working together to offer engaging, interest-based enrichment activities, and most importantly, *expanding access to high-poverty students who need support the most.* The end result? Two strong, comprehensive CLCs that offer a variety of targeted, cohesive before and after-school activities, including math and reading reinforcement, to hundreds of struggling students at two elementary sites in our district. (We anticipate approximately 200 students attending the program 30 or more days/year.) Operating 150 days before and after school during the school year and 30 days in summer, the program will address needs communicated to us by parents, students, staff, and community members in the last school year.

In our new CLCs, students will receive individualized academic support from certified teaching staff, working toward specific math and reading goals. After academic support, students will participate in interest-based enrichment modules that get them excited about learning. These modules will also serve as an initial stepping stone to the innovative career exploration clubs now offered with our partners at the middle school CLC (e.g., Aviation Career Exploratory Club, Culinary Career Academy, etc.). An in-kind 1.0 FTE CLC Achievement Specialist will align the program to school-day learning, coach staff, and evaluate progress on learning targets. The Specialist will work closely with the Site Facilitator and teachers at each school. Both proposed sites for the CLC are safe, secure, and fully accessible to individuals with disabilities. Language translation services are available. In cases where participants are hard of hearing or visually impaired, project communication will be made available in alternate formats. All communications utilize clear, concise language with supporting graphics so that individuals of all literacy levels and backgrounds are aware of family programs and program advisory opportunities. Safe transportation home will be provided by bus.

2.2 Stakeholder Engagement – We are proud to have numerous diverse community partners involved with our existing sites (85 at the middle level alone!); 47 local partners attended our first “Partners and Pastries” event last year to share ideas; next spring, we will expand this event to include legislators. We invite ongoing input from parents at existing family engagement nights; this November, 79 Roosevelt & Carter Lake parents & 59 teachers completed a CLC interest survey, showing strong support for new sites at both schools. Thirteen teachers from around the district also attended a fall 2016 inservice on CLC club involvement

opportunities. CLC Leadership at the district and school building levels continues to reach out to parents and students in order to develop schedules and programs that meet family needs and student interests.

3. PROJECT

3.1. The Council Bluffs Elementary School CLC was carefully designed to link programming and services to student needs based on the comprehensive needs assessment detailed in Section 2. We anticipate targeting 400 students at sites at Roosevelt and Carter Lake, both Title 1-eligible elementary schools, 200 of whom we anticipate being “regular attendees (attending ≥ 30 days in the school year). The CLC will offer an integrated program of after-school activities to foster students’ academic, social and healthy development, with a special emphasis on service learning. The program will meet student needs as follows:

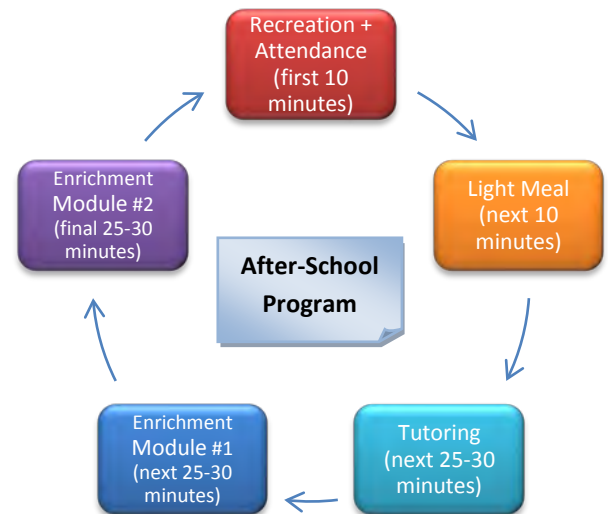
➤ Recreation / Fitness will be provided immediately before/after school every day to allow students to “Get their Giggles and Wiggles Out” and boost academic attention as well as maintain good health by participating in a variety of physical activities like organized intramurals, playground games, and fitness clubs (walking/jogging clubs exist at 8 elementary schools now). The YMCA and CB Parks & Recreation Department will help lead, expand, and develop recreation / physical activities in fitness enrichment modules.

➤ A healthy meal that meets USDA nutritional guidelines will be served each day after recreation to ensure students have “fuel” to support their learning and development.

➤ Homework Help / Tutoring will be provided after snack by certified teachers after school Monday through Friday and 4 weeks in August, as no summer school or school-based activities are currently provided that month. CLC tutoring will allow students to build positive relationships with a reliable mentor, which research shows is key to academic achievement.² The District’s CLC Achievement Specialist will work with staff to identify targeted interventions for growth and make recommendations for students’ success. Academic instruction and assessment will utilize the same curriculum as that used in the day school program (the Iowa Core Curriculum), which is aligned with the Iowa Core Standards for Literacy and Mathematics. All licensed classroom teachers have been trained in this curriculum and are provided ongoing support in its delivery by the CBCSD.

This targeted tutoring and academic support will help us achieve our primary academic goal: “By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading AND math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.”

➤ Enrichment Modules / Clubs will be available to students after daily tutoring on a rotating basis to enrich student learning in core content areas. Literacy modules may include book clubs or games and lessons suggested by *After School Iowa*, while the Math modules might offer chess and online games. Science clubs will include youth robotics, STEM projects (*Cloud in a Bottle*, *Cartesian Diver*), LEGO competitions, and “Citizen Scientist” events (*the Christmas Bird Count*, *Monarch butterfly tagging*). History clubs will feature field trips both in-person and virtual! We will expand the new “Google Expedition” activities currently rolling out to all existing CLC sites, allowing students to engage in guided virtual reality explorations of museums, national parks, outer space, animals, biomes, body systems, universities, historical sites, art galleries, even careers (“A day in the life of a paleontologist,” etc.). Specific expeditions (i.e., “Virtual Family Vacation”) will align with learning objectives and day school activities. In August, we will offer four weeks of daily themed activities: writing / humanities (poetry slam, writer’s workshop), visual arts, science / technology, and movement (yoga, dance), with Friday field trips that enhance the week’s lessons.



² Harris, P.L. 2007. Trust. *Developmental Science*, 10, 135-138.

Other modules will “Serve the Whole Child” in focus areas such as service learning, creative activities (art and music), career exploration, health / wellness, and social / emotional learning. The CBCSD 21st CCLC Director and staff recently developed a “*Learn and Serve*” curriculum modeled after the University of Nebraska at Omaha’s Service Learning Workshop. This model will provide research-based guidance for project-based service learning activities. In Learn and Serve, students learn about local non-profits and serve at least one of them in one of three project types: Direct Service, Indirect Service, or Advocacy. Two Learn and Serve clubs are running at our three existing K-5 CLC sites, and we are recruiting teachers and students to build momentum and interest as we expand the program to the two new sites. Students will participate in two unique daily modules of 25 – 30 minutes each that change according to rotating quarterly themes. (Est. 6-10 running concurrently daily at two sites with 15-20 students in each.)

➤ Field Trips will be organized at least weekly to expose students and families to new activities, ideas, and opportunities, inspire dreaming, and encourage healthy lifestyles. Trips will also boost school engagement and reinforce academic/enrichment lessons. Partners will work with CLC staff to plan and facilitate trips (Fridays to feature civic mindedness / Learn and Serve field trips in the community, Mondays may include mini-trips off-site to engage in a variety of lessons and activities at our partner locations.)

➤ Family Literacy/Engagement Activities will be provided 2x/month across four domains (detailed below).

Council Bluffs Elementary School 21 st CCLC Schedule	
Before School: Breakfast, Recreation, Reading / Math Tutoring, BOKS	Mon – Fri 7:30.- 8:50 a.m. (breakfast @ 8:35)
After School: Physical activity, Attendance, Snack, Academic Support, two rotating Enrichment Modules	Mon – 2:00 5:30 p.m.* Tues – Fri 3:45 – 5:30 p.m.
Ongoing Student / Family Events: Field trips, open houses, literacy nights, parent education workshops, etc.	Weekly field trips / events (4x/month) after school, evenings, or Saturday.
Summer School: Weekly themed activities: visual arts, writing/humanities, science/technology, movement	June - August (K-2 a.m., gr. 3-5 p.m.), Friday field trips based on theme
*extended Monday afternoon hours align with early release Mondays for district professional collaboration time and staff development.	

3.2 Academic, enrichment and family literacy services

– Both new sites feature an array of academic, enrichment, and family literacy services. Our design includes 13 of the 15 eligible federal activities suggested for 21st century learning centers.

Academic Services – Certified teaching staff will provide homework help and one-to-one tutoring in math, reading, science, and other areas as may be needed, including extended-day use of students’ Chromebooks. Enrichment Clubs will reinforce lessons in different subject areas; off-site field trips will further enhance lessons learned. The CLC Achievement Specialist will support CLC

tutors to differentiate learning based on each child’s identified academic goals and learning styles.

Enrichment Services – Enrichment will come in variety of exciting forms, including group Google Expeditions, Citizen Scientist projects, and community “Learn and Serve” projects that foster leadership skills, teamwork, career exploration, and social / emotional development. Enrichment also will include a wide variety of experiences with art, cooking, nature, health, writing/humanities, and technology (e.g., “Makerspace” / 3-D printer experiences during field trips to the public library).

Family Literacy/Family Engagement – Every month will feature at least two different family engagement events, and parent support will be provided in four distinct levels: **(1)** Our partner Iowa Western Community College offers a variety of educational parent supports including English as a Second Language (ESL) courses, basic literacy / skills, HiSET/GED prep and testing, computer literacy, and a volunteer program. **(2)** Monthly *Parent to Student 101* education sessions will be held at each CLC site to highlight local resources and strengthen the home-school connection: developing a shared, collaborative language, goals, and strategies, aligned with Iowa CORE standards, to enhance children’s development and academic success. Sessions (running from 5:30-7 pm) will include family dinner time followed by parent education, child activities, and parent-child creative time. Other fun family engagement nights will include “Reading Under the Stars” (with take-home book bags) or Dr. Suess celebrations. **(3)** *Common Sense Parenting* classes will be jointly offered with three CLC partners; the program covers proactive discipline, communication, and skills and techniques that create healthy family relationships. **(4)** Our partner Boys Town Iowa provides

voluntary in-home support services to families in or near crisis, with the goal of preventing children from being taken from the home / reuniting them with their families if outside placement is necessary.

3.3 Goals and Objectives –

Goal: To promote the social-emotional, physical, and cognitive development of CBCSD children by creating a comprehensive, inclusive before, after, and summer school program that provides academic assistance, education enrichment, and family literacy opportunities within a collaborative, caring community.

- **Objective 1)** By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.
- **Objective 2)** By June of each year, regular attendees (30 days or more/year) will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.
- **Objective 3)** 90% of participants will complete homework assignments at least 80% of the time.
- **Objective 4)** By June of each year, at least 80% of regular attendees will demonstrate increased school engagement with a higher average daily school attendance rate than students attending less than 30 days.
- **Objective 5)** By June of each year, at least 80% of regular attendees will demonstrate increased school engagement with fewer disciplinary incidents (on average) than students attending fewer than 30 days.
- **Objective 6)** By June of each year, at least 80% of parents will indicate via survey that the program has had a positive impact on their ability to help support their child’s educational growth.

3.4 Alignment with school day – The CLC is an extension of the district’s academic programs, standards, and goals, with shared resources, curriculum, & vision. CLC staff meet with school staff every other week in joint planning sessions to ensure that academic support is aligned with day-school practices and considers the developmental needs / learning styles of individual students. Our tutor pool will comprise licensed day school teachers who will be able to seamlessly connect the school day and after-school academic activities. The CLC Achievement Specialist, an existing 1.0 FTE position, will support school-day alignment. (New CLC grant funds will allow us to reorganize all staff duties so Ms. Stoffel can entirely focus on these duties.) She will track, analyze, and share achievement and attendance data and help design math & reading interventions. Our blended staffing model also supports after-school / day-school synergy regarding discipline and instructional approach. CLC and school day staff will participate in shared training activities.

3.5 Applicant Experience – The CBCSD currently coordinates seven CLC sites at both high schools, both middle schools, and three of our 11 elementary schools. Our middle school CLCs have an astounding **85 partners** and 46 students currently engaged in new Learn and Serve projects. The high school CLCs have just begun their first year, but each is already featuring a dozen enrichment clubs with strong student interest and staff buy-in. Each CLC site works with an average of **30** partners to implement a variety of enrichment activities. Our latest CLC grant evaluation report from Hanover Research highlighted the following at our elementary CLC sites: *-Regular and occasional attendees have higher school attendance rates than non-participants. -100% of parents of occasional attendees state that the program has had a positive impact on students’ educational growth. -Regular 4th grade participants showed greater math growth than non-participants (over the course of the school year). -Among students who were initially “basic” or “below” proficiency, 4th grade reading and math and 5th grade math showed greater growth vs. non-participants.*

Based on feedback provided by parents, we have improved our K-5 after-school CLC structure to offer more variety—going from 1.5 hours of a single daily activity with recreation or field trips only on Fridays—to a more balanced, interest-sustaining approach in which students engage in each “module” for shorter periods before rotating to the next: **recreation to blow off steam and prep for learning (10 mins) → snack (10 mins) → academic support (25-30 mins) → enrichment activity #1 (25-30 mins) → enrichment activity #2 (25-30 mins)**. We have also learned that one field trip/month is not enough at the K-5 level, so we are increasing this to at least one trip/week at our elementary CLCs.

As we look to make a positive impact with hundreds more students at Carter Lake and Roosevelt, we will use all evaluation data at our disposal (student achievement, parent surveys, site performance reports, and

feedback from IDE 21st CCLC Program Officers) to make mid-course corrections and continually improve programming to foster “Whole Child Development”—Cognitively, Physically, and Socially / Emotionally.

4. RESEARCH BASE

Council Bluffs Elementary School Community Learning Centers are based on extensive research:

Serve the Whole Child is an evidence-based approach to education and enrichment that considers the needs of the whole child. The Iowa 21st CCLC program divides this into three spheres: ❶ **Social-Emotional Development Needs** (“*A child needs positive human relationships to model and create a sense of safety, belonging, and identity. This results in improved self-control, self-confidence, empathy, and enhanced motivation to learn.*”) Many of our proposed enrichment activities speak to this, including yoga/dance, art/music, and notably, the Learn and Serve curriculum. ❷ **Cognitive Development Needs** (“*A child needs opportunities to process new information, concepts, skills and language to enhance and create value in learning. This results in enhanced learning outcomes, improved problem-solving competencies, and participation in a global environment.*”) In addition to targeted academic support and numerous STEM, literacy, family engagement nights, and humanities enrichment modules, our Google Expedition activities promote strong cognitive development. ❸ **Physical Development Needs** (“*A child needs exercise and nutrition to support healthy growth and development and overall well-being. This results in improved health outcomes and a healthy lifestyle.*”) Some CLC activities that address this include daily recreation during attendance, dance, yoga with The Block Yoga Company, & obstacle put-put golf. (*Whole Child Development is an approach recommended by the Iowa Afterschool Alliance and Iowa Department of Education. Fully 23 research studies are cited in the ASCD’s 2012 report, Making the Case for Educating the Whole Child.*) **Social and Emotional Learning Practices** (a 2015 self-reflection tool for afterschool staff published by Beyond the Bell at American Institutes for Research) will offer CLC staff specific guidance on developing and assessing their ability to support students’ development of social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The guide includes ten specific, research-based practices staff can adopt to promote students’ social and emotional learning, such as youth-centered problem-solving and using language that recognizes effort and work. These practices will be infused throughout CLC activities, from service learning projects in the community to student behavior on a field trip. A meta-analysis of 213 programs found that students engaged in school-based social and emotional learning attained higher grades and scored 11 percentile points higher on academic achievement tests than peers who did not engage in such learning (*Collaborative for Academic, Social and Emotional Learning, 2008*). Social and emotional learning programs also reduce aggression and emotional distress among students, increase helping behaviors in school, and improve positive attitudes toward self and others (Durlak et al., 2011).

Active Bodies, Active Minds: Before school, the CLCs will offer the Building Our Kids’ Success physical education curriculum to energize student minds and bodies for the full day of learning ahead. After school, both CLCs will begin their daily programs with immediate physical activity that “Gets the Giggles and Wiggles Out”, an approach (similar to Recess Before Lunch and Brain Breaks in Active Classrooms) that is proven to reduce behavior issues and prime children for learning. Dozens of research studies have shown that physical activity can help students’ academic performance, especially in reading and math. Active kids are better able to focus their attention and have better problem-solving skills than less-active children. (*British Journal of Sports Medicine, Oct. 2013; Institute of Medicine, May 2013; ABC News, Jan. 2012; Journal of Sports Medicine and Physical Fitness, Dec. 2012; US CDC, July 2010; Active Living Research, 2009*).

Interventions in reading and math: Both schools utilize a variety of research-based intervention strategies in reading and math, all of which are evidence-based and grounded in empirical research (*Teaching for Deep Comprehension, Scaffolding Young Writers, Leveled Literacy Intervention, Math Solutions, Math Reasoning Inventory, and Math Reads, Misconceptions in Mathematics, Reading Recovery*). Other academic games and teaching tools used by tutors are recommended / curated by Afterschool Iowa and other standards-based teacher resource libraries. Curriculum, instruction, and assessment for the day-school program is aligned with the Iowa Core Standards for Literacy and Mathematics. ***Since licensed classroom teachers from both***

schools will serve as after-school tutors, they will continue the same evidence-based approaches from the day school into after-school programming.

5. MANAGEMENT AND SUSTAINABILITY PLAN

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

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

- Minimum 1:15 staff-to-participant ratio; clubs will be capped or split to meet quality standards for optimal staffing, space, and resources.
- Volunteers will be used to reduce the staff-to-participant ratio and support the diverse mix of enrichment and recreational opportunities available to students.
- Staffing will follow inter-connected Program Management Format (see 5.3).

B) Recruitment and retention of highly qualified staff will be ensured as follows:

- The District CLC Program Director (Dr. Sandra Day; existing position, in-kind) will be supported by CBCSD Human Resources in recruitment, hiring, and management of CLC staff, tutors, and volunteers per District hiring practices. Volunteer outreach will be made to local colleges, senior centers, churches, the Council Bluffs Public Library, school PTOs, and via district-approved websites. Staff will be well supported in school-day alignment efforts by the Achievement Specialist.
- Staff will be encouraged to lead enrichment areas based on their unique strengths and interests, which will promote job satisfaction.
- Staff retention will be rewarded by slight stipend increases with each continued year of service.
- Strong relationships will be built and nurtured with community/business partners, including appropriate news releases detailing stories of their unique program involvement.
- Formal acknowledgement of business/community partnerships and volunteers will occur each year through special recognition events and/or commendations and district materials and publicity.

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

- The **District CLC Program Director** (Dr. Sandra Day) successfully manages programs, internal/external communication, strategic planning, and staff in seven existing CLC sites.
- The new 1.0 FTE **Partnership Development and Sustainability Specialist** position (*job description with position qualifications in Appendix C*) will allow the **Achievement Specialist** (Ms. Jessie Stoffel, 1.0 FTE) to entirely focus her energy on academic support and day-school alignment.
- **Site Facilitators** (one 0.5 FTE position per site) must meet the state's requirement for the position and will have program management experience and an associate or bachelor's degree.
- Staff members assisting with core subject skill development and tutoring will be **licensed teachers**. When licensed teachers are not available to lead enrichment modules, **Youth Development Workers** will be hired (job description in **Appendix C**: Formal Youth Development Worker certification under development with our partner Iowa Western Community College. Details in Section 5.4, p. 13.).
- Diversity in hiring is a priority for the CBCSD, which supports broad recruitment efforts, building relationships with culturally diverse organizations toward that end.
- Business/organization partners will be highly certified and trained in their professions and will work with project staff on implementing enrichment activities with a specific focus on meeting grant goals.
- Background checks will be conducted on all staff, business/organization partners, and volunteers.
- Background checks will include the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry.

D) Professional Development will be assured by:

- All CLC staff must complete 12-hours of professional development covering Chapter 103, sexual harassment policy/prevention, FERPA record confidentiality, hazard communication, blood-borne pathogens, and fire safety & emergency procedures. They will also receive ongoing coaching and

support as needed in policy and practice. Additional training outlined in **Appendix D** will cover family engagement and student support strategies (literacy, social and emotional learning, STEM, etc.).

- Teachers serving as tutors will continue to participate in regular day-school staff development on the Iowa Core Curriculum, poverty/diversity issues, and be afforded weekly collaborative planning time.
- Sources of ongoing professional development will also include Green Hills AEA (CLC staff training on new Smarter Balanced assessment), Iowa After-School Alliance, Iowa State University Extension and Outreach, the Collective for Youth, and other day-school training activities arranged by the CBCSD.
- At least one representative from each site will attend the state 21st CCLC conference.

E) Program Leadership: Leadership for this grant flows from the CLC Director and Advisory Councils, with support from the Facilitators, Achievement Specialist, and Partnership & Sustainability Specialist:

- The Program Director provides overarching leadership on a day-to-day basis; oversees site operations; manages site budgets and submits fiscal reports; schedules professional development and facilitates meetings; works with evaluation consultants to develop & submit reports to stakeholders and grant program staff; and assures that grant goals and objectives are being met and adhere to grant guidelines.
- The Site Facilitators provide site-based leadership on a day-to-day basis; organize activities and field trips with partners; monitor and procure supplies and materials; assist with evaluations; lead site staff team meetings; work directly with students; and assure that grant goals and objectives are being met.
- The Advisory Councils (see section 5.3) will meet quarterly to provide advisory leadership. The site-based councils will include parents, CLC & school staff, and community partners and oversee progress toward objectives, review consultant reports, identify challenges, and develop collaborative solutions.
- The Achievement Specialist tracks, analyzes, and shares individual student achievement and attendance data; provides trending data for continuous improvement and strategy development; assists with student interventions and trains site leaders and staff; and, supports standards-based school-day alignment with after-school instruction, academic interventions, assessments, and other enrichment activities.
- The Partnership Development and Sustainability Specialist serves as the main advisory liaison and lead on partnership development, sustainability tasks, and stakeholder relationships for all CLC cohorts.
- Kids & Company staff (at Roosevelt only) will supervise recreation/playground games while the Site Facilitator takes attendance from 3:45 p.m. - 4 p.m., after which teachers are freed from classroom duties to participate as academic enrichment leaders.

F) Volunteers, including Senior Citizens, will be an integral part of our program as follows:

- Senior citizens and school volunteers will be encouraged to help with topic areas that capitalize on their strengths, interests, and areas of expertise.
- Our business and non-profit service organization partners will provide additional “expert” volunteers for student enrichment module activities as well as support with family engagement programming.
- Iowa Western Community College (IWCC) is a rich source of student volunteers and will work with us to unroll the forthcoming Youth Development Leader after-school certification program for pre-service teachers / high school graduates, which will expand our pool of qualified, cost-effective local tutors.
- Parent Teacher Organizations (PTOs) and music/athletic Booster Clubs will help to generate parent enthusiasm and participation, enlist volunteers, and secure in-kind, event, and sustainability support. Each Site Facilitator will join the PTO and Booster Clubs at their respective school in order to keep parents well-informed about CLC activities and collect feedback on enrichment modules.

Note that parent and community/senior partners will not only be invited to lead specific enrichment activities, but also to provide ongoing feedback by joining Advisory Councils and CLC workgroups.

As the two new sites are established, the District CLC Director will work to ensure consistency in management structures across all nine sites district-wide. Currently, each CLC site is part of a different “cohort,” which has created some inefficiencies. To remedy this, Dr. Day will convene a district-wide All-Site “Brain Trust” CLC meeting annually –attended by all Site Facilitators, key administrators, and lead CLC staff – to identify and solve problems, foster efficiency and communication, coordinate activities and

schedules, eliminate redundancies, plan joint community events, and ensure consistent policies and protocols that support equitable, quality services for all CBCSD students, regardless of home CLC site.

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

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

- Adult-led “walking school buses” will be organized to ensure safe transportation to and from home for students within walking distance. A late bus will serve students living beyond school attendance areas.
- A program-wide check-in, check-out system will be devised and strictly adhered to; all buildings have locked entrances with camera security systems, for safety.
- Transportation will be provided to all off-campus activities and events through grant funds.
- All facilities meet ADA requirements and will inclusively fit needs of all students and activities.
- Translation services will be provided as needed through district translator and community partners.
- Appropriate accommodations will be made for students with disabilities.
- Parent/Guardian/emergency contact information/youth medical form will be required.
- All bus drivers will be extensively screened for criminal offenses. National registry for Child Sexual Abuse check conducted. Six-month rechecks for driving record are conducted on all bus drivers.

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

The keystones of CLC management are the site-based *Leadership Teams* that include each Building Principal, School Administrative Manager, at least one counselor, the Site Facilitators, Achievement Specialist, and District CLC Program Director. (The new Partnership Development & Sustainability Specialist will join these teams once hired.) Leadership Team members have open communication and meet formally on a quarterly basis to discuss budgets, analyze student and program evaluation data, share ideas, plan new activities, and solve problems. Once a month, the CLC Program Director reports to the *District General Cabinet*, which includes Superintendent Dr. Martha Bruckner plus 14 multi-department district administrators. For the first time last year, all CLC partners district-wide were invited to a “Partners and Pastries” event to share ideas, celebrate successes, and strengthen programming. More than 47 partners attended, and a second event is planned for March of 2017, with local policymakers also invited.

Previously, we have struggled to sustain parent interest in serving on a formal advisory structure; our K-5 CLCs currently receive most parent input informally, at family engagement activities. Our new Partnership and Sustainability Specialist will be charged with transforming our Leadership Teams into *site-based Advisory Councils* that add at least two parents and at least two local partners to existing rosters. These site-based advisories will respect the unique culture, activities, and partners of each CLC site / school, with the CLC Program Director serving as the bridge to other CLC sites in the District to ensure continuity, alignment with state requirements and evaluation timelines, and the sharing of resources and best practices. Dr. Day is already working to “retrofit” sites so all cohorts embrace consistent, strategic sustainability efforts. This will help to most efficiently utilize program funding, including reallocation of revenue streams as needed. The annual All-Site CLC “Brain Trust” meeting will strengthen these continuous improvement efforts.

Standing quarterly meeting agenda items will include: review of assessment data, identification of challenges, & development of collaborative solutions. The Partnership & Sustainability Specialist will spearhead sustainability strategies. Various workgroups will also be formed to accomplish specific project tasks (fundraising, outreach & parent engagement, etc.). Each respective workgroup will coordinate all activities related to its area of focus and advise CLC staff of progress. The Program Director, CLC staff, and CBCSD administration will assist the Advisory Councils and any specific workgroups and deal with barriers that may inhibit individuals from participation on these important governance bodies.

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

To ensure that the program achieves results, a continuous improvement plan (CIP) will be adopted by the Advisory Councils in the first year. The CIP (updated quarterly) will be informed by data-driven decision-

making. With guidance from the Iowa Department of Education, we have strengthened our plans to effectively evaluate our proposed CLC program, because we know that quantitative evidence of success will be crucial in approaching our partners for long-term financial support. As funding expires, this outcome data will also allow CLC staff to make informed decisions on changes that need to be made regarding specific activities that can and should be continued, how many employees or volunteers will be needed, and the scale of the program in the future. Part of our Sustainability Plan will include a written description of what activities the Partnership & Sustainability Specialist recommends to continue post-grant, any modifications needed to improve those activities, plus what resources and staffing levels are needed to manage and operate the activities. Reviewing, refining, and renewing the program (the “3 Rs”) will not be possible without quarterly performance reports that include quantitative and qualitative data measuring progress toward identified outcome objectives and other process benchmarks.

The Partnership Development and Sustainability Specialist, with input from stakeholders and CLC staff, will draft a formal sustainability plan in the 2017-18 school year. The goal of the plan will be to expand existing and create new partnerships, obtain in-kind services and goods, plan and coordinate creative fundraisers, identify new external revenue streams, and secure grants and donations. The sustainability plan will identify quarterly milestones, associated tasks, and personnel responsible for achieving those tasks. Examples of tasks and activities include nurturing and cultivating partnerships, obtaining in-kind services and goods, planning and coordinating creative fundraisers, identifying a targeted number of new revenue streams, securing a specific amount of grant revenue, garnering corporate sponsorships, and conducting a cohesive and dynamic fundraising campaign / major gifts program. Having a District-wide plan managed by a dedicated staff member will also ensure the CLC sites within the District collaborate on city-wide social marketing and fundraising so as to strategically connect with donors and coordinate shared fundraising events, such as fun runs or sports tourneys. Older students participating in service learning activities will also be offered the opportunity to work on the sustainability subcommittee to help plan and volunteer at fundraising events and initiatives (chili cook-off with silent auctions, game/bowling nights, raffles, etc.).

So that all of our sustainability activities reflect research and best practices, we will utilize the detailed **Ready by 21** toolkits as a reference. These toolkits feature evidence-based strategies to support capacity building, including two focused on using student data to improve effectiveness and sustainability by better-aligning resources, plans, and policies. (“Ready by 21” is a set of innovative strategies developed by the Forum for Youth Investment that helps communities improve the odds that all children and youth will be ready for college, work, and life. The program provides clear standards, toolkits, and resources to help leaders build broader partnerships to improve systems.) Our sustainability efforts will also be grounded in best practices and research, such as that shared by the Wallace Foundation & Iowa Afterschool Alliance.

The CBCSD has committed and will continue to commit significant in-kind support to our CLC programs: maintenance, utilities, custodial & food services, communications, clerical & tech, office supplies, and more. Our partners will continue to provide expertise, time, leadership, and networking support.

Community colleges have been encouraged by recent legislation to develop a 17-hour after-school certification (akin to certificates for paraprofessionals), that would allow preservice student teachers and high school graduates to deliver high-quality, standards-based tutoring services in after-school settings. Our partner IWCC already offers the courses that align with the new proposal, and we have already developed a related Youth Development Worker job description. The position (which pays \$12.50/hour rather than the \$30/hour paid to teacher tutors) offers a cost-effective way to reduce our tutor:student ratio to 1:3 while still offering our students quality math, literacy, and reading support every day. Twelve Youth Development Workers were hired in fall of 2016 to supervise recreation, provide childcare during parent programs, and support enrichment in our existing CLC sites. These individuals are well-poised to become certified Youth Development Workers when the certificate program is finalized over the next year, adding academic support to the list of services they are qualified to deliver. The option is so promising that Dr. Day has been asked to chair the Iowa AfterSchool Alliance Communication Committee to help launch the certificate program *statewide* via online courses. If we can build a local pool of candidates who complete the certification as

preservice teachers to become math and reading tutors (a career-building pathway that gives valuable in-field experience), we will save money and support long-term sustainability while growing our own teachers!

6. COMMUNICATION PLAN

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

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

➤**Parents** - Strategies used with parents will include a combination of group communications and personal contact and engagement. Before school starts in fall of 2017, CLC staff will canvass each school neighborhood door-to-door to introduce all attendance-area parents to the exciting new CLC opportunities available in their child's school. A parent teacher organization (PTO) exists at each school to give parents a voice into school activities and will be a direct line of communication to all parents in the school, inviting their participation as volunteers. The 21CCLC website and social media channels will be updated continuously and showcase CLC highlights such as academic gains, enrichment highlights, and participation rates and benefits. Families will be invited via personal letters and email to family literacy nights and/or other special events that will allow us to share program information in a pleasant, informal setting. Additionally, newsletters will be sent home quarterly and parent-teacher conferences will occur at least two times a year, providing one-to-one updates on student and CLC site progress. The impact of this communication is that parents are better informed about upcoming CLC activities, their student's academic progress and program involvement, and availability of community resources for family or child needs.

➤**Students** - Strategies to communicate with youth will include "word of mouth" promotion by all day-school staff, personal invitation to struggling students by school administration, staff and the Achievement Specialist, and the 21CCLC website, which will highlight current and upcoming clubs and opportunities. CLC registration information will be sent out twice a year (before the start of school and mid-year), which will align with enrichment club scheduling. Students will also receive an informational postcard mid-summer about upcoming opportunities. The impact will be students who are well informed about the CLC, their progress as participants, and opportunities for participation.

➤**Community** - Strategies for community members to learn about program impacts include using media releases at least two times per year and instant information through our website and social media channels (Twitter and Facebook), which have a banner of the latest news and events for ongoing updates. Media updates will include progress snapshots, including student achievement and participation. The impact will be to convey the progress and successes of the CLC program (including short- and long-term benefits to the community), cultivate new partnerships, recruit seniors and other volunteers, and highlight events related to family engagement/family literacy, success of participants, and student achievement.

➤**CLC Partners** –To keep all partners excited about and actively involved in program activities, we will use semi-annual media releases, updates on our website and social media sites, newsletters, phone calls, personal invitations to volunteer or provide in-kind resources, and recognition awards. Partners will also be kept abreast of CLC progress and student achievement in greater depth during site Advisory Council meetings, where evaluations will be thoroughly reviewed. The annual *Partners, Policymakers, and Pastries* event will provide another outlet for partners to share stories about their involvement, encourage others to get involved, and celebrate successes. The impact will be to strengthen existing partnerships, grow new partnerships, and keep partners informed so they can help create a strong, sustainable after-school resource for youth. *The new Partnership Development and Sustainability Specialist will serve as the primary advisory*

/ stakeholder liaison and will oversee communication and outreach efforts to ensure consistent messaging and timing and allow Site Facilitators to more efficiently focus their energies on daily student programming.

7. PARTNERSHIPS

7.1 Existing Partnerships and roles – Our major partners, as indicated by the attached memoranda of understanding (MOUs), will provide leadership for many of the enrichment clubs that will inspire our students and spark interest in future educational paths. Most will provide the hands-on and close-up experiences that will make our after-school program a life-changing one for many students, or at least an exciting and educational place to be throughout the school year. Many will provide us with the curriculum and staff support, field trip experiences, programming, and in-kind support to positively affect youth development at a much higher level than we could ever attain on our own. All are longtime supporters of our district and students, and all have our targeted CLC students and their families at heart.

Descriptions of major partners’ roles, including our own, and examples of impact are detailed below.

Partner	Role / Area of Significant Impact
<p>Council Bluffs Community School District (CBCSD)</p>	<p>Provide leadership, vision and program implementation toward higher student achievement and engagement. Provide safe, accessible facilities, a highly qualified project director, and certified teaching staff for academic clubs, homework help, and tutoring. Reorganize staffing to support a multi-cohort Achievement Specialist and a multi-cohort Partnership Development and Sustainability Specialist to enable Site Facilitators and Coordinators to more effectively deliver site-based student programming. Incorporate family programming, including literacy programs, and wraparound community services for child/family needs. Value of Full-time 21st CCLC Project Director Salary (paid by the school district): \$80,000 year including benefits x 3 years = \$240,000. Value of office spaces, technology and connectivity support, in-kind supplies and materials valued at \$60,000 (all sites) x 3 years = \$180,000. Total 3-year CBCSD contribution: \$420,000. <u>Area of significant impact: Student achievement and engagement</u></p>
<p>Council Bluffs Community School District Food Service Partnership</p>	<p>Provide staffing and leadership in application for and local administration of Iowa Child-Adult-Care Food Programs (CACFP). (CACFP subsidizes healthy meals for out-of-school hour center, with all meals reimbursed at the free rate in the at-risk meal category.). Provide additional support and enhance the variety and nutrition of daily CLC meals by managing and distributing any food donations from local farms, the Hy-Vee grocery chain, other businesses and foundations, and the Fresh Fruit and Vegetable Program from the USDA. <u>Area of impact: Student nutrition to support enhanced concentration and overall child health and well-being.</u></p>
<p>Boystown Iowa</p>	<p>Provide “Common Sense Parenting” classes, covering topics including communication, discipline, decision-making, relationships, self-control, and school success. (Value: \$2,500/class x 4 = \$10,000 x 3 years = \$30,000). Offer voluntary in-home support services to families in or near crisis, with the goal of preventing children from being taken from the home / reuniting them with their families if outside placement is necessary. (Value: \$2,500 per family x 10 families/year = \$25,000 x 3 years = \$75,000). Total value of partner contribution: \$105,000. <u>Area of impact: Fostering healthy families and positive youth development.</u></p>
<p>Iowa West Foundation</p>	<p>Provide, for the seventh consecutive year, free summer school programming for K-5 students at risk of non-proficiency in reading and/or math. Summer school has run from 9AM-3PM from early June through July, Mon-Thurs. 21st CCLC funds will support wrap-around services for participating students for one hour before and three hours after regular summer school and will run a full-day program on Fridays. 21st CCLC funds will also support a 4-week “summer safety net” program in August before the school year begins. Value: \$600,000/year x 2 years = \$1,200,000. <u>Area of significant impact: At-risk student achievement and engagement.</u></p>
<p>Council Bluffs Public Libraries</p>	<p>The Carter Lake Library and Council Bluffs Public Library will provide literacy skill enrichment support for participating students. This is valued at \$2,400/year x 3 years: \$7,200 total. <u>Area of significant impact: student achievement, literacy skill development.</u></p>
<p>Iowa Public Television</p>	<p>Provide CLC staff with professional development on free web-based literacy & numeracy resources such as PBS Kids Lab (full books + complementary skill-building activities, etc.) and</p>

Partner	Role / Area of Significant Impact
	mobile apps. Value: \$7,500/year x 3 years = \$22,500 total. <i>Area of significant impact: student achievement in math and reading.</i>
Green Hills AEA	Provide quality external evaluation services as outlined in the evaluation section of this proposal, to include survey development, administration (students, parents, staff, and partners), and analysis and collection, analysis, and reporting of key student data (attendance, demographics, longitudinal reading and math achievement, disciplinary referrals, homework completion). Provide professional development in the new Smarter Balanced assessment to promote alignment with day school. Evaluation is a paid service, not to exceed \$9,000/year.
CBCSD 21 st CCLC Program	Coordinate multi-site professional development; retrofit program alignment and achievement monitoring; reorganize staffing duties to improve efficiency and coordination.
Iowa Western Community College	Co-plan and deliver parent programming (literacy, English language literacy and HiSET prep and testing, computer literacy, etc.). Contribute volunteers from several volunteer and service-learning programs in the college. Work with Dr. Day to finalize and unroll Youth Development Worker online certification program. Value: \$1,200/year x 3 years = \$3,600. <i>Area of significant impact: Adult literacy skills development and academic / career support.</i>
TS Bank Institute	Provide at least one 6-week student session/year in financial literacy as well as field trip opportunities. Value: \$2,000/year x 3 years = \$6,000. <i>Area of significant impact: Positive youth development through enrichment (service-learning, money / self-management skills, entrepreneurial skills, student engagement for improved student academic achievement.</i>

7.2 Plan for Meaningful and Engaging Partnerships – Our plan begins with the district philosophy that collaborative relationships expand and enhance how we can meet the needs of our youth. Meaningful and engaging partnerships will be assured through several means: **1)** The crown jewel of our engagement plan is our annual *Partners, Policymakers, and Pastries* event, which allows existing partners to share highlights of their experiences with the CLC program in small and large groups, brainstorming to improve existing and generate ideas for new school-community activities. Strategic media (such as a background slideshow of successful middle school Fire and Aviation academies in action) celebrates our partners in an impactful visual format. **2)** Aggregate student data related to youth enrichment interest areas and academic achievement will be shared with parents, PTOs, our site-based Advisory Councils, and media to link these documented interest areas/needs with local community partners uniquely qualified to work with us. For example, our Learn and Serve enrichment activities at the middle school level have resulted in a detailed student resource website (“Community Compass”) featuring all metro-area non-profits interested in hosting student experiences; **3)** Ongoing publicity, through news releases, school websites, social media, booths at parent-teacher conferences, and newsletters will highlight our CLC activities, progress, partners, and partner opportunities. New partners will be recruited through resource fairs, current volunteers, coalition participation, Chamber of Commerce involvement, and the CLC itself. Existing partner relationships will be retained through effective communication, appropriate recognition strategies, activity/service rotation to alleviate partner fatigue, and continual evaluation of programming efforts.

The new Partnership Development and Sustainability Specialist will be the lead staff member responsible for developing and expanding partnerships for all sites, retrofitting older cohorts to the new protocols and approaches so all cohorts embrace an efficient shared partnership and sustainability model. Currently, all Site Facilitators and Coordinators are spread too thin—not only working on student programming (recruitment, activity development and roll-out, data collection, staff and volunteer management, etc.), but also ① partner outreach and maintenance, ② sustainability, and ③ liaising with advisory groups (students, staff, parents, community, etc). With a new staff member assuming these three tasks, site staff will be “freed up” to shine in their roles, more effectively training their expertise and energy on their primary responsibilities: student recruitment, daily activity oversight, and delivery of high-quality programming to all students. The Partnership Development and Sustainability Specialist will be able to create efficient, pre-packaged program ideas with built-in partnerships that can be disseminated to various

sites as needed, further enhancing efficiency. Rather than expect all staff to do a little of everything, this revised staffing model features staff “specialists”, each focused on their respective area of expertise.

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

The CBCSD will conduct a comprehensive, rigorous evaluation of program effectiveness both at the CLC/district level and for the Iowa Department of Education. This multi-tiered effort involves a lead evaluation firm (Green Hills AEA), our internal Achievement Specialist, the CLC Program Director, Site Facilitators, and in-district assessment staff (including district/building administrators) to provide quality data, analysis, and continuous quality improvement.

Evaluator/Experience	Evaluation Type	Purpose
<p>Green Hills Area Education Association (AEA) / Sherry Huffman, Ed.S. will serve as the lead project evaluator.</p>	<p>Evaluation services / consulting to provide:</p> <ul style="list-style-type: none"> • Collection and analysis of student achievement data (academic, attendance, behavioral, etc) • Development/analysis of teacher, staff, parent and youth surveys • Presentations of findings • Development of local, state/federal reports, including Iowa Dept. of Ed. • Other information as may be required to the Iowa Dept. of Education • Data-driven support with continuous quality improvement and mid-course corrections (meet with CLC staff on a quarterly basis for K-8 sites, trimester basis for high school sites). • Training for CLC staff on the new Smarter Balanced student assessment in support of strengthened alignment between after-school / day-school academic programs. 	<p>Provide meaningful program data / analysis in areas of student involvement, academic progress, behavioral progress. Provide systems and analysis for determining progress in student achievement related to program goals and objectives in a comprehensive, rigorous evaluation of effectiveness. Provide reporting of findings to facilitate staff/family/public review & input, and strengthening of programs for sustainability.</p>
<p>CBCSD Achievement Specialist / The 1.0 FTE Achievement Specialist (Jessie Stoffel) is an experienced individual familiar with the district’s literacy and math programs who works well with district leadership, teachers, and CLC site facilitators. Ms. Stoffel works directly with the program director and district assessment personnel.</p>	<p>Evaluation services to provide:</p> <ul style="list-style-type: none"> • Collection and analysis of attendance and achievement data of CLC students. • Use of data for program improvements, including staff professional development, best practice demonstration, student curricula/program needs • Coordinated efforts with external evaluator • Data-driven alignment of after-school programming with the school day. 	<p>Track the academic progress of students and share data between the elementary schools and the CLC programs. Share data with Advisory Councils and stakeholders for continuous improvement of students and CLC programming.</p>

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

- Evaluation plan review, including timeline and alignment of all project goals, objectives, activities and associated data collection tasks for team: *annually*
- Creation of reporting forms and data collection set-up, including academic and behavioral evaluation tools –*annually*
- Creation of student, parent and staff surveys, facilitation of survey process, and data review – *quarterly or as needed*
- Completion of analysis & 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 site Advisory Councils and evaluation reports to families and public (newsletters, website, direct mailings, including translated summary reports) – *semi-annually*

- Facilitation of program site communication sessions for data review, and best practices – *quarterly*
- Facilitation of communication between CLC staff and Achievement Specialist and/or program director to align site program to current academic focus and/or identified student needs – *quarterly*
- Assistance with evaluation of family engagement events – *as needed*.
- Oversight of completion of the Federal report by site and grant – *annually*

Continuous Improvement Plan (CIP): Our evaluation plan includes internal and external evaluation as indicated in the preceding chart and aligns with goals, objectives, and activities of the program (see Section 3.3, page 8). As data is compiled it will be evaluated by site CLC staff, our external evaluator from the Green Hills AEA, and the CLC Achievement Specialist. These individuals will examine data, trends, and performance feedback from periodic progress assessments to recommend timely improvements to daily program implementation in the quarterly CIP. Based on data shared at Advisory Council and/or evaluation subcommittee meetings, members will use process observation, action item, and logic model templates developed by our evaluation consultants to assess program quality, implementation timeliness, cost-efficiency, participation, and overall impact. These formative assessments will identify challenges (such as low parent turnout at an event, or staff resistance to change in a specific building) that will spark solutions and itemize resources needed to implement those solutions. The evaluator will support mid-course corrections based on trend results or identified challenges. Hosting communication sessions with site program staff will further help to refine, strengthen, and improve CLC programming. Input from community partners via the local Advisory Councils and at *Partners & Policymakers* events will help strengthen community support. Student, parent, and staff surveys will provide crucial input that will be analyzed by our evaluation team and shared with stakeholders to generate ideas and solutions.

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

Objective	Data Points	Public, Stakeholder Reporting
Objective 1: Reading Growth	Iowa Reading Assessment, DLM, FAST, quarterly data wall analysis & DAIS meetings.*	<i>Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media</i>
Objective 2: Math Growth	Iowa Assessments and/or district assessments like quarterly data wall analysis & DAIS meetings.*	<i>Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media</i>
Objective 3: Homework Completion	Participant homework completion rates (teacher data collection sheet)	<i>Annual results in CLC reports; personal results used year-round with students; community media</i>
Objective 4: Increased school engagement via daily attendance	Participants’ day-school average daily attendance rates	<i>Quarterly and annually –reports to Councils and parents/public; website, newsletters, local media</i>
Objective 5: Student behavior improvement	Office disciplinary referrals (monthly + full-year comparison)	<i>School-year post-reports to Councils and parents/public; website, newsletters, local media</i>
Objective 6: Parent perception of impact on parenting skills/ability to provide home academic support	Parent surveys and other qualitative measures as appropriate (focus groups, interviews, etc.)	<i>School-year post-reports to Councils and parents/public; website, newsletters, local media</i>

Quarterly DAIS* (Designing Appropriate Intervention Strategies) meetings are scheduled for students performing at the basic level in reading and math; monthly DAIS meetings are held to select strategies for “below basic students.” These meetings include the classroom teacher, ELL teacher, interventionist, literacy coach, special education teacher, and principal. Progress is closely monitored and results are used to make

instructional decisions. These results will also help day-school staff determine which students to invite to attend the proposed before- and after-school CLCs for academic remediation support.

9. BUDGET NARRATIVE

9.1 Justification for each line item including how each expenditure is necessary and reasonable.

Every effort has been made to select the most cost-effective yet high-quality services and resources for a project of this size, complexity, and scope. As required by the grant, the daily cost for provision of before- and after-school and summer school services falls well within the funding standard of less than \$10 per day per student, thanks to significant partnering and collaborative planning with current out-of-school service supporters. With 200 students targeted as regular attendees (more than 30 days) for 180 days (school year plus summer), the spending ratio for this period averages to \$8.33 per day per student.

PERSONNEL – 66.67% (\$200,000) - We justify spending roughly two-thirds of our total budget on personnel because teachers/staff are the main pillars of our program, so employing quality staff members is imperative to the success of our program. As we open two new elementary CLC sites and retrofit older cohort sites to a more sustainable and efficient staffing model district-wide, personnel funds will cover: ❶ a new Partnership Development and Sustainability Specialist at 1.0 FTE/200-day contract (100% FTE), ❷ two 0.5 FTE site facilitators, one at each site (200 half-days each), ❸ extended teacher contract stipends (\$30/hour with up to five hours of prep time at each site), and ❹ part-time Youth Development Workers (\$12.50/hour) who will assist with physical education, reading, enrichment, snack service, and general support activities (paid at a paraprofessional wage). If not enough teachers are available to lead enrichment modules, we hire Youth Development Workers to ensure we have the on-site capacity to provide quality service for the full number of students we anticipate serving. (As the certificate program is finalized, we aim to ensure these hires are formally certified via IWCC.) Personnel funding will support a student:staff ratio of no more than 15:1 to cover 194 days of before and after-school programming during the school year, evening and weekend family literacy activities (12 days/year), and four weeks of summer school activities in August. For the Specialist and Facilitators, benefits are calculated at 50%, prorated by FTE, and include fringes required by law (FICA) as well as the standard District benefit package including medical/dental family plan coverage & the Iowa Public Employees' Retirement System (IPERS). Estimated salary expenditures will be split evenly between sites. Site Facilitators will devote less than 8% of their time to administrative tasks, as required by the grant. Please turn to **Appendix C** for job descriptions for newly hired staff.

STAFF TRAVEL– 1% (\$3,000) – We will reserve 1% of grant funds to reimburse staff for reasonable travel expenses (mileage at the annual IRS-approved rate and lodging, meals, & per diem) incurred as a result of attending local, regional, and state 21st CCLC workshops, conferences, and other professional development activities as well as travel to off-site partner and advisory meetings.

MATERIALS – 10.67% (\$32,000) - Cost for materials will be 10.67% (\$32,000) of the total grant budget. Grant funds will be used to leverage additional contributions from local partners. Material costs include: academic and enrichment supplies, literacy materials and books, technology resources, additional gym and recreation equipment, family night refreshments and meals, admission for field trips, etc.

PROFESSIONAL DEVELOPMENT -- 5% (\$20,000) - Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support our educators. We have budgeted 5% at each site for professional development, STEM and family literacy, social and emotional learning, nutrition and health, state and national-level 21st CCLC and related conferences, the Harry Wong classroom discipline management approach, and more. Please see a matrix-in-progress for staff development activities in **Appendix D**.

STUDENT ACCESS – 7% (\$21,000) - It is important to the success of our program to ensure students have safe and adequate transportation to and from daily CLC programming as well as off-site enrichment

activities and field trips. Transportation will include funding for a daily late bus serving Carter Lake and Roosevelt attendance areas and at least four off-site field trips per month. As this will be a significant expense, we have devoted 7% of the budget to this item.

EVALUATION – 3% (\$9,000) - Dr. Sherry Huffman of the Green Hills AEA will conduct a comprehensive, rigorous evaluation of our program, including analysis of student achievement data (behavioral, attendance, homework completion, and academic progress in reading and math); survey creation, administration, and analysis; development of required state/Federal annual performance reports; and continuous quality improvement with site staff. We have budgeted \$9,000/year (below the 4% limit allowed) for Dr. Huffman’s services as our lead evaluator. She will also provide CLC staff with training on the new district-wide Smarter Balanced assessment system. Other evaluation resources will include the work of an existing 1.0 FTE Achievement Specialist, who will track and utilize student achievement data to ensure individualized student supports and day-school alignment (in addition to other related CLC continuous improvement duties).

ADMINISTRATIVE (includes indirect costs) – 5% (\$15,000) - Our program targets up to 699 students at both schools who do NOT attend existing after-school programming. At least 200 (29%) of these students are anticipated to attend 30 or more days during the school year and summer. This will require significant administrative oversight and logistical planning to ensure that all participants have a high-quality experience. Administrative expenses incurred by the district and both CLC program sites will include: CLC staff prep time and attendance-taking, office space & utilities, office supplies, phone, computer, District human resource management (background checks, payroll, interview set-up, etc.), scheduling of transportation, technology support, and other clerical and business services support.

9.2 How the program seeks to supplement, rather than supplant, current funding. - No funds awarded to the Council Bluffs Community School District will be used to supplant funding for existing programs and services. Funds will be used to open brand-new CLC sites at two high-poverty elementary schools, staffing each with a part-time Facilitator. Funds will also hire a new 1.0 FTE Partnership Development and Sustainability Specialist who will serve as the point person for all advisory-related communication, cultivation and nurturing of partnerships, development and roll-out of partner-based program concepts, and short- and long-term sustainability initiatives. This will allow new and existing Site Facilitators / Coordinators to more effectively focus all of their energy to their primary responsibilities of student recruitment, daily activity oversight, and delivery of high-quality academic & enrichment programming.

As detailed earlier, fee-based after-school programming is currently available at both elementary schools (Kids & Company and off-site at the Boys and Girls Club). However, structured academic support is *not* provided and nearly 700 students at both schools do not participate in either program. Opening two new CLC sites will allow us to **enroll hundreds more students who need additional help**, *supplementing* (not supplanting) existing activities in a research-based continuation of day-school academic approaches and processes. We will be able to offer hundreds of unserved, high-need students with a daily nutritionally-balanced meal, strong academic skills development using the same instructional approaches as the day school, engaging enrichment activities, monthly field trips, family engagement activities, and recreation.

The CLC will also leverage the expertise and resources of a host of community partners identified in the Partnerships section and attached MOUs. As detailed in this proposal, we will align programming to district curriculum and student needs through our existing district Achievement Specialist. The Iowa West Foundation currently funds a summer academic program for incoming third graders scoring below reading and math proficiency. Summer school runs from 9AM-3PM from early June through July, Mon-Thurs. New 21st CCLC grant funds will enhance and expand this existing summer program by adding wrap-around services for participating students for one additional hour before and three more hours after existing summer school hours as well as adding a full-day program on Fridays. 21st CCLC funds will also support a new “summer safety net” program for four weeks in August, when there is currently no programming.

Enrichment services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered in any way as “supplanting” funding.