

Subtotal - Evaluation	8,616.00				\$ 8,616.00	\$ -	\$ 8,616.00	
Other Admin Costs (max 8% per year):								
Other Admin Costs	\$ 14,070.00				\$ 14,070.00	\$ -	\$ 14,070.00	
Restricted**					\$ -	\$ -	\$ -	
Subtotal - Other Admin Costs	14,070.00				\$ 14,070.00	\$ -	\$ 14,070.00	
Totals	\$ 205,420.00	\$ 486,560	\$ 18,980.00	\$ 85,000.00	\$ 224,400.00	\$ 486,560.00	\$ 691,980.00	\$ 103,980.00

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

TRIBUTIONS*

Total YR1
Program Budget
\$ 620,570.00
\$ -
\$ 123,290.00
\$ -
\$ 2,000.00
\$ 745,860.00
\$ 12,940.00
\$ -
\$ -
\$ -
\$ 12,940.00
\$ 14,474.00
\$ -
\$ -
\$ 14,474.00
\$ 8,616.00
\$ -
\$ -

\$ 8,616.00
\$ 14,070.00
\$ -
\$ 14,070.00
\$ 795,960.00

Application Cover Page

21st Century Community Learning Centers

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

Mail Applications to:

Jodi Bruce

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

All questions should be directed to:

Vic Jaras at vic.jaras@iowa.gov
515-242-6354

Intent to Apply

Prospective applicants should notify the Department of their intent by the posted deadline to allow for arrangements for the proposal review using this link:

<https://www.surveymonkey.com/r/FY2121stCenturyLOI>

Grant Submission

Two (2) print copies (one of these copies must be the signed original) and one (1) electronic copy of the application in Word format with budget documents in Excel format must be **received** by the Iowa Department of Education by **the due date**. Failure to provide your application by the due date will disqualify your proposal. All proposals are date stamped when received at the Iowa Department of Education.

Due to 508 compliance which required accessibility to all readers, we can only accept your electronic application in Word format. Plan on sending in your materials early in case of delays in the mail, technical issues, etc. The electronic copy will be accepted on a CD, flash drive, or can be sent via e-mail to Vic Jaras at vic.jaras@iowa.gov. Note: Due to email size limitations and filtering we are not responsible if your email does not go through. An electronic copy on physical media is preferred. Flash drives or media will not be returned.

The application, instructions, and rubric will be available on the Iowa Department of Education website at: <https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers>

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Application Information

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

County: Pottawattamie		Amount Requested: \$224,400	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Vicki Murillo		Grant Contact/Project Director: Nikki Clausen	
Agency Name: Council Bluffs Community School District		Agency Name: Council Bluffs Community School District	
Address: 300 W. Broadway, Suite 1600		Address: 300 W. Broadway, Suite 1600	
City: Council Bluffs	Zip: 51503	City: Council Bluffs	Zip: 51503
Phone: 712-328-6446	FAX: 712-328-6548	Phone: 712-328-6446	FAX: 712-328-6548
Email: vmurillo@cbcsd.org		Email: nclausen@cbcsd.org	
DUNS Number: 0802174330000			
Data Collection and Evaluation Contact: Dr. Sherry Huffman		Fiscal Contact: Dean Wilson	
Address: 103 Central, Suite 301		Address: 300 W. Broadway, Suite 1600	
City: Glenwood	Zip: 51534	City: Council Bluffs	Zip: 51503
Phone: 712-3660503	FAX:	Phone: 712-328-6446	FAX: 712-328-6548
Email: shuffman@ghaea.org		Email: dwilson@cbcsd.org	

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL GRANTEES)

If location for the program is different from the school where children attend, list both below:

- School/Site/Building Name: Abraham Lincoln High School
- School/Site/Building Name: Thomas Jefferson High School
- School/Site/Building Name: Longfellow Elementary School

- **Do you plan to provide any of the following to meet the nutrition/food access needs of students?** (Check or highlight all that apply):

- ☐ Full meal (best practice)
- ☐ Backpack program (<https://www.foodbankiowa.org/backpack>)
- ☒ Snack (required by federal statute)

Do you plan to follow best practices?

- ☒ Yes, we will provide a free program to at-risk students in poverty as outlined in the application guidance and consistent with the absolute priority description in the application.
- ☐ No, we propose to charge parent fees. Note: According to Federal rules, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form. See Financial Guidance for details. Programs that charge fees must submit their enrollment forms on an annual basis to the SEA for an equity review.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (PAST GRANTEES ONLY):

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

Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?

Yes _____ No X _____

Did you meet your attendance goals for the past two years?

Yes _____ No X _____

Provide your last enrollment number(s): LFE- 191, ALHS- 567, TJHS- 640

Provide your last average daily attendance: LFE- 131, ALHS- 50; TJHS- 57

Did you meet your academic goals for the past two years?

Yes X _____ No _____

How many of your local evaluation goals did you meet over the past two years?

100% _____ 90- 55% X _____ Over 50% _____ Less than 50% _____ None _____

How much have office referrals been reduced over the past five years of your grant?

Over 75% X _____ Over 50% _____ Less than 50% _____ None _____

Have you provided children with the required snack?

Yes ☒ No ☐

Have you exceeded the snack requirement, by providing a full meal?

Yes ☐ No ☒

How many parent engagement meetings did you have in the past year? 12

How many field trips did you provide in the past year? 32

Are you charging program fees to families? ☐ Yes ☒ No

After 5 years, how many community partners for sustainability have been recruited?

More than 50 ☒ 25 ☐ Less than 25 ☐ Less than 10 ☐

Have you participated in required committee work in the last year? Attended:

☒ All Meetings ☐ Some Meetings (3-5) ☐ Rarely Participated (1-2) ☐ None

Have you attended required Professional Development in the last year? Attended:

☒ All Meetings ☐ Some Meetings (5-9) ☐ Rarely Participated (1-4) ☐ None

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

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
- ☐ Nonprofit Organization-

Number of years in operation _____

- ☐ For-Profit Organization

Number of years in operation _____

Enter Federal Employer ID Number:

_____ **OR**

Enter School District Code 1476

(If applicable) Enter Child Care License #:

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- ☒ Urban: 50,000 or more people
- ☐ Urban cluster (suburban): between 2,500 and 49,999 people
- ☐ Rural: 2,499 or fewer people

Request for Competitive Priority

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

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

Documentation (2 pieces required):

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

- ☐ Application proposes to serve **a county with more than 17% child poverty**. *Up to 5 additional points awarded.*

Documentation: _____

Examples of documentation: Look up your count at <https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685>

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

Documentation: _____

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

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.

Form A: Site Information

2021-22 Site Profile

School/Agency Name	Council Bluffs Community School District		Project Number			
Site Name	Educational Service Center					
Site Address:	300 W. Broadway, Suite 1600		City	Council Bluffs	County	Pottawattamie
Site Contact Name:	Nikki Claussen	Phone	712-396-2302 ext. 11110	Email	nclausen@cbcsd.org	

TARGET SCHOOLS

School Name (can apply for up to 3 sites)	School-wide Information			# Targeted Students			
	Grades Served by School	Total Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM
Abraham Lincoln High School	9-12	1372	58.6%	9-12	10	22	20
Thomas Jefferson High School	9-12	1307	72.76%	9-12	10	22	20
Longfellow Elementary School	PK-5	489	62.78%	K-5	15	50	20
TOTAL					35	94	60

BEFORE SCHOOL (BS) Site Operations

Start Date	September	End Date	June	Total Number of Service Days	160
Non-service days					
	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time	7:30	7:30	7:30	7:30	7:30
End Time	8:55	8:55	8:55	8:55	8:55
Hours	1.42	1.42	1.42	1.42	1.42
					Total hours of Before School services per typical week.
					7.1

AFTER SCHOOL (AS) Site Operations

Start Date	September	End Date	June	Total Number of Service Days	160
------------	-----------	----------	------	------------------------------	-----

Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.	
Start Time	1:05	3:45	3:45	3:45	3:45		
End Time	6:00	5:15	5:15	5:15	5:15		
Hours	4.92	2.25	2.25	2.25	2.25	13.92	
Early Release Dates	Mondays			Total Service Days	160	Hours/Day	3.67/day

SUMMER (SUM) Site Operations

Start Date	June 7	End Date	July 30	Total Number of Service Days		40	
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	8:30	8:30	8:30	8:30	8:30		
End Time	3:30	3:30	3:30	3:30	3:30		
Hours	7	7	7	7	7		35

ADULT FAMILY MEMBER Services

Describe Frequency, Duration, and Dosage:	Quarterly (minimum)- family engagement events will include literacy workshops with the Public Library, sessions offered by Iowa Western CC about adult education resources, Open Houses and Back to School Nights, and student showcases. Snacks/meals will be provided.						
Total Number of Sessions	4-6		Total Number of Adult Family Members Served			100	

Form B: Assurances & Agreements Required of All Applicants

Part A: Nondiscrimination

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

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR).

<https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years from the date of submission of the final expenditure report. 4) Follow the financial rules for this program as outlines in IDOE guidance provided.

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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


Part M: Private and Public School Consultation

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


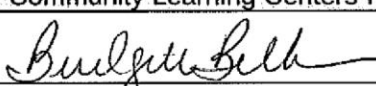
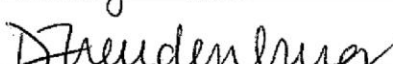
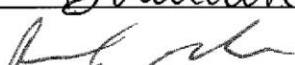
Part N: Grant Termination (Additional conditions in Appendix C)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Council Bluffs Community School District Nikki Clausen
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	

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

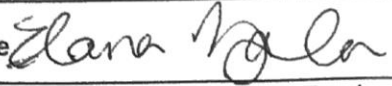

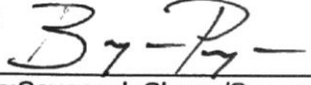

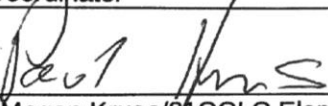
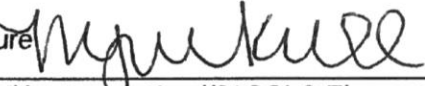

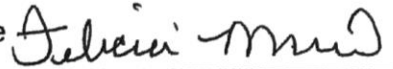
Signature of Local Education Agency Superintendent	Local Education Agency Name
	Council Bluffs Community School District Dr. Vickie Murillo
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Abraham Lincoln High School
	Thomas Jefferson High School
	Longfellow Elementary School
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)	

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

FORM C: COLLABORATIVE SIGNATURES

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

Name/Signature	Agency Affiliation	
Name/Title: Kelly Keller/Health Aide/Site Facilitator <i>Kelly Keller</i>	Agency: Longfellow Elementary	
Signature <i>Kelly Keller</i>	Address: 2011 S. 10th Street	
	City/Zip: Council Bluffs, 51501	Phone: 712-328-6522
Name/Title: Donnette Kremke-Bastian/Guidance Counselor	Agency: Longfellow Elementary	
Signature <i>Donnette Kremke-Bastian</i>	Address: 2011 S. 10th Street	
	City/Zip: Council Bluffs, 51501	Phone: 712-328-6522
Name/Title: Payton Hamann/Longfellow Student	Agency: Longfellow Elementary	
Signature <i>Payton Hamann</i>	Address: 2011 S. 10th Street	
	City/Zip: Council Bluffs, 51501	Phone: 712-328-6522
Name/Title: Lisa Stewart/Director of Nutrition/Warehouse	Agency: Council Bluffs Community School District	
Signature <i>Lisa Stewart</i>	Address: 801 S. 16th Street	
	City/Zip: Council Bluffs, 51501	Phone: 712-328-6406
Name/Title: Timoty Hamilton/Chief of Student & Family Services	Agency: Council Bluffs Community School District	
Signature <i>Timoty Hamilton</i>	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs, 51503	Phone: 712-328-6446
Name/Title: Hailey Hiers/Library Clerk	Agency: Longfellow Elementary	
Signature <i>Hailey Hiers</i>	Address: 2011 S. 10th Street	
	City/Zip: Council Bluffs, 51501	Phone: 712-328-6522
Name/Title: Heidi Klement/Student Resource Navigator	Agency: Council Bluffs School District	
Signature <i>Heidi Klement</i>	Address: 300 W. Broadway, Suite 1600	
	City/Zip: Council Bluffs, 51503	Phone: 712-328-6522
Name/Title: Lisa Deal/TJHS Site Facilitator	Agency: Thomas Jefferson High School	
Signature <i>Lisa Deal</i>	Address:	
	City/Zip: Council Bluffs, 51501	Phone: 712-328-6493

Name/Signature		Agency Affiliation	
Name/Title: Elana Zalar/21st CCLC Assistant Director		Agency: Council Bluffs School District	
Signature 		Address: 300 W. Broadway, Suite 1600	
		City/Zip: Council Bluffs, 51503	Phone: 712-328-6446
Name/Title: Ryan Higgins/Parent & Teacher		Agency: Abraham Lincoln High School	
Signature 		Address: 1205 Bonham Ave.	
		City/Zip: Council Bluffs, 51503	Phone: 712-328-6481
Name/Title: Bryan Pregon/Parent & Teacher		Agency: Abraham Lincoln High School	
Signature 		Address: 1205 Bonham Ave.	
		City/Zip: Council Bluffs, 51503	Phone: 712-328-6481
Name/Title: Savannah Sherry/Secondary Coordinator (Wilson, TJHS & ALHS)		Agency: Council Bluffs School District	
Signature 		Address: 300 W. Broadway, Suite 1600	
		City/Zip: Council Bluffs, 51501	Phone: 712-328-6446
Name/Title: Paul Hans/Career & Technical Education Coordinator		Agency: Council Bluffs School District/Iowa Western	
Signature 		Address: 300 W. Broadway, Suite 1600	
		City/Zip: Council Bluffs, 51503	Phone: 712-328-6446
Name/Title: Megan Kruse/21CCLC Elementary Program Coordinator		Agency: Council Bluffs School District	
Signature 		Address: 300 W. Broadway, Site 1600	
		City/Zip: Council Bluffs, 51503	Phone: 712-328-6446
Name/Title: Aspen Kouri/21CCLC Elementary Coordinator		Agency: Council Bluffs School District	
Signature 		Address: 300 W. Broadway, Suite 1600	
		City/Zip: Council Bluffs, 51503	Phone: 712-328-6446
Name/Title: Felicia Moreno/CBCSD Bilingual Liaison		Agency: Council Bluffs School District	
Signature 		Address: 300 W. Broadway, Suite 1600	
		City/Zip: Council Bluffs, 51503	Phone: 712-328-6446

Form D1: 21CCLC Application Funding Request Summary

21CCLC TOTAL FUNDING REQUEST			
(Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>3</u>	<u>189</u>	<u>\$224,400</u>	<u>\$ 673,200</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site(s) (2021-22)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Abraham Lincoln High School	\$ 51,200	\$ 51,200	\$ 51,200	\$ 153,600	32
Thomas Jefferson High School	\$ 51,200	\$ 51,200	\$ 51,200	\$ 153,600	32

Longfellow Elementary	\$ 104,000	\$ 104,000	\$ 104,000	\$ 312,000	65
Name of Program Site(s) (Summer School)					
Abraham Lincoln High School	\$ 6,000	\$ 6,000	\$6,000	\$18,000	20
Thomas Jefferson High School	\$ 6,000	\$ 6,000	\$6,000	\$18,000	20
Longfellow Elementary	\$ 6,000	\$ 6,000	\$ 6,000	\$18,000	20

AGENCY AND SITE NAME:		Abraham Lincoln High School		FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET									
SITE ADDRESS:		1205 Bonham		IOWA DEPARTMENT OF EDUCATION									
		Council Bluffs, IA 51503		BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)									
Total YR1 21CCLC Award:		\$ 57,200.00											
				COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED									
# Students Served (unduplicated headcount):		52										Qtr 1 due by November 30th	Qtr 3 due by April 30th
												Qtr 2 due by January 31st	Qtr 4 due by July 15th
A	B	C		F		G		H		I			
		Total YR1		Quarter 1		Quarter 2		Quarter 3		Quarter 4		THIS COLUMN	
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30		RESERVED FOR IDOE FINANCE	
Authorized Activity Category		Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy		
1	Program:												
	Personnel	\$ 34,320.00	\$ 715.00	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75		
	Contracted Services			-	-	-	-	-	-	-	-		
	Materials & Supplies	9,000.00	840.00	2,250.00	210.00	2,250.00	210.00	2,250.00	210.00	2,250.00	210.00		
	After School Snacks & Meals			-	-	-	-	-	-	-	-		
	Other	600.00	100.00	150.00	25.00	150.00	25.00	150.00	25.00	150.00	25.00		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
2	Professional Development (must be equal or greater than 5% of budget):												
	Personnel	\$ 2,860.00	\$ 860.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00		
	Contracted Services		-	-	-	-	-	-	-	-	-		
	Materials & Supplies		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
3	Student Access (up to 8% of budget):												
	Transportation	\$ 2,762.00	\$ 400.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00		
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
4	Evaluation (up to 4%):												
	Contracted Services	\$ 2,108.00		\$ 527.00		\$ 527.00		\$ 527.00		\$ 527.00			
	Materials & Supplies			-		-		-		-			
	Other			-		-		-		-			
5	Other Admin Costs (Up to 8%):												
	Other Admin Costs	\$ 2,635.00		\$ 658.75		\$ 658.75		\$ 658.75		\$ 658.75			
	Reserved for IDOE finance			-		-		-		-			
	Indirect Costs, Restricted*			-		-		-		-			
6	Total Expenditures	\$ 57,200.00		\$ 14,300.00		\$ 14,300.00		\$ 14,300.00		\$ 14,300.00			
*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving													

AGENCY AND SITE NAME:		Thomas Jefferson High School		FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET									
SITE ADDRESS:		2501 W. Broadway		IOWA DEPARTMENT OF EDUCATION									
		Council Bluffs, IA 51501		BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)									
Total YR1 21CCLC Award:		\$ 57,200.00											
# Students Served (unduplicated headcount):			52							Qtr 1 due by November 30th	Qtr 3 due by April 30th		
										Qtr 2 due by January 31st	Qtr 4 due by July 15th		
A	B	C		F		G		H		I		J	
		Total YR1		Quarter 1		Quarter 2		Quarter 3		Quarter 4		THIS COLUMN	
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30		RESERVED FOR IDOE FINANCE	
Authorized Activity Category		Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy		
1 Program:													
	Personnel	\$ 34,320.00	\$ 715.00	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75		
	Contracted Services			-	-	-	-	-	-	-	-		
	Materials & Supplies	9,000.00	840.00	2,250.00	210.00	2,250.00	210.00	2,250.00	210.00	2,250.00	210.00		
	After School Snacks & Meals			-	-	-	-	-	-	-	-		
	Other	600.00	100.00	150.00	25.00	150.00	25.00	150.00	25.00	150.00	25.00		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
2 Professional Development (must be equal or greater than 5% of budget):													
	Personnel	\$ 2,860.00	\$ 860.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00		
	Contracted Services		-	-	-	-	-	-	-	-	-		
	Materials & Supplies		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
3 Student Access (up to 8% of budget):													
	Transportation	\$ 2,762.00	\$ 400.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00		
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
4 Evaluation (up to 4%):													
	Contracted Services	\$ 2,108.00		\$ 527.00		\$ 527.00		\$ 527.00		\$ 527.00			
	Materials & Supplies			-		-		-		-			
	Other			-		-		-		-			
5 Other Admin Costs (Up to 8%):													
	Other Admin Costs	\$ 2,635.00		\$ 658.75		\$ 658.75		\$ 658.75		\$ 658.75			
	Reserved for IDOE finance			-		-		-		-			
	Indirect Costs, Restricted*			-		-		-		-			
6 Total Expenditures		\$ 57,200.00		\$ 14,300.00		\$ 14,300.00		\$ 14,300.00		\$ 14,300.00			
*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving													

AGENCY AND SITE NAME:		Longfellow Elementary		FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET									
SITE ADDRESS:		2011 So. 10th St.		IOWA DEPARTMENT OF EDUCATION									
		Council Bluffs, IA 51501		BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)									
Total YR1 21CCLC Award:		\$ 110,000.00											
# Students Served (unduplicated headcount):			85							Qtr 1 due by November 30th	Qtr 3 due by April 30th		
										Qtr 2 due by January 31st	Qtr 4 due by July 15th		
A	B	C		F		G		H		I		J	
		Total YR1		Quarter 1		Quarter 2		Quarter 3		Quarter 4			
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30		THIS COLUMN	
	Authorized Activity Category	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	RESERVED FOR IDOE FINANCE	
1	Program:												
	Personnel	\$ 61,500.00	\$ 10,000.00	\$ 15,375.00	\$ 2,500.00	\$ 15,375.00	\$ 2,500.00	\$ 15,375.00	\$ 2,500.00	\$ 15,375.00	\$ 2,500.00		
	Contracted Services			-	-	-	-	-	-	-	-		
	Materials & Supplies	10,150.00	900.00	2,537.50	225.00	2,537.50	225.00	2,537.50	225.00	2,537.50	225.00		
	After School Snacks & Meals			-	-	-	-	-	-	-	-		
	Other	500.00	100.00	125.00	25.00	125.00	25.00	125.00	25.00	125.00	25.00		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
2	Professional Development (must be equal or greater than 5% of budget):												
	Personnel	\$ 4,500.00	\$ 1,000.00	\$ 1,125.00	\$ 250.00	\$ 1,125.00	\$ 250.00	\$ 1,125.00	\$ 250.00	\$ 1,125.00	\$ 250.00		
	Contracted Services		-	-	-	-	-	-	-	-	-		
	Materials & Supplies		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
3	Student Access (up to 8% of budget):												
	Transportation	\$ 7,000.00	\$ 1,150.00	\$ 1,750.00	\$ 287.50	\$ 1,750.00	\$ 287.50	\$ 1,750.00	\$ 287.50	\$ 1,750.00	\$ 287.50		
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
4	Evaluation (up to 4%):												
	Contracted Services	\$ 4,400.00		\$ 1,100.00		\$ 1,100.00		\$ 1,100.00		\$ 1,100.00			
	Materials & Supplies			-		-		-		-			
	Other			-		-		-		-			
5	Other Admin Costs (Up to 8%):												
	Other Admin Costs	\$ 8,800.00		\$ 2,200.00		\$ 2,200.00		\$ 2,200.00		\$ 2,200.00			
	Reserved for IDOE finance			-		-		-		-			
	Indirect Costs, Restricted*			-		-		-		-			
6	Total Expenditures	\$ 110,000.00		\$ 27,500.00		\$ 27,500.00		\$ 27,500.00		\$ 27,500.00			
*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving													

AGENCY:	Council Bluffs Community School District				FORM D3: CUMULATIVE PROGRAM BUDGET				
AGENCY ADDRESS:	00 W. Broadway Council Bluffs, IA 51503				IOWA DEPARTMENT OF EDUCATION				
NUMBER OF SITES:	3				TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*				
Total 21CCLC Request YR 1:	\$ 224,400.00				***ONLY SUBMIT YR 1 WITH GRANT APPLICATION***				
This form should be completed once with all sites included.									
# Students Served YR1:				189					
Budget Category	Year 1 2021-2022				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
Program:									
Personnel	\$ 130,140.00	\$ 404,000.00	\$ 11,430.00	\$ 75,000.00	\$ 141,570.00	\$ 479,000.00	\$ 534,140.00	\$ 86,430.00	\$ 620,570.00
Contracted Services					\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies	28,150.00	82,560.00	2,580.00	10,000.00	\$ 30,730.00	\$ 92,560.00	\$ 110,710.00	\$ 12,580.00	\$ 123,290.00
After School Snacks & Meals					\$ -	\$ -	\$ -	\$ -	\$ -
Other	1,700.00		300.00		\$ 2,000.00	\$ -	\$ 1,700.00	\$ 300.00	\$ 2,000.00
Subtotal - Program	159,990.00	486,560.00	14,310.00	85,000.00	\$ 174,300.00	\$ 571,560.00	\$ 646,550.00	\$ 99,310.00	\$ 745,860.00
Professional Development (min. 5%):									
Personnel	\$ 10,220.00		\$ 2,720.00		\$ 12,940.00	\$ -	\$ 10,220.00	\$ 2,720.00	\$ 12,940.00
Contracted Services					\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal - Professional Development	10,220.00	-	2,720.00	-	\$ 12,940.00	\$ -	\$ 10,220.00	\$ 2,720.00	\$ 12,940.00
Student Access (max. 8% per year):									
Transportation	\$ 12,524.00		\$ 1,950.00		\$ 14,474.00	\$ -	\$ 12,524.00	\$ 1,950.00	\$ 14,474.00
Facility safety and accessibility					\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal - Student Access	12,524.00		1,950.00	-	\$ 14,474.00	\$ -	\$ 12,524.00	\$ 1,950.00	\$ 14,474.00
Evaluation (max. 4% per year):									
Contracted Services	\$ 8,616.00				\$ 8,616.00	\$ -	\$ 8,616.00		\$ 8,616.00
Materials & Supplies					\$ -	\$ -	\$ -		\$ -
Other					\$ -	\$ -	\$ -		\$ -
Subtotal - Evaluation	8,616.00				\$ 8,616.00	\$ -	\$ 8,616.00		\$ 8,616.00

Other Admin Costs (max 8% per year):									
Other Admin Costs	\$ 14,070.00				\$ 14,070.00	\$ -	\$ 14,070.00		\$ 14,070.00
Restricted**					\$ -	\$ -	\$ -		\$ -
Subtotal - Other Admin Costs	14,070.00				\$ 14,070.00	\$ -	\$ 14,070.00		\$ 14,070.00
Totals	\$ 205,420.00	\$ 486,560	\$ 18,980.00	\$ 85,000.00	\$ 224,400.00	\$ 486,560.00	\$ 691,980.00	\$ 103,980.00	\$ 795,960.00

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

Form D4: Applicant Agency's Fiscal Resource Information

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

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

District general operating funds.

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

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: The academic and enrichment activities are targeted to subgroups who are most likely to experience gaps in achievement and lack equitable access to resources to mitigate such gaps. In addition, partnerships with the special education department teachers to

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

Describe the negative impact expected from this project _____

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact. _____

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

Name: Mike Clausen

Title: 21st CCLC Program Director

Form F: Private School Consultation Meeting Log

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

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


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

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

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

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

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

	Private School Consultation Meeting Log
	Date October 26, 2020
	Time 9:49 a.m.
	Location Email consultation

Meeting called by: Nikki Clausen

Type of meeting: Email conversation

Attendees: Email between Nikki Claussen – 21st CCLC Director and Mr. Pat Ryan, Director of Curriculum and Principal, Saint Albert Catholic School

----- Agenda Topics -----		
<p><u>Discussion:</u> Ms. Clausen emailed Mr. Ryan with an introduction. Ms. Clausen stated in writing that due to Saint Albert Catholic School's location within the attendance zone of Abraham Lincoln High School it was her intent to inform him that the Council Bluffs School District 21CCLC Department is preparing an application to the Department of Education. She asked whether he would like to meet to discuss the program in order for him to determine if Saint Albert's wanted to participate in the program.</p>		
<p><u>Conclusions:</u> Mr. Ryan stated that Saint Albert's chooses to decline to participate in the Abraham Lincoln 21st CCLC program. He indicated as such with an email reply at 11:05 a.m. on October 26, 2020.</p>		
<p>Outcome: Services were declined</p>		
<u>Action Items:</u> N/A <hr/>	<u>Person responsible:</u> N/A <hr/>	<u>Deadline:</u> N/A <hr/>

Outcome of Consultation
Participation

The private school will participate.

The private school will not participate.

Pat Ryan
10/27/20

Nikki Clausen
10-27-20

Form G: Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

Please fill in the table with the information provided by the MOUs. (See Appendix G in the Instruction Packet for a sample MOU document and note that MOUs are required to complete your application)

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Council Bluffs Community School District	Executive Cabinet Leadership team, Teacher and learning department, HR dept, Communications staff, Facilities & Technology Dept., Student & Family Services Dept., & Special Education Dept.	X	\$2.8 million for 3 years	3 (AL/TJ/LFE)
Council Bluffs Schools Foundation	Provide staff, as needed to assist in attendance tracking, snack distribution, physical activity & club enrichment activities benefitting all students enrolled.	X	\$35,000 per year	3 (AL/TJ/LFE)
TS Bank	Provide a leader to facilitate financial literacy activities.	X	\$150/per session Once a week	1 (LFE)
Iowa Western Community College	Provide staff to share information about events. Provide brochures, handouts & program materials at events. The Adult Education program at IWCC will co-plan and attend evening meetings at school sites to educate parents on offerings.	X	\$1200 per school year	2 (AL/TJ)
Council Bluffs Chamber of Commerce	Provide expanded access for high school students in the CB Youth Leadership	X	\$400 per session 8 sessions per year	2 (AL/TJ)

	Program. Provide educational opportunities learning about local history & career pathways. Coordinate opportunities for students to meet & learn from local businesses each month. Facilitate team building & leadership development.			
VEX Robotics, Christy Arthur	Provide a coach to facilitate robotics activities and competitions.	X	\$20/hr Once a week	1 (LFE)
Council Bluffs Police Department	Facilitate a 4 week program educating students on opportunities in Law Enforcement. Coordinate and provide tours of local facilities & guest speakers in various career paths.	X	\$600/per month	2 (AL / TJ)
Fitucate	Provide a fitness and nutrition coach to facilitate activities.	X	\$80/session 3 sessions per week	1 (LFE)
KANEKO	Create an outline of curriculum for either online or in person Creative Careers programming & also provide qualified staff and speakers from various fields to facilitate activities.	X	\$3600/yearly 8 sessions	2 (AL / TJ)
Omaha Henry Doorly Zoo	Provide a zoo instructor to facilitate programs.	X	\$100/session Once a week	1 (LFE)
Gifford Farm	Provide a qualified staff to facilitate activities related to agriculture, animals, etc.	X	\$175/session Once a week	1 (LFE)

Fontenelle Forest	Provide an instructor to facilitate programs.	X	\$150/session Once a week	1 (LFE)
Council Bluffs Public Library	Provide a room at the library for the literacy club to meet and review goals. Provide a facilitator for the library activities. Provide suggested follow-up activities to be completed with staff as students read their selected books. Provide lesson plans for the events.	X	\$7,888/Yearly Once a month	3 (AL/TJ/LFE)
TOTAL:				

Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. **A lack of evidence of sustainability will be considered supplanting and will not be funded.**

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

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

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

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

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

Partially - there was a gap at Longfellow Elementary, a site in Cohort 10 that was not 21st CCLC funded during the 2020-21 school year.

If there was a gap in funding did you maintain your program for the children-

____ At the same level _____ At a reduced level X The program ended

*The Program at Longfellow has ended.

*Programs at AL and TJ are in year 5, therefore we are reapplying.

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

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Council Bluffs Public Library	2014	Financial	0	\$0
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No funding is provided to the partner.		
		In-Kind	1	\$ 600 per semester (\$1200/year)
		Please describe the contribution being made in detail: The supplies and staff are provided completely by the partner, and listed in detail below.		
		Equipment and/or Supplies	1	\$ 200
		Please describe contribution in detail: For the elementary program supplies, it is estimated at \$200 per year. Most of the items used are the library books and craft supplies which relate to the story.		
		Facilities	1	\$3,500
		Please provide description of facilities contributed: Students are transported to the CBPL for programs, since they have all supplies and space available. It is a great way to get students into the public library to learn about it and become familiar with it. Partner is also a location for informational family events. Estimated in-kind amount for space is \$3,200 for clubs and \$300 for a family event.		
		Staff	1	\$2,988 per year
		Please describe what staff will be doing: For the elementary program, staff will lead students through different books and engage them in an activity relative to the reading. Goal is to create a culture of readers and expose students and families to the library.		
		Volunteers	0	\$0
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The partner pays for the background checks.		
		Total Value of Partnership		\$7,888.00

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Council Bluffs Schools Foundation	2015	Financial	0	\$0
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No funding is provided to the partner.		
		In-Kind	1	\$35,000 per year
		Please describe the contribution being made in detail: Staff are provided completely by the partner and listed in detail below.		
		Equipment and/or Supplies	0	\$0
		Please describe contribution in detail: N/A		
		Facilities	0	\$0
		Please provide description of facilities contributed: N/A		
		Staff	1	\$35,000 per year
		Please describe what staff will be doing: Partner staff are leading club programs for elementary schools on a daily basis and helping to distribute snacks before the program starts. Partner staff are also responsible for planning their club programs.		
		Volunteers	0	\$0
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The partner pays for the background checks		
		Total Value of Partnership		\$35,000
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
KANEKO	2016	Financial	0	\$0
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No funding is provided to the partner.		
		In-Kind	2	\$3,600
		Please describe the contribution being made in detail: The supplies, facilities and staff are provided completely by the partner, and listed in detail below.		
		Equipment and/or Supplies	1	\$1,000
		Please describe contribution in detail: Partner hosts the career academy for various arts-focused professions to our middle school students. Different hands-on activities which correlate with these art professionals are provided at no cost to the program.		
		Facilities	1	\$1,600
		Please provide a description of facilities contributed: Students are transported to the partner for programs, since they have all supplies and space available. An estimated \$1600 per year. There is no charge to the program for using their spaces.		
		Staff	1	\$1,000
		Please describe what staff will be doing: Partner staff are highly qualified in the field of fine arts and provide engaging presentations and hands-on activities for students in the art academy on a weekly basis.		
		Volunteers	0	\$0
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The partner pays for the background checks		
		Total Value of Partnership		\$3,600
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Iowa Western Community College	2018	Financial		\$
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: No funding is provided to the partner.		

		In-Kind	1	\$1,200
		Please describe the contribution being made in detail: Provide brochures, handouts and program materials at events. Adult Education Program at IWCC will co-plan and attend evening meetings at school sites to educate parents on these offerings: Education 2 Employment, English as a Second Language courses, Basic Skills/Literacy/HiSET preparation and testing, and a volunteer program.		
		Equipment and/or Supplies	0	\$0
		Please describe contribution in detail: Equipment used for programs is provided by the partner and is not paid for by the program.		
		Facilities	0	\$0
		Please provide a description of facilities contributed: N/A; Facilities are only used if program attends a field trip at the partner location.		
		Staff	0	\$0
		Please describe what staff will be doing: Staff will share information about opportunities at the events.		
		Volunteers	0	\$0
		Please describe what volunteers will be doing: N/A		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The partner pays for the background checks		
		Total Value of Partnership		\$1200

FORM H

Not Applicable

Proposal Abstract

Table 1: Enrollment, Free/Reduced Price Lunch (F/RL) Eligibility & Scope of Service				
Proposed School	2019-20 enrollment	2019-20 F/RL Eligibility %	Total Students Served	Regular Attendees
Longfellow Elementary (LFE)	489	62.78%	130	85
Abraham Lincoln High School (ALHS)	1372	58.6%	400	130
Thomas Jefferson High School (TJHS)	1307	72.76%	400	130

Competitive Priority Status: Council Bluffs Community School District CBCSD proposes to serve students from three schools (Table 1) in Pottawattamie County. LFE is designated as school-wide Title 1-eligible. ALHS is designated as “targeted status” on Iowa School Performance. This proposal is jointly submitted as a collaboration between local educational agencies receiving Title I funds and a community-based organization or other public or private entity that contributes to the program.

Student Needs Assessment: The CBCSD 21st CCLC project proposes to serve students at the three schools noted in Table 1. These sites (or schools) include one new, but prior, site (Longfellow Elementary School), and two existing sites (Abraham Lincoln and Thomas Jefferson High Schools). All three are also Community Eligibility Provision (CEP) schools, which is a federal non-pricing meal service program that allows the highest poverty schools to serve breakfast and lunch at no cost to the students without collecting household applications. With just a few exceptions, students at these schools; and specifically within the subgroups of those with IEP, those who are categorized as English language learners, and those eligible for free/reduced lunch are underperforming when compared with overall student body, and the district overall.

Project: This project aims to successfully operate before and after school programs, as well as summer programs, at these three sites while also focusing on providing effective quality programs for parents and family members. At the elementary level, CBCSD anticipates targeting 85 students as regular attendees (students who attend 30 or more days of programming) and nearly 130 students as participants (students who attend 1 to 29 days of programming). At each of the high school sites, CBCSD plans to target 52 regular attendees and 400 total participants. During the school year, CBCSD aims to serve at least 189 regular attendees in before and after school programs and at weekend field trips or family engagement events during the school year.

Research Base: The proposed project is based upon evidence-oriented methodologies in reading and math interventions, student learning, cognitive behavior theory, assessment, and out-of-school program framework. These three areas of the “whole child” will be supported and fostered through reading and mathematics interventions and strategies aligned with the school-day curriculum (cognitive), physical activity before and after the school day (physical), and utilizing the Panorama program, which provides assessments of students’ social-emotional learning while also implementing Zones of Regulation at the elementary school.

Management & Sustainability Plan: Staffing strategies for this project are based upon successful practices employed at other CBCSD 21st CCLC sites and include a student-to-staff ratio of 15:1. Main program staff directly involved are as follows: (1) site facilitator (one at each site, part-time) to facilitate program implementation; (2) elementary program coordinator (existing, full-time) to organize program offerings, supplies, snacks, transportation, field trips, family events, etc. for LFE; (3) secondary program coordinator (existing, full-time) to organize program offerings, supplies, snacks, transportation, field trips, family events, etc. for AL/TJ; (4) program director and assistant director (existing, full-time and not grant funded) to oversee evaluation analysis, recruit and retain partnerships, etc.

Communication Plan: Staff will use various outreach strategies to share program information and evaluation details with all audiences within the community and, specifically, the school district. All forms of communication to students and families, such as paper materials, email context, and phone call recordings, will be provided in Spanish and English. Using the School Messenger broadcast system for email and phone calls is beneficial and efficient, as it identifies households that have been designated by the parent/guardian as preferring communication in Spanish. All sites will have their own Facebook Page and an area designated on each school website for information about 21st CCLC programs with a live Google Calendar displaying which days, times, and program activities are currently at each site. There is also a 21st CCLC program website on which program information and evaluation results will be posted. **The link is (<https://www.cb-schools.org/Page/95>).**

Partnerships: A variety of supportive community organizations provide services and opportunities to CBCSD youth involved in 21st CCLC programs. The network of partnerships reaches deep throughout the community to address and alleviate the needs of students and families across the district. Nearly 100 community partnerships of all levels have been developed in the nine current CBCSD 21st CCLC programs over the past five years. CBCSD's vision is to grow this network even further with in-depth involvement with partners like Iowa Western Community College, Council Bluffs Chamber of Commerce, and purposefully guided advisory groups to steer outreach among partners.

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

Budget: The total project annual request is \$224,400 to serve 930 students, regularly serving 189 students (elementary and secondary) at three 21st CCLC sites. This includes 129 students for 160 days during the school year (before and after school), and 60 students for 30 days in the summer. The annual requested amount will be distributed to each site according to the number of students served and meets allocation percent requirements.

Student Needs Assessment

2.1 Evidence Utilizing Objective Data Defining Student Needs

The Council Bluffs Community School District (CBCSD) is the eighth largest school district in Iowa. Among the district's 15 schools, nine have active 21st Century Community Learning Center (CCLC) grants. CBCSD 21st CCLC grant-funded programs reached 2,086 students (24% of district enrollment) during the 2019-20 summer and school year, with 698 students attending 30 or more days. This project will provide 21st CCLC programming at three school locations in Pottawattamie County to 930 students at risk for poor academic and social outcomes.

Abraham Lincoln (AL) and Thomas Jefferson (TJ) High Schools are in their fifth year of 21st CCLC programming (Cohort 11). Longfellow Elementary (LFE) was a participant of Cohort 10. LFE was excluded in the 2019 proposal due to what turned out to be a misperception that the location had fallen below an eligibility threshold. The proposed project will enhance and expand (and not supplant) offerings at these sites in response to the holistic needs of students and families. The need for 21st CCLC programming is based upon census data, national research, Iowa Assessments data, the Iowa Youth Survey, district and building level data (attendance, behavior, suspension), previous 21st CCLC evaluations, surveys from the school community including participants and nonparticipants (parents and students), and stakeholder input.

Needs of Working Families: High-quality and dependable out-of-school time programming is important for the increasing percentage of individuals who must work multiple jobs or shifts to support their families. In addition, consistent and reliable transportation may not be available. Without CBCSD's free 21st CCLC programs, parents' only childcare option is a fee-based program called Kids & Company. While Kids & Company meets an immediate need, the \$36/week for before care and \$36/week for aftercare are financial burdens for families. The potential rate of \$72/week per child can mean an annual cost of nearly \$2,750 for just one child. Nearly one in five (19.6%) of Pottawattamie youth ages 0-17 live in poverty (compared to 11.1% of the overall population). This is an increase from the childhood poverty rates provided in CBCSD's previous proposal (14%). CBCSD serves 8,702 K-12 youth, and the district-wide eligibility for free or reduced lunch is 66.3%, an increase from 50.8% five-years ago. The sites included in this proposal have eligibility rates of 62.78% (LFE), 72.76% (TJ), and 58.6% (AJ). The two high schools have the largest enrollments in the district. Poverty rates are highest among Latinx communities, one of the fastest growing subgroups nationally and in Iowa. The number of enrolled English language learners (ELLs) has greatly increased over the past decade.

Achievement Needs/Gap: Children from low-income households are disproportionately less likely to read proficiently by fourth grade. This is linked to low graduation rates, educational attainment, and health outcomes.^{1,2} Households living below the federal poverty level – or even paycheck to paycheck – may lack the time and resources (such as books in their home) to support literacy. The 2018-19 state assessments found 50% percent of CBCSD 3rd graders attained proficiency in reading (compared to 65% for the State) and 62% attained proficiency in math (compared to 71% for the state). Iowa did not administer the statewide accountability measure in spring 2020; therefore, the Fall/Winter 2019-20 NWEA Measures of Academic Progress (MAP) is used. Tables 1 and 2 display the achievement gaps among subgroups within

¹ Hernandez, D. J. (2012). *Double Jeopardy- How Third-Grade Reading Skills and Poverty Influence High School Graduation* Report. The Annie E. Casey Foundation.

² Dewalt, D. A., Berkman, N. D., Sheridan, S., Lohr, K. N., & Pignone, M. P. (2004). Literacy and health outcomes: a systematic review of the literature. *Journal of general internal medicine*, 19(12), 1228–1239. <https://doi.org/10.1111/j.1525-1497.2004.40153.x>

the CBCSD for students who receive free/reduced lunch (F/RL), have an individualized education plan (IEP), and/or are ELLs compared with all students. With just a few exceptions, students at these targeted schools; and specifically within the subgroups of those with IEP, those who are categorized as English language learners, and those eligible for free/reduced lunch are further underperforming when compared with the overall student body, and the district overall.

Table 1: Percentage of students proficient in reading (NWEA MAP Fall/Winter 2019-20)							
	3 rd	4 th	5 th		9 th	10 th	11 th
LFE (All)	43.32%	46.67%	57.61%	ALHS (All)	65.12%	68.09%	69.13%
-LFE IEP	7.14%	18.75%	44.44%	-AL IEP	22.22%	19.44%	33.33%
-LFE ELL	14.29%	0%	12.50%	-AL ELL	18.18%	26.67%	17.65%
-LFE F/RL	61.11%	36.36%	61.11%	-AL F/RL	57.72%	62.96%	67.83%
				TJHS (All)	60.19%	59.59%	55.91%
				-TJ IEP	18.18%	20.75%	14.55%
				-TJ ELL	15.79%	5.56%	15.00%
				-TJ F/RL	53.81%	58.71%	58.54%
District All	56.07%	62.56%	64.86%		68.74%	71.30%	65.85%
District IEP	21.43%	29.17%	32.50%		28.57%	25.45%	19.18%
District ELL	9.52%	23.08%	3.70%		16.67%	34.29%	14.29%
District F/RL	48.40%	60.49%	60.52%		62.57%	62.66%	58.63%

Table 2: Percentage of students proficient in math (NWEA MAP Fall/Winter 2019-20)							
Schoolwide	3 rd	4 th	5 th		9 th	10 th	11 th
LFE (All)	35.62%	46.67%	51.09%	ALHS (All)	58.13%	59.23%	57.33%
-LFE IEP	0%	25%	33.33%	-AL IEP	9.43%	11.11%	5%
-LFE ELL	0%	0%	0%	-AL ELL	18.18%	7.14%	13.33%
-LFE F/RL	33.33%	45.45%	66.67%	-AL F/RL	57.60%	53.15%	0%
				TJHS (All)	50%	51.51%	48.29%
				-TJ IEP	11.43%	13.79%	1.72%
				-TJ ELL	15.79%	21.05%	10%
				-TJ F/RL	42.65%	49.39%	48.41%
District All	41.44%	52.17%	51.43%		60.83%	66.32%	63.5%
District IEP	23.23%	26.32%	23.14%		14.78%	11.61%	15.79%
District ELL	4.88%	11.54%	0%		6.06%	27.5%	14.29%
All F/RL	35.7%	48.04%	44.50%		53.25%	59.16%	56.05%

Graduation Rates: Iowa's four-year graduation rate increased between 2018 (91.4%) and 2019 (91.6%), while CBCSD's rates decreased from 87.01% (2018) to 86.96% (2019).

Educational Attainment: By 2025, 68% of jobs in Iowa will require at least some postsecondary education and training. Currently, middle-skill jobs account for 54% percent of Iowa's economy; however, only 49% of working Iowans have the skills and postsecondary training needed for these jobs. According to the 2020 Condition of Higher Education in Iowa,

less than one-third of Iowans who take the ACT meet all benchmarks for college readiness, and Black and Hispanic youth are even less likely to test as college-ready.

Social-Emotional Needs: The percentage of Pottawattamie students who reported they had a plan to take their own life within the past twelve months was 6.5% (Iowa Youth Survey, 2018). The highest number was 12.1% among 11th grade females. CBCSD tracts referrals (including the top reasons for referrals), and suspensions. Defiance and disruption are the most common reason for referrals at these target schools. Despite the truncated school year due to the pandemic, referrals in 2019-20 were higher than 2018-19 at both LFE (981 vs. 844) and TJHS (1988 vs 1482). Suspension trends remain high overall (table 3).

On the fall 2020 Panorama Education district social-emotional survey, CBCSD students in grades 3-5 scored below national benchmarks in the areas of grit (how well students are able to persevere through setbacks to achieve important long-term goals), self-efficacy (how much students believe they can succeed in achieving academic outcomes), and self-management. In general, secondary students in CBCSD are performing below national benchmarks in the areas of grit, growth mindset, self-efficacy, self-management, social awareness, and social perspective-taking.

Table 3: Trends in Suspensions				
	2017-18		2018-19	
	ISS	OSS	ISS	OSS
LFE	34	57	3	38
AL	134	222	98	228
TJ	305	197	75	210

Transportation and Safety: Transportation to and from school is the responsibility of students' families. 21st CCLC funding allows for transportation to be provided for students attending after school programming, summer programming, and field trips. Being in after school care lowers the risk of otherwise unsupervised juveniles committing a crime. According to the Council Bluffs Police Department (CBPD), juvenile crime has decreased since middle school programs began in the fall of 2014, as well as when the first elementary school programs started in the fall of 2015.

2.2 Evidence of Stakeholder Engagement in Identification of Needs

Input from the Cohort 11 advisory group members helped to provide context and recommendations for the current proposal. Parents/guardians and students in targeted schools were also surveyed to provide a diverse perspective of the various stakeholders' needs regarding CBCSD's 21st CCLC programs. The surveys revealed further information about the importance of 21st CCLC programming in enhancing students' academic experiences (table 3).

Table 4: Needs Assessment Survey Results	Strongly Agree	Somewhat Agree	Disagree
Students (n = 302)			
After school activities make coming to school more enjoyable.	50.67%	38.67%	10.67%
I feel safe and supported in after school.	62.33%	32.33%	5.33%
After high school, I want to go to college.	65.67%	23.00%	6.67%
Parents (n = 310)			
After school activities enhance a student's experience.	89.02%	10.98%	0%
After school clubs provide a safe space.	92.28%	7.32%	.41%
After school activities encourage attendance.	83.74%	15.04%	1.22%
Tutoring provides support for my student that I cannot consistently provide.	68.29%	22.76%	8.94%

3. Project

3.1 Evidence That Activities are Linked to Student Needs Assessment

This proposed program will address the low proficiency percentages and gaps in achievement between subgroups in math and reading shown in Tables 1 and 2. The literacy-focused program will provide academic assistance, academic and life skills enrichment, social-emotional/emotional regulation; adult skill-building, and family engagement activities as required by the state. Specific individualized academic supports will target students identified by the principal and school-day teachers as most academically at-risk yet will be made available to all children. CBCSD will communicate with other staff in the district who are providing resources from Title I, II, and III funding to more effectively provide opportunities, professional development, and resources to students, families, and staff at 21st CCLC sites. To accommodate English language learners, bilingual staff in the student and family services department will provide translation assistance and school day teachers will provide lesson plans that use curricula modules differentiated for ELL. 21st CCLC staff will work with the district's special education teachers and behavior consultants to ensure the program framework is welcoming to students with IEPs.

LFE – The morning programs will be available from 7:30-8:55am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05-6:00pm (3.92 hours). There are club program opportunities Tuesday through Friday from 3:45-5:15pm and extended care from 5:15-6:00 pm (2.25 hours total per day or 9 per week). With these daily hours combined (20.02 per week) over a typical month of four weeks, students are offered a total of 80.08 hours of programs. This total does not include any of the extended care time (4 hours per week), longer activity days due to field trips (1 hour) or family engagement events (2-4 hours), which occur at least quarterly.

High School (AL/TJ)- Morning programs will be available from 6:45 - 8:10 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 1:30 - 4:00 pm (2.5 hours). There are program opportunities Tuesday through Friday from 3:10 - 4:45 pm (1.58 hours per day or 6.32 per week). With these daily hours combined (15.42 per week) over a typical month of four weeks, students are offered a total of 61.68 hours of programs. This total does not include any of the extended times for longer activity days due to field trips, Saturday program opportunities (usually 4-8 hours) or family engagement events (2-4 hours), which occur at least quarterly.

To align with school-day instruction instructional coaches from the school will provide lesson plans to 21st CCLC program staff to use during individual tutoring/homework help.

Reading: Elementary - CBCSD will utilize the ***Wonders*** curriculum for reading and support. This comprehensive, research-based literacy solution includes a teacher modeling approach, which leads to guided practice and helps students become independent readers. It drives student reading achievement by forming solid foundational skills, developing close reading skills, differentiating instruction with scaffolded support, utilizing technology to engage students, and advising instruction through assessment. Grades K-1 focus intensively on foundational skills. The explicit, systematic instruction focuses on phonological awareness, phonemic awareness, phonics, word recognition and automaticity, oral vocabulary, and fluency, including important precursor skills. **Lexia® Core5®** will support differentiated literacy instruction. It provides students with personalized reading paths regardless of ability and encourages the development of foundational skills, including structural analysis and comprehension, aligned to state standards. **Secondary - *Study Sync*** is a research-based reading intervention (to launch in 2021) supporting

literacy and skills development with lesson-specific and technology-enabled scaffolds for four levels of English learners. Each core ELA unit has resources for ELLs (a large achievement gap), with lessons on vocabulary instruction, language acquisition, and reading comprehension.

Math: Elementary - The *Bridges Intervention* curriculum framework will engage students with models that spark thinking and build confidence in mathematics. It is designed to complement regular math instruction and is ideal for use with individuals and small groups. Moving from manipulatives to two-dimensional representations and mental images, this curriculum is organized by content rather than grade level. Within a small group, such as an after school club of 15 students to 1 adult, progress monitoring will be ongoing and consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework.

Secondary - The *Illustrative Mathematics* curriculum encourages the development of problem-solving, reasoning, and critical thinking skills in the classroom and beyond. It is problem-based, rooted in content and practice standards, and aligned with college and career-ready standards. There are extra support materials available for teachers to utilize with struggling students.

In order to address the significant achievement gap among students receiving ELL services, the program materials, family engagement activities and resources, communication with families, and field trips will be available in Spanish and an interpreter will be present at events.

3.2 Academic, Enrichment, and Family/Engagement Services

The list of program plans provided below describe academic, enrichment, and family literacy and engagement activities, which are aligned with federally eligible activities.

Table 5	
Need/Goals	Federally Eligible Activities Responsive to Needs
Gaps in academic proficiency in reading and math (<i>Goal: Academic Achievement in Math/Reading</i>)	<ul style="list-style-type: none"> ● Certified teachers will provide program staff with individualized academic support utilizing lesson plans aligned with school-day curriculum. School principals, teachers, and parents refer/recommend students for tutoring (or by student self-referral). ● Homework help will develop positive relationships between students and staff in the building and improve academic achievement and homework completion. Homework help group is available to students on an assigned, drop-in, or advance enrollment basis. ● Students can participate in STEM-focused club rotations and field trips. ● Students who are lower readers are targeted for inclusion for summer programming based on test scores (also by parent and teacher referral).
Academic enrichment (literacy activities) (<i>Goals: Academic Achievement; Attendance</i>)	<ul style="list-style-type: none"> ● Use of evidence-based curricula. ● Program staff will tailor tutoring supports and homework help to a student's reading level. ● Iowa Battle of Books Enrichment Activity ● Interest club rotations offer disguised learning in academic concepts. ● District reading specialists will coach program staff to help infuse literacy activities into interest club rotations offered at each site. ● Service-learning and volunteer opportunities support learning.
STEM awareness/ skill development (<i>Goal:</i>	<ul style="list-style-type: none"> ● Technology clubs will provide access to a variety of tech equipment to students within the program. All students at and above 3rd grade have a Google Chromebook assigned to them. ● Weekly robotics clubs provide regular exposure to STEM activities and

<i>Academic Achievement)</i>	robotics clubs at both elementary and secondary levels compete in 2-3 robotics tournaments per year.
College and career awareness (Goal: <i>Academic Achievement)</i>	<ul style="list-style-type: none"> ● Club leaders will invite a speaker to come speak about their career/educational pathways as part of regular interest club activities. ● Youth will be transported to the Chamber for CB Youth Leadership programming focused on career pathways and meeting local businesses and tour local college campuses and businesses. ● 21st CCLC program staff will invite Iowa Western CC and Iowa Western Foundation (another CBCSD partner) to present information about Potawattamie Promise to ALHS and TJHS, a scholarship program focused on students in need of support.
Social-emotional learning (new) (Goal: <i>Improve school behavior /attendance)</i>	<ul style="list-style-type: none"> ● Behavior consultants will be recruited to the 21st CCLC advisory group. ● A new large group activity at LFE will focus on social-emotional skill development and character and behavior education and the counselor will run an interest club focused on stress/anxiety reduction. ● The district's social-emotional wellness coordinator will serve on the advisory group and help bring a trauma-informed lens to the program.
Lifelong healthy habits (Goal: <i>Improve in-school behavior)</i>	<ul style="list-style-type: none"> ● Fitness & nutrition clubs will engage students in healthy physical and nutritional activities through collaboration with Fitucate. ● Healthy snacks provided to program participants each day after school will meet USDA nutritional guidelines to ensure students will be recharged for the learning activities. Excess snacks are placed in a sharing basket for students to take extra items home or are donated.
Family engagement (Goal: <i>Parent Perception)</i>	<ul style="list-style-type: none"> ● Family resource and literacy events with the library ● Literacy-based resources from Iowa Western CC (ELL, GED, HiSET) ● 21st CCLC staff involved in parent-teacher conferences, open houses, back to school nights, student showcases (e.g. robotics)

3.3 Program Activities for Family Literacy & Engagement

Family engagement activities will be provided at least quarterly to increase parent involvement in the school buildings served by this project. The Public Library and the local Community College will promote and provide literacy-based resources for families, such as read-along events and strategies for parents reading at home. Community partnerships will offer extra support and services for families, such as the adult education department at Iowa Western Community College that is positioned to offer English language literacy, GED, and HiSET support and/or certification and help connect families to other skill building resources.

3.4 Reasonable Goals and Objectives for Activities

Table 6 outlines the performance targets beyond the required GRPA measures. Targets are informed by CBCSD's 21st CCLC experience and the Cohort 11 evaluation for 2019-20.

Table 6: Goals and Objectives	
Goal	Objective
Improve typical student growth in reading	Greater than 50% of regular attendees will demonstrate typical growth from fall to spring on Reading MAP assessments. (2019-20: 55.5%)
Improve student growth	Greater than 50% of regular attendees will demonstrate typical growth

in mathematics	from fall to spring on Math MAP assessments. (2019-20: 59.1%)
Improve in-school attendance	In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average. (2019-20: Median school attendance rate for regular attendees was 96.4% compared to the average for all students at 92.4%)
Improve in-school behavior	Disciplinary incidents for in-school behavior of regular attendees will be less than the school average. (2019-20: The average for regular attendees was 1.87 compared to the 1.94 average for all students)
Improve parent perception of program impact	Of the parents responding, 80% indicate via survey that the program had a positive impact on their child's educational growth. (2019-20: 91.4%)

Summer Programming

CBCSD will operate a 30+-day summer program. Elementary students attend Camp Summer Explore from 8:30 am-3:30 pm Monday-Friday in June/July targeting students reading below grade level. The district's chief academic officer provides oversight to the summer programming due to its alignment with district priorities for early literacy. LYFT (Leveraging Youth on the Freshman Team) is a transition program for incoming 9th-grade students that runs July 5th-30th from 9 a.m.-3 p.m. LYFT provides students with a smooth transition to high school and a greater understanding of how an education will affect their future. Students tour their new building (in person or virtually), learn about the importance of credits, hear from local businesses, and decide which positions may or may not be right for them, and much more. Students earn an elective credit for their participation and are in the first distribution of freshman chromebooks. Students in grades 10-12 attend a June 7th-July 2nd that is focused on credit recovery. 21st CCLC funds support a portion of staffing and transportation, ensuring access and low staff: student ratio.

3.5 Program Alignment with School Day Instruction

CBCSD routinely utilizes regular school-day staff members to help run and support the program. A guidance counselor will deliver a social-emotional skills class at LFE, and building-level behavior specialists will serve on the advisory group. A reading specialist may implement a club program or read with children during snack time, at the request of the school principal. The custodians may lead a club program engaging students in service-learning and leadership opportunities through general housekeeping activities, such as assisting younger students with throwing their trash away after snack. Educational specialists create lesson plans that are shared with the 21st CCLC program staff to use during homework help. Program staff have quarterly meetings with the school principals to create a clear line of communication. This allows the 21st CCLC program to align with each school's strategic plan, collaborate for and during family events, connect with school-specific community partners, and engage school-day staff to provide curriculum-based instruction to program participants in an engaging manner.

3.6 Experience in Providing Educational and Related Activities

CBCSD increased the number of 21st CCLC from just two middle school sites in the 2014-15 school year to nine sites in 2019-20. CBCSD was awarded the 21st CCLC Star Award for Attendance in April of 2019 (Iowa Afterschool Alliance). Over the past 5 years of programming, professional development and committee involvement has kept CBCSD's core 21st CCLC staff apprised and informed of best practices to provide quality experiences for all youth and families.

4. Research Base

<u>Whole Child Development</u>	The Iowa Model for 21 st CCLC programs takes an approach that focuses on all areas a child needs to have fulfilled in order to feel safe, engaged, supported, healthy, and encouraged to do their best in academic and enrichment settings. This model involves three areas of focus: (1) Social-Emotional Development Needs - positive, caring relationships with peers and adults to develop a sense of belonging and safety; (2) Cognitive Development Needs - experiences that provide opportunities to gain new information, ideas, and skills to foster a value for learning; (3) Physical Development Needs - nutritional and recreational support to grow healthy and create a complete understanding of well-being. Through club programs offered to students, all three of these components will be covered with a variety of options for each section to provide multiple opportunities to fit each student.
<u>Reading Interventions</u>	Lexia® Core5® (Elementary) has a strong level of evidence, with more than 20 peer-reviewed studies, multiple validity reports, and research papers. A study conducted with a randomized control group found that found students identified by a Chicago school district with reading disabilities made significantly greater gains on the MAP test than control students (Hurwitz & Vanacore, 2020). Multiple research studies have investigated the impact of Reading Wonders on several variables of student achievement. A 2015 mixed-methods study found a statistically significant ($p < .01$) increase of Title 1 elementary school students in DIBELS scores using Reading Wonders. (Dorsey, 2015). Local Data: During the 2019-20 school year, of 575 CBCSD elementary students in 21 st CCLC programming, 90.9% of students scoring below the typical RIT for fall (i.e. “needing improvement”) improved their test scores between fall and winter on the MAP. <i>StudySync</i> (Secondary; new component) produced significant results on STAR assessments for 10 th grade students who participated in StudySync when compared with their own mean expected growth from when they were in 8 th and 9 th grades and not participating in StudySync.
<u>Math Interventions</u>	Bridges Intervention (elementary) is standards-based curriculum. Local Data: During the 2019-20 school year, of 573 CBCSD elementary students in 21 st CCLC programming identified as scoring “needs improvement” on the NWEA MAP scores, 93.6% of students improved their test scores.
<u>SEL</u>	According to the Afterschool Alliance article, <i>Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices</i> , “Positive afterschool program staff-student relationships create an environment in which students feel safe and supported, fostering student growth socially, emotionally, and academically” (2014, p.18). Zones of Regulation (new component) is an evidence-informed framework, based upon a cognitive behavior approach to self-regulation (2011, Social Thinking Publishing)

5. Management and Sustainability Plan

5.1 Effective Staffing Plan

Over the past five years, CBCSD has developed a very effective staffing model. It includes a low student-to-staff ratio of 15:1 to allow for better relationship-building and attention to student needs. The assistance of volunteers, Kids & Company staff, and the Council Bluffs Schools Foundation (CBSF) contributes to this and is crucial to provide proper manpower and support for club program activities, field trips, and overall staff endurance. Described in detail in section 2, 21st CCLC program staff regularly engages with school-day staff to ensure continuity of curriculum. Student retention is monitored and will be recognized and appreciated on a quarterly basis at each site. All staff, community partners, and volunteers will be subject to background checks, including the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry.

Recruitment and Retention of Qualified Staff: The CBCSD human resources department supports the recruitment, hiring, and management of any district staff or outside individuals, such as 21st CCLC Club Leaders, Assistant Club Leaders, and Youth Development Workers (YDW). CBCSD will target certified teachers from the district as a primary recruitment source for club leaders, tutors, and homework help staff. All staff are required to meet Iowa DHS requirements for the positions, have relative work experience, and hold appropriate levels of education.

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

Leadership Plan: The project leadership plan is demonstrated using Figure 1 to display the direct involvement of the office of the superintendent, the chief of teaching and learning, and the chief of student and family services for the district, as well as the other high-level positions the 21st CCLC programs will have access to for data information, technology support, transportation management, bilingual services, and navigation of student and family resources.

Volunteer Involvement: Recruitment efforts at Iowa Western Community College, along with colleges and universities in Omaha, Nebraska, will focus on students seeking a degree in education. Other rich sources for student volunteers are the two CBCSD high schools proposed in this application. As current high school students, they would apply to be a mentor volunteer at the elementary school level to assist club leaders with program implementation. We will also recruit senior citizens from the YMCA Healthy Living Center, which promotes the social, emotional, and physical well-being of active older adults through community involvement.

The following qualifications are required for project staff and demonstrate how the program is integrated with school-day instruction to support high-quality learning.

21st CCLC Program Director (PD) (Full-time, Existing) - This position must possess a bachelor's degree and be pursuing a graduate degree. They provide leadership for the 21st CCLCs. Day-to-day functions include program strategy; management of site budgets and fiscal reporting; professional development planning; oversight of the evaluation process; and grant progress, compliance, and data reporting. The PD meets quarterly with building principals and the chief academic officer to ensure alignment with the school-day; meets with assessment and data director-level staff to determine achievement outcomes; serves as the main advisory liaison and lead in partnership development, program sustainability planning, and stakeholder cultivation; and meets weekly with the chief of student & family services, assistant director, and program coordinators to provide strategic decision-making.

21st CCLC Assistant Director (AD) (Full-time, Existing) - This position must possess a bachelor's degree and assists the director in day-to-day functions. The AD assists with direct supervision of site facilitators, works closely with the HR department on hiring; supports training and professional development of staff; and supports and mentors coordinators in their work with and guidance of staff. The AD coordinates data items such as attendance, student achievement, and discipline for students in 21st CCLC programs and assists with the grant writing process.

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

Secondary Program Coordinator (Full-time, Existing) - This position must possess a bachelor's degree; track, analyze, and share program participation attendance data; oversee site facilitators for assigned schools; train site leaders and staff; assist with program evaluation and best practices; organize and support school-day alignment with out-of-school instruction, academic interventions, and enrichment activities; and assist with partnership development, program sustainability planning and stakeholder cultivation. One secondary program coordinator will spend 2/3 of time and effort supporting TJ and AL sites.

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

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

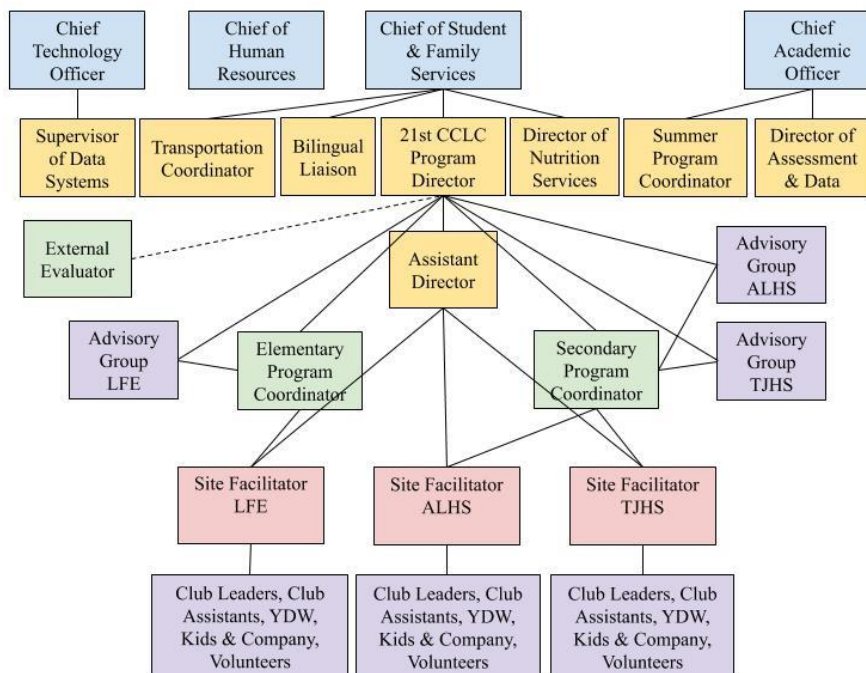
Site Facilitator Thomas Jefferson (Part-time, Existing) - This position will provide site-based leadership on a day-to-day basis; organize activities and facilitate field trips; supervise club leaders, club assistants, youth development workers, and volunteers; monitor and procure supplies and materials; assist with anecdotal data for state evaluation; work directly with

students; ensure grant goals and objectives are being met; and attend family events, parent/teacher conferences, etc. to keep parents informed about activities and collect input.

Youth Development Workers (multiple) - This position leads student groups for planned after school programs, assists with after school transition, assists the site facilitator with attendance and snack tracking, and assists with family engagement events when needed.

Kids & Company staff (multiple) – Staff supervise recreation and enrichment activities; assist with distribution of healthy snacks; and create and share lesson plans for club programs.

Figure 1: Graphic of staffing structure



5.2 Transportation Plan/Student Safety to and from the Program

CBCSD's collaboration with Kids & Company offers extended hours for care beyond the 21st CCLC program hours to allow for parents to pick up youth. With student safety being a top priority, all students in the attendance area are offered transportation. CBCSD's plan, in collaboration with the district's transportation coordinator, includes:

- A daily late bus will serve students who are living outside school attendance areas. Any students with special needs attending 21st CCLC clubs will receive extra staff support and special transportation as specified in the students' Individual Education Plan (IEP).
- Transportation will be provided to all off-campus activities and events through grant funds. Staff members will ride along on field trips for supervision and to ensure student safety.
- An application will be completed by the parent/guardian that includes specific questions regarding any special needs, disabilities, etc. to ensure appropriate buses are provided.
- Program-wide check-in/check-out system will be used at all CBCSD 21st CCLC sites in which elementary students participating in CCLC's are walked to the program space by their daytime teacher to check-in; attendance is taken and all students are accounted for.
- All buildings have locked entrances with camera security systems for safety.

- Any staff from partner organizations will wear identification badges, and a list of staff from the partnering organization is sent to the 21st CCLC Site Facilitator in advance for reference.
- ADA requirements will be met to accommodate student needs and diverse abilities.
- Translation services will be provided at family events and on all forms of communication and program registration through district translators and interpreters.
- A parent/guardian/emergency contact information and youth medical form will be required.
- All staff, volunteers, and bus drivers will be extensively screened for criminal offenses by the CBCSD and transportation partner, First Student. This includes a screening of the National Registry for Child Sexual Abuse. Six-month rechecks for driving records are and will be conducted on all bus drivers.
- Walkie talkies used at all sites will provide a line of communication for all staff during program hours, in case of any emergencies or potential threats. Classroom/cell phones and Google Hangout group will serve as a second and third line of communication.

5.3 Stakeholder Advisory Group

Each 21st CCLC site will have an advisory group facilitated by the coordinator (elementary or secondary). CBCSD has a wealth of resources from which to draw to ensure diverse perspectives. The following individuals or representatives from the following organizations will be invited to serve on the representative councils: the behavior consultant from each building, the district social-emotional wellness coordinator, a building reading specialist/instructional coach and literacy coach, the building principal and/or curricula specialist, a parent, a community partner (e.g. Iowa Western Community College), at least one parent of a regular attending student, and a youth participant. Advisory groups will meet monthly in person or via Zoom to review formative data (attendance, student grades, teacher and parent feedback) and discuss additional ways to engage families and community partners to address needs and participation in the program. The advisory group will also review the final evaluation (summative data) annually and make recommendations on program refinements. In addition, the student representative will likely be a member of the youth advisory club at each site. At LFE, the student council serves as the youth advisory group, and each high school has a youth advisory group that meets quarterly. Youth help offer ideas and feedback on the student-led clubs and family activities.

5.4B Sustainability History

With these three schools being revitalized sites, CBCSD can leverage existing relationships to continue its historical incremental increase in community partners. CBCSD has stretched beyond its current reach within the community to find even more local organizations interested in partnering to provide opportunities to students, as well as reached deeper within the current and previously involved community partners. LFE was a 21st CCLC site in Cohort 10. The program started in 2015 with very few partners. Most partners were local, and they were utilized on Mondays for field trips, such as to Ditmars Orchard and Big Lake Park, where CBCSD partnered with Iowa DNR, so the students could go fishing for an afternoon. The first year of programming consisted mostly of teachers and Kids & Company staff running clubs. By the second year, community partners were coming in to run programs daily, and programming was rotating every trimester. CBCSD moved to semesters in 2018 and, therefore, would change up programming every 16 weeks at the elementary level. This allowed 6-8 partners each week at LFE. In the 2019-20 service year, CBCSD had 27 paid community partners, along with another 23 unpaid community partners, totaling 50 combined community partners (and counting).

6. Communication Plan

6.1 Outreach Strategies/Activities

- CBCSD uses various outreach strategies to share program information and evaluation details with all audiences within the community and, specifically, the school district. All forms of communication to students and families, such as paper materials, email context, and phone call recordings, will be provided in Spanish and English languages. Using the School Messenger broadcast system for email and phone calls is beneficial and efficient, since it identifies households which have been designated by the parent/guardian as preferring communication in Spanish. By working closely with Bilingual Liaisons, who work in the same department as the 21st CCLC program director/assistant director, 21st CCLC programs are easily able to connect Spanish-speaking families to program information and updates.
- Community – CBCSD shares information with the entire community through school board presentations on local public television and its YouTube channel. CBCSD also shares evaluation outcomes and program updates for schools, the district, and 21st CCLC programs through social media; attends Council Bluffs Chamber of Commerce events; and engages the Nonpareil Newspaper to attend club programs and events. Community organizations share information about upcoming events and programs through community meetings and word-of-mouth.
- Parents - Strategies for connecting information with parents involve personal engagement and a mass group contact. The most efficient way to contact families quickly is by using the district's School Messenger system to send a personalized phone call and/or email in English and/or Spanish. Another electronic way to engage parents is through the PeachJar application, which is displayed on each school's website as a holding place for all newsletters and information. Typical formats for sharing announcements or program information include paper flyers or registration forms. Many parents also follow the district, specific schools, and/or 21st CCLC Facebook pages to find updates and current information. Face-to-face interactions occur during family events, parent/teacher conferences, etc. Staff send program reminders to parents about the clubs for which their child is currently registered, along with location and general information to encourage participation.
- Youth - The most effective ways students receive information about programs is through face-to-face contact with a school staff member with whom they typically have an established relationship. Students also respond to social media updates and emails. Program reminders are sent to students about which clubs they are currently registered for, along with location and general information to encourage participation.
- Partners - To keep community partners engaged and involved, the program director and program coordinators check in with them regularly for feedback about program progress. CBCSD also hosts an annual appreciation event to recognize all community partners, to which they can invite or share contact information with potential new partners, as well.

All CBCSD schools with 21st CCLC programs have their own Facebook page, and the school district website for each school has an area designated for information about 21st CCLC programs with a live Google Calendar displaying the days, times, and program activities that are currently at each site. **The link is (<https://www.cb-schools.org/Page/95>).**

7. Partnerships

7.1 Existing Organizational/Programmatic Partnerships

Meaningful partnerships, as indicated by the attached Memoranda of Understanding (MOUs), that currently exist will provide the foundation for the 21st CCLC sites. They spark interest and excitement among program participants regarding potential educational pathways. Through close collaboration and clear communication, partnerships of all levels (full, partial, and vendors) will provide caring adults to deliver hands-on experiences, curriculum and staff support, field trip opportunities, programming services, and in-kind support. These contributions will enhance the positive impact of the 21st CCLC program for students' academic, social-emotional, and physical development beyond what could be attained with only the resources from the district. The following partnerships are key.

1. **CBCSD**: Provides leadership, vision, and program implementation toward higher student achievement and engagement. Provides safe, accessible facilities; a highly-qualified program director; and certified teaching staff for academic clubs, homework help, and enrichment programs. CBCSD incorporates family programming, including literacy programs, and wraparound community services for child/family needs. ***Goal areas impacted: reading and math growth; improved attendance and behavior.***
2. **Council Bluffs Public Library**: Provides literacy skill enrichment support for participating students. The library provides neutral meeting space for parents and an engaging children's area for students during family events. ***Goal areas impacted: reading and math growth; family engagement.***
3. **Council Bluffs Schools Foundation**: Provides Kids & Company staffing to assist with snack distribution, physical activity, enrichment activities, and field trips. The foundation provides background checks for all Kids & Company employees and volunteers. ***Goal areas impacted: reading and math growth; family engagement.***
4. **Iowa West Foundation**: Provides free summer school programming for students at risk of non-proficiency in reading and/or math. 21st CCLC funds help provide additional staffing and transportation to support access to this program. The foundation also supports academic electives and Friday programs during summer school sessions. ***Goal areas impacted: reading and math growth; family engagement.***
5. **Iowa Western Community College**: Provides parent programming resources for literacy, English language literacy, HiSet/GED prep and testing, computer literacy, etc. The college also provides volunteers to assist with program implementation and will host campus visits. ***Goal areas impacted: reading and math growth; college/career awareness family engagement.***
6. **Christy Arthur** (Vex Robotics) provides facilitates a weekly robotics club program at LFE elementary school. ***Goal areas impacted: reading and math growth.***
7. **Council Bluff's Police Department**: provides a 4-week program educating youth about careers in law-enforcement and provide tours of their facility and guest speakers. ***Goal areas impacted: college and career awareness***

7.2 Meaningful Engagement of Partners Over Time

CBCSD uses a variety of efforts to recruit new partnerships. On a daily basis, the entire team of staff is thinking of the organizations and businesses they directly or indirectly encounter and whether they would be a good fit for a partnership at one or many of the district's 21st CCLC program sites. Recommendations and referrals from current partners also account for recruitment

growth. The annual Partners and Pastries event hosted by the district is one of the more official ways for collecting this information and for showing appreciation for current partners. At the event, each partner completes a small card, which requests references for other organizations CBCSD could contact to get involved in 21st CCLC programs. The area Chamber of Commerce events are another great way to make connections with local organizations and businesses to spread awareness about 21st CCLC programs within the community.

To recruit and network with more community organizations that could become partners, the program director will enroll in the Leadership Council Bluffs program through the Chamber of Commerce. This is a special program to identify, motivate, and inform future leaders in the community. Leadership Council Bluffs is intended to offer individuals with community leadership potential the opportunity to develop knowledge and sharpen leadership skills through a series of sessions focused on issues affecting the community. It is an intense, graduate-level program, designed to identify and develop community leaders and help them design and enhance their own leadership styles, with an emphasis on the community perspective. Even more networking opportunities will be available as part of the Council Bluffs Alumni Association. The program director will also participate in local events organized by the Chamber of Commerce, such as weekly and monthly connection meetings and ribbon cuttings for new businesses. This will give CBCSD the opportunity to recruit and show support for current partnering organizations and businesses in the community.

During the Partners and Pastries event, one of the partners is recognized as the Partner of the Year for going above and beyond to serve students and families within the programs. In addition to asking them to refer additional organizational partners, they are also asked to note whether they themselves would welcome a field trip or visit as a guest speaker in school-year and summer programs. The most enjoyable aspect of this gathering is to invite students from one or more sites to share what they have learned as a result of participating in 21st CCLC programs. Previous years have involved a guitar club performance, arts and crafts displayed, an overall video of every 21st CCLC site and program, as well as sharing program highlights from the local evaluation regarding how programs have impacted student participants' achievement.

8. Evaluation

8.1 Evidence of Experienced Evaluator

For the fourth consecutive year, Dr. Sherry Huffman will serve as the evaluator, providing comprehensive external evaluation services and consultation, including student data collection and analysis (academic, attendance, behavior, survey results, etc.). She will cooperate with district staff, program staff, and the Iowa Department of Education to develop local and state/federal reports utilizing forms provided by the department. She will attend local evaluator training sessions hosted by the department and conduct site visits for observations of program implementation to gain a clear perspective of the programs beyond the data. These activities will provide more in-depth recommendations for the evaluation. Dr. Huffman has fourteen years of experience as an assessment consultant with the Green Hills Area Education Association, including data collection and analysis, instrument design, report creation, presentation of findings, process evaluation, and training facilitation on evaluation-related topics. She has consulted on school improvement and professional development for two years.

Contact Information for Dr. Huffman: Sherry Huffman, Ed.S. Assessment Consultant, Green Hills AEA, 24997 Highway 92, Council Bluffs, IA 51503. Phone: 712-366-0503. Email: shuffman@ghaea.org. Website: www.ghaea.org

8.2 Plan for Using Evaluation Results for Program Improvement

Program objectives are based upon past performance and align with the updated strategic plans of the schools with 21st CCLC sites to assist in better collaboration with school administration. The evaluator will analyze data for 21st CCLC regular attendees regarding their growth from fall to spring. Data is evaluated using Measures of Academic Progress (MAP) assessments for both mathematics and reading, in-school attendance, and average behavior incidents, as well as parent feedback about the programs. These objectives reflect upon the level of school engagement for students who are regularly involved in summer and before or after school programs. Additional metrics tracked include the availability of nutritious snacks to program participants, the number and type of family events, participation, and summer program opportunities.

All of the CBCSD sites with 21st CCLC programs use the City Span software called Youth Services to enroll students, track attendance and snacks, and pull or view contact information to communicate with students and parents regarding participation in 21st Century programs, as well as many other capabilities. This software is helpful in creating paper and electronic schedules for families and tracking the level of engagement by program services areas, and it has the ability to connect with parents and/or students about their lack of attendance. In hopes of increasing and keeping attendance levels high, 21st CCLC program staff are continuously trained and encouraged to utilize Youth Services reports for their site to determine any student's level of participation, create student awareness of their attendance, and encourage achievement of higher levels of attendance for incentives, such as becoming a regular attendee (30 or more days).

Another effort to continuously expand the reach of 21st CCLC programs involves surveying all populations involved – students, parents, staff, and community partners – informally through conversation and site visits and officially at the end of each school year regarding the areas of struggle or success at each site. These surveys are disseminated through an email with a link to a Google Form, a phone call reminder, and a paper flyer with a link. All forms of communication (phone, email, paper) are provided in both English and Spanish. Site visits and observations of programs occur weekly by full-time 21st CCLC program staff, which includes either program

coordinators, the assistant program director, or the program director. Each 21st CCLC site facilitator has access to their program's observational feedback and survey results, which involves a follow-up discussion with the site facilitator regarding best practices and areas of growth. Ideally, by hearing from all parties involved in 21st CCLC programs, CBCSD can gain insight into necessary changes that would increase overall engagement and attendance. The external evaluator also receives this survey data to determine issues and successes.

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

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

- Evaluation of family events (Sept/Dec/Mar/June): assistance with evaluation of family engagement events
- Survey development & administration (Jan-May): student, parent, program staff, community partners, and teacher surveys.
- Data collection & evaluation review (May): review evaluation timeline and assess the alignment of all project goals, objectives, activities, and associated data collection tasks.
- Reporting form development (June-Nov): creation of reporting forms and data collection setup, including revision and review of external and local evaluation.

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

- Site and district consultation (as needed): consultation with sites for idea generation based on trend results or identified challenges; consultation with district data point person and grant administrator.
- Review of alignment (Sept/Dec/Mar/June): facilitation of communication between 21st CCLC program staff, program coordinators, and program director to align site program to current academic focus and/or identified student needs.
- Process analysis (Nov/Apr): completion of analysis and trend results; reporting of district measures for process improvement and sustainability.

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

- Review evaluation findings (Sept/Dec/Mar/June): facilitation of program site sessions for data review and best practices.
- Reporting to stakeholders (Nov/Apr): generation of report, presentation to site advisory groups, families, school board, and general public (newsletters, website, translated summary reports, face-to-face meetings).
- Federal reporting (as needed): oversight of completion of the federal reports by site and grant cohort for 21 APR (3x/year), Local Evaluation (Nov), and Statewide Survey (Dec).
- Attend 21st CCLC evaluation committee meetings, on-site monitoring visits, and comprehensive site visit meetings per grant requirements.

8.3 Examples from Previous Year Success

Cohort 10 (which included LFE) met 100% (5/5) of local evaluation objectives in 2019-20 and 80% (4/5) in 2018-19 (however, progress was made on the one objective not met). Cohort 11 (which includes AL and TJ) met 71% (5/7) of local evaluation objectives in 2019-20 and 100% (7/7) in 2018-19.

9. Budget Narrative

9.1 Line Item Justification

The funding estimator was used to calculate the award for a project of this size and scope to determine the most cost-effective, yet high-quality services and resources required. The total amount requested in grant funds is \$224,400 per year (\$673,200 over three years) with significant support provided from joint collaborators and partners to serve a total of 189 regularly attending (at least 30 days of program participation) students (129 before and after school; 60 summer school) at all three sites. The requested amount will be distributed according to the number of projected participants at each site. Longfellow Elementary (65 before and after school; 20 summer school) will receive \$110,000; Abraham Lincoln High School (32 before and after school; 20 summer school) will receive \$57,400; and Thomas Jefferson High School (32 before and after school; 20 summer school) will also receive \$57,400. Daily cost falls within \$10 per student per day for a total of 190 days (160 days during the school year, 30 days in the summer). A breakdown of costs for one year is provided below. All funds will be expended appropriately and claims for reimbursement will be submitted to the Iowa Department of Education on a quarterly basis.

Personnel (\$174,300) - Employing high-quality staff is important for program success and to reduce turnover. Personnel funds will cover a site facilitator at each school (part-time) at a rate of \$20/hour x 4 hours/day x 160 days x 3 sites = \$38,400; club leader stipends at \$20/hour x 3 hours/day x 160 days x 3 sites = \$28,800 per daily club program; a part-time youth development worker to support and assist the site facilitator would be paid \$15/hour x 4 hours/day x 160 days x 3 sites = \$28,800. The remaining funding will also be distributed to the existing program coordinators, who oversee planning, program development, partner recruitment, etc. for multiple sites and for summer staffing.

Partner Contributions - (\$479,000) includes estimated district contributions for time and effort of staff who support these sites including the program director, the assistant director, as well as the portion of the coordinators not supported by grant funding; the contribution of the Council Bluffs School Foundation for Kids & Company staff and associated benefits, and the in-kind personnel value of the community partners.

Materials and Supplies (\$30,730) - Cost for materials will be 13.6% of the total grant budget, for which funds will be used to leverage additional contributions from local partners and vendors. Material costs include supplies for academic and enrichment activities, literacy materials and books, technology resources, additional recreation equipment, family night refreshments and meals, admission for field trips, etc. All materials and equipment purchased with 21st CCLC funds will be documented with complete detail and an inventory created for each site.

Partner Contributions (\$92,560) include estimated value of office space, technology, and connectivity, in-kind supplies and materials from the district.

Professional Development (\$12,940) - Research shows that the development of relationships between school-day staff and students is the most important school-related factor which influences student achievement. To develop the skills and abilities of staff, CBCSD has budgeted 5.7% of total grant funds for professional development opportunities and experiences at the local, state, and federal levels.

Student Access (\$14,474) - It is imperative to program success to ensure all students have safe and adequate transportation and accessibility to and from activities on the school campus and at

off-site enrichment activities or trips. Transportation will include funding for a daily late bus serving Longfellow Elementary, Abraham Lincoln High School, and Thomas Jefferson High School attendance areas and at least four off-site field trips per quarter. Transportation will also include funding for summer school programming. There are 19 regular education and 17 special education buses currently serving the student population in each school. This demonstrates a significant need, if a large percentage of students participate in 21st CCLC programs at these proposed sites. Therefore, CBCSD has allocated 6.4% of the budget to transportation.

Evaluation (\$8,616) – CBCSD has budgeted 3.8% of total grant funds for the lead evaluator, Dr. Sherry Huffman, to conduct a comprehensive, rigorous evaluation that exceeds 21st CCLC requirements. Dr. Huffman will also provide 21st CCLC staff with training on any new assessment system that the state may adopt, utilize achievement data to ensure individualized students supports and school-day alignment, in addition to other continuous improvement duties.

Other Administrative Costs (\$14,070) - The program will serve a combined 189 regular attending students at three schools, which is why CBCSD has budgeted within the allowable percentage of administrative cost per grant requirements, which includes indirect costs. This will ensure that all participants have a high-quality experience. The administrative expenses incurred by the CBCSD and 21st CCLC program sites will include staff preparation time, marking attendance, office space and utilities, maintenance, office supplies, phone service, computer usage, district human resources management (payroll, interview scheduling, background checks, etc.), organizing transportation, technology support, and other services.

9.2 Supplemental Not Supplanting

Funding is requested to supplement and not supplant existing and prior activities in a research-based continuation of school-day academic approaches and processes. CBCSD will add additional social-emotional components to the curriculum framework through curriculum-based classes and student interest clubs in conjunction with district and building-level behavioral health staff, coordinated support for more rigorous academic curriculum being implemented at the high school level (e.g. StudySync), and additional integration with reading specialists and the local library to equip 21st CCLC staff with strategies for infusing literacy into regular club activities. Enrichment services do not receive district funding; therefore, these services are supplemental to district programming and cannot be considered supplanting. 21st CCLC funds make school-year and summer program transportation available to students most likely to face access barriers and allow the programming to offer lower staffing ratios beyond what would be available through other resources.

As evidenced by the budget and the narrative, there are significant contributions from partners, the district, and additional community resources that are essential to implementing the activities that respond to the needs of students and families and address 21st CCLC goals and objectives.

Please see Form G for a more complete list beyond these significant contributions that help sustain the program.

Value of District Department services \$250,000 per year x 3 = \$750,000

CCLC Program Director - \$80,000 per year x 3 years = \$240,000

Value of Classroom and Office Space, technology, and connectivity, in-kind supplies and materials x \$600,000 x 3 years = \$1.8 Million across 9 sites

CBSF – Staff for Kids & Company @ \$35,000 x 3 years = \$105,000



October 2020

MEMORANDUM OF UNDERSTANDING

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

www.wallacefoundation.org

CBCSD and 21st CCLC will:

- Provide transportation for students to their monthly sessions.
- Provide any additional supplies or materials requested to benefit programming.
- Provide additional staffing support if necessary to assist in programs.

CB Chamber of Commerce will:

- Provide expanded access for high school students in their CB Youth Leadership Program.
- Provide educational opportunities learning about local history and career pathways.
- Coordinate opportunities for students to meet and learn from local businesses each month.
- Facilitate team building and leadership development for students.

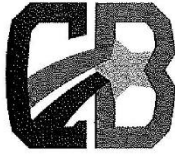
Signatures:

Lori Shields

Lori Shields, Senior Marketing Director,
Communications, & Workforce Development
CB Chamber of Commerce
Council Bluffs, IA 51503
Phone: (712) 256-5647
Email: lshields@councilbluffsia.com

Nikki Clausen

Nikki Clausen, 21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 396-2302
Email: nclausen@cbcscd.org



October 2020

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Christy Arthur. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

- Provide students a snack before the activity starts (Elementary 3:45 p.m. and Middle School 2:30 p.m.).
- Advertise for and seek out elementary and/or secondary students to participate in activities or families to participate in weekend or evening family events.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students participating in the program.

Christy Arthur will:

- Provide a coach/leader to facilitate activities from 3:45 p.m. to 5:15 p.m. at the elementary level and times will vary depending on the day at the middle school level.
 - Estimated in-kind value for these services is approximately \$20 per hour.
 - Provide lesson plans for the activities or event.

Nikki Clausen
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
(712) 396-2302
nclausen@cbcscsd.org

Christy Arthur
VEX Robotics Leader
402-672-1279
aceajae5@gmail.com



October 2020

MEMORANDUM OF UNDERSTANDING

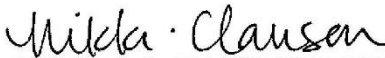
This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and The Omaha Henry Doorly Zoo and Aquarium. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

- Provide students a snack before the activity starts (Elementary 3:45 p.m. and Middle School 2:30 p.m.).
- Advertise for and seek out elementary and/or secondary students to participate in activities or families to participate in weekend or evening family events.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students participating in the program.

Omaha Henry Doorly Zoo and Aquarium will:

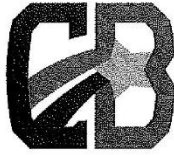
- Provide a zoo instructor/leader to facilitate activities from 3:45 p.m. to 5:15 p.m.
 - Estimated in-kind value for these services is approximately \$100 per session
 - Provide lesson plans for the activities or event.



Nikki Clausen
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
(712) 396-2302
nclausen@cbcsc.org



Peter Brunette, Outreach Coordinator
Omaha Henry Doorly Zoo and Aquarium
3701 S. 10th St.
Omaha, NE 68107
402-738-8906
peter.brunette@omahazoo.com



October 2020

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Fitucate: Nutrition & Training. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

- Provide students a snack before the activity starts (Elementary 3:45 p.m. and Middle School 2:30 p.m.).
- Advertise for and seek out elementary and/or secondary students to participate in activities or families to participate in weekend or evening family events.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students participating in the program.

Fitucate Nutrition & Training will:

- Provide a fitness and nutrition coach/leader to facilitate activities from 3:45 p.m. to 5:15 p.m. and on Fridays from 2:30-4:15.
- Estimated in-kind value for these services is approximately \$ 80 per session
 - Provide lesson plans for the activities or event.

Nikki Clausen
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
(712) 396-2302
nclausen@cbcscd.org

10/6/2020

Shana Skillstad
Fitucate Nutrition and Training
6052 Wenninghoff Rd
Omaha, NE 68124
402-206-9451
Shana@fitucate.com



October 2020

MEMORANDUM OF UNDERSTANDING


This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Fontenelle Forest. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

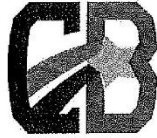
- Provide students a snack before the activity starts (Elementary 3:45 p.m. and Middle School 2:30 p.m.).
- Advertise for and seek out elementary and/or secondary students to participate in activities or families to participate in weekend or evening family events.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students participating in the program.

Fontenelle Forest will:

- Provide a qualified staff/leader to facilitate activities from 3:45 p.m. to 5:15 p.m.
 - Estimated in-kind value for these services is approximately \$ 150 per session
 - Provide lesson plans for the activities or event.


Nikki Clausen
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
(712) 398-2302
nclausen@cbcscsd.org


Kathy Fischer, Naturalist
Fontenelle Forest
1111 Bellevue Blvd N.
Bellevue, NE 68005
402-731-3140
KFischer@fontenelleforest.org



October 2020

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Gifford Farm. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

- Provide students a snack before the activity starts (Elementary 3:45 p.m. and Middle School 2:30 p.m.).
- Advertise for and seek out elementary and/or secondary students to participate in activities or families to participate in weekend or evening family events.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students participating in the program.

Gifford Farm will:

- Provide a qualified staff/leader to facilitate activities from 3:45 p.m. to 5:15 p.m.
 - Estimated in-kind value for these services is approximately ~~\$ 120-150~~ per session.
 - Provide lesson plans for the activities or event.

Nikki Clausen

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

Kelly Taylor

Kelly Taylor, Coordinator
Gifford Farm
700 Camp Gifford Rd.
Bellevue, NE 68005
402-597-4920
ktaylor@esu3.org



3-10-2020 mailed to IWF
per Dr. Murillo request
RECEIVED

SUPERINTENDENT'S OFFICE

February 28, 2020

Dr. Vicki Murillo
Superintendent
Council Bluffs Community School District
300 West Broadway, Suite 1600
Council Bluffs, IA 51503

Dear Dr. Murillo,

The Directors of Iowa West Foundation take great pleasure in announcing funding of an initiative with your organization from our **Cycle 1 2020** funding period.

The official announcement of your award will be in a media release appearing in the next two weeks in the local news. We ask, however, that you refrain from making your grant award public before our initial announcement is published in the Council Bluffs *Daily Nonpareil* and on its website. The Foundation encourages collaborative communications, in particular, to assist you in meeting your organization's mission (see the enclosure for details).

Enclosed is the Iowa West Foundation Initiative Agreement detailing the amount, conditions, and uses of the award. After you make a copy, please sign and return the enclosed original initiative agreement to the Foundation office to the attention of Pam Bierce, Grants Assistant, prior to **March 30, 2020**.

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

Should you have questions regarding grants administration, please contact Pam Bierce, Grants Assistant, at (712) 309-3000, or by e-mail at grantinfo@iowawestfoundation.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew Henkes".

Matthew Henkes
Vice President of Grants & Initiatives

Enclosures
cc: Corey Vorthmann

4201 River's Edge Parkway, Ste 400
Council Bluffs, IA 51501
tel 712-309-3000 | fax 712-322-2267
IowaWestFoundation.org

Summer School 2020 and 2021

COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT

C1 2020
\$531,000.00
131
Matthew Henkes

1. Purpose

The purpose of this initiative is to support the Council Bluffs Community School District summer school program, providing targeted reading instruction over the summer months to students with below-grade reading levels scores.

2. Background

In 2010 the Council Bluffs Community School District partnered with the Iowa West Foundation to offer summer school for students entering grades 1 to 5. In 2015 summer school shifted to a literacy focus by targeting students with below grade-level reading scores. Summer school students receive 3 hours per day of targeted reading instruction in the morning and enrichment opportunities in the afternoon over the course of 6 weeks. Summer school teachers are given additional professional development to improve their fidelity to the reading curriculum, since initial evaluations indicate that fidelity is essential to student success. Dr. Deborah Reed, Director of the Iowa Reading Research Center at the University of Iowa leads an ongoing evaluation of the elementary summer school program.

3. Activities / Deliverables

The primary activity of this initiative is the delivery of Camp Summer Explore in the 2020 and 2021 years. The approach to this program is one of continual improvement as relates to delivery. The key principles associated with successfully executing this initiative include:

- **Maintain a strong focus on fidelity** – continue to ensure successful curriculum delivery through monitoring and coaching teachers.
- **Integrate lessons learned into the school year** – identify ways in which challenges and successes in the summer school context can be leveraged to support curriculum and teaching excellence during the school year.
- **Target the program consistently** – in the past, the program has experimented with targeted and universal approaches to identify which has the greatest impact. The school district and evaluator have identified that a consistent and targeted approach is most important. Any changes to this approach should be discussed with Iowa West Foundation prior to implementation.
- **Annual Evaluation** – continue the use of the Iowa Reading Research Center as an annual external evaluator.

4. Expected Outcomes/Impact

The expected short-term outcomes of Summer School are:

1. Improved reading skills for below grade-level students
2. Improved overall academic achievement for summer school students
3. Improved reading and literacy instruction for summer school teachers

The expected long-term outcome of Summer School is improved college-preparedness and high school graduation rates, which in turn prepares students for higher-income careers.

5. Partners/Roles of Partners

- Dr. Corey Vorthmann, Chief Academic Officer, Council Bluffs Community School District – Dr. Vorthmann along with this staff oversees the development and implementation of the Camp Summer Explore program.

- Dr. Deborah Reed, Director, Iowa Reading Research Center at the University of Iowa – Dr. Reed is the primary evaluator of Camp Summer Explore and supports the monitoring of fidelity.
- Matthew Henkes, Vice President, Iowa West Foundation – Mr. Henkes is the point of contact for the Iowa West Foundation.

6. Period of Performance/Length of commitment

The length of this commitment is two years.

7. Progress Reporting / Evaluation

For information on reporting, please see the attached one-page reporting / evaluation summary.

8. Budget/Conditions of Initiative disbursements

Based on residual funding from past supports to the Camp Summer Explore program and the forecasted costs from the School district, the funding from this initiative is anticipated to be split in the following manner:

Year	Current Funding	Past IWF Funding	Other Funding Sources	Total
2020	\$131,000	\$269,000	\$300,000	\$700,000
2021	\$400,000		\$310,000	\$710,000

9. Conditions and exclusions of the grant

Reserved.

10. Matching funds

It is anticipated that IWF funding from this and past support will total approximately 57% of the total funding for 2020 and 2021.

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

Pete Tulipana, President and CEO
Iowa West Foundation

Date

Dr. Vickie Murillo, Superintendent
Council Bluffs Community School District

3-6-2020

Date



October 2020

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and KANEKO. This agreement concerns details related to after-school programming opportunities either online or in person, sponsored by KANEKO and various local creatives/artists in conjunction with our 21st Century schools. Our after school programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student sub-group (gender, race, ethnicity, SES) gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior. www.wallacefoundation.org

CBCSD and 21st CCLC will:

- Meet with KANEKO staff to assist in providing input regarding program content
- Provide students a snack before they arrive at the residence
- Advertise for and seek out secondary students to participate in activities.
- Provide all transportation for students to and from KANEKO for in person sessions
- Provide at least one adult leader per 20 students enrolled to facilitate students.
- Provide any supplies or materials requested by KANEKO for activities.

KANEKO will:

- Create an outline of curriculum for either online or in person Creative Careers programming.
- Provide qualified staff and speakers from various fields to facilitate activities.
 - Estimated in-kind value for these services is approximately \$ 3,600
- Provide supplies and materials for hands on activities.
 - Estimated in-kind value for these items is approximately \$ _____

The target date for this Creative Careers program to begin at KANEKO will be during the 2021-2022 school year with 8 week sessions being offered to our high school & middle school students separately. Our partnership will also include the opportunity for family engagement opportunities for all of our 21st CCLC sponsored schools.

Signatures:

Katherine Scarpello
Education & Public Program Coordinator
1111 Jones St.
Omaha, NE 68102
Phone: (402)-341-3800

Nikki Clausen
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503



COUNCIL BLUFFS Public Library



October 2020

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Council Bluffs Public Library. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

- Meet on a regular basis with CBPL staff to plan activities for students.
- Provide students a snack before they arrive at the library.
- Advertise for and seek out students to participate in the literacy club.
- 21st CCLC Site Facilitator from Longfellow Elementary will work as an on-site recruiter for the club related expeditions into the community.
- Provide at least one (1) 21st CCLC staff per every 10 students enrolled.
- Provide any supplies or materials needed.
- Facilitate basic training and discussions regarding behavior expectations.
- Provide ideas for icebreakers.
- Facilitate students as they read and explore their selected books.

Council Bluffs Public Library will:

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

Nikki Clausen

Nikki Clausen, 21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
(712) 396-2302
nclausen@cbcscs.org

Anna Hartmann

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



November 2020

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and the Council Bluffs Police Department. This agreement concerns details related to a career academy program instructed by the CBPD related to various careers in law enforcement. Our after school programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student sub-group (gender, race, ethnicity, SES) gaps exist in reading and math. Research has found that students who participate in out-of-school programs for 30 days or more in a school year demonstrate improved in-school attendance, grades, and behavior. www.wallacefoundation.org

CBCSD and 21st CCLC will:

- Provide students a snack before they arrive at the residence
- Advertise for and seek out secondary students to participate in activities.
- Provide all transportation for students to and from various local locations for field trips
- Provide a school staff to attend field trips and assist in supervision
- Provide any supplies or materials requested by the Police Dept. for activities.

CB Police Department will:

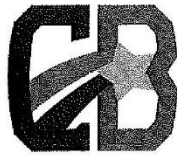
- Facilitate a 4 week program educating students on opportunities in Law Enforcement
 - Estimated in-kind value for these services is approximately \$ 600
- Coordinate and provide tours of local facilities & guest speakers in various career paths
 - Estimated in-kind value for these services is approximately \$ _____

The target date for programming to begin with the CB Police Department will be during the 2021-2022 school year with 4 week sessions being offered to each high school & middle school. Our partnership will also include the opportunity for family engagement opportunities for all of our 21st CCLC sponsored schools.

Signatures:

Dave Burns
Council Bluffs Police Officer
1 Ezra Jackson Way
Council Bluffs, IA 51503
Phone: (712)-328-4701
Email: dmburns@councilbluffs-ia.gov

Nikki Clausen
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
Phone: (712) 396-2302
Email: nclausen@cbcsd.org



October 2020

MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and TS Bank. This agreement concerns details related to families attending a CBCSD 21st CCLC program or event. Our programs are a part of the federal Every Student Succeeds Acts (ESSA) located in Title IV and awarded to LEAs who are serving students in a community of free or reduced lunch is 40% (or more) and where student subgroup (gender, race, ethnicity, SES) gaps exist in reading and math.

CBCSD and 21st CCLC will:

- Provide students a snack before the activity starts (Elementary 3:45 p.m. and Middle School 2:30 p.m.).
- Advertise for and seek out elementary and/or secondary students to participate in activities or families to participate in weekend or evening family events.
- Provide all transportation for students to and from any learning expeditions in the community.
- Provide at least one 21st CCLC staff per every 15 students participating in the program.

TS Bank will:

- Provide a leader/teacher to facilitate financial literacy activities from 3:45 p.m. to 5:15 p.m.
 - Provide lesson plans for the activities or event.
 - Keep in constant communication with the 21st CCLC team regarding programs and activities, as well as field trip opportunities.

Nikki Clausen
Nikki Clausen
21st CCLC Program Director
300 West Broadway, Suite 1600
Council Bluffs, IA 51503
(712) 396-2302
nclausen@cbcscd.org

Kyle Osborne
Kyle Osborne
TS Bank
605-480-3022
kyle.osborne@tsinstitute.com

AGENCY AND SITE NAME:		Abraham Lincoln High School		FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET										
SITE ADDRESS:		1205 Bonham		IOWA DEPARTMENT OF EDUCATION										
		Council Bluffs, IA 51503		BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)										
Total YR1 21CCLC Award:		\$ 57,200.00												
				COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED										
# Students Served (unduplicated headcount):				52							Qtr 1 due by November 30th	Qtr 3 due by April 30th		
											Qtr 2 due by January 31st	Qtr 4 due by July 15th		
A	B		C		F		G		H		I			
			Total YR1		Quarter 1		Quarter 2		Quarter 3		Quarter 4		THIS COLUMN	
			2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30		RESERVED FOR IDOE FINANCE	
Authorized Activity Category			Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy		
1	Program:													
	Personnel		\$ 34,320.00	\$ 715.00	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75	\$ 8,580.00	\$ 178.75		
	Contracted Services				-	-	-	-	-	-	-	-		
	Materials & Supplies		9,000.00	840.00	2,250.00	210.00	2,250.00	210.00	2,250.00	210.00	2,250.00	210.00		
	After School Snacks & Meals				-	-	-	-	-	-	-	-		
	Other		600.00	100.00	150.00	25.00	150.00	25.00	150.00	25.00	150.00	25.00		
	Reserved for IDOE finance			-	-	-	-	-	-	-	-	-		
2	Professional Development (must be equal or greater than 5% of budget):													
	Personnel		\$ 2,860.00	\$ 860.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00	\$ 715.00	\$ 215.00		
	Contracted Services			-	-	-	-	-	-	-	-	-		
	Materials & Supplies			-	-	-	-	-	-	-	-	-		
	Other			-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance			-	-	-	-	-	-	-	-	-		
3	Student Access (up to 8% of budget):													
	Transportation		\$ 2,762.00	\$ 400.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00	\$ 690.50	\$ 100.00		
	Facility safety and accessibility			-	-	-	-	-	-	-	-	-		
	Other			-	-	-	-	-	-	-	-	-		
4	Evaluation (up to 4%):													
	Contracted Services		\$ 2,108.00		\$ 527.00		\$ 527.00		\$ 527.00		\$ 527.00			
	Materials & Supplies				-		-		-		-			
	Other				-		-		-		-			
5	Other Admin Costs (Up to 8%):													
	Other Admin Costs		\$ 2,635.00		\$ 658.75		\$ 658.75		\$ 658.75		\$ 658.75			
	Reserved for IDOE finance				-		-		-		-			
	Indirect Costs, Restricted*				-		-		-		-			
6	Total Expenditures		\$ 57,200.00		\$ 14,300.00		\$ 14,300.00		\$ 14,300.00		\$ 14,300.00			
*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving														

AGENCY:	Council Bluffs Community School District
AGENCY ADDRESS:	800 W. Broadway Council Bluffs, IA 51503
NUMBER OF SITES:	3
Total 21CCLC Request YR 1:	\$ 224,400.00

FORM D3: CUMULATIVE PROGRAM BUDGET
IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONT

ONLY SUBMIT YR 1 WITH GRANT APPLICATION

This form should be completed once with all sites included.

# Students Served YR1:	189
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Budget Category	Year 1 2021-2022				Total YR1	Total YR1	Totals YR1	Totals YR1
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy
Program:								
Personnel	\$ 130,140.00	\$ 404,000.00	\$ 11,430.00	\$ 75,000.00	\$ 141,570.00	\$ 479,000.00	\$ 534,140.00	\$ 86,430.00
Contracted Services					\$ -	\$ -	\$ -	\$ -
Materials & Supplies	28,150.00	82,560.00	2,580.00	10,000.00	\$ 30,730.00	\$ 92,560.00	\$ 110,710.00	\$ 12,580.00
After School Snacks & Meals					\$ -	\$ -	\$ -	\$ -
Other	1,700.00		300.00		\$ 2,000.00	\$ -	\$ 1,700.00	\$ 300.00
Subtotal - Program	159,990.00	486,560.00	14,310.00	85,000.00	\$ 174,300.00	\$ 571,560.00	\$ 646,550.00	\$ 99,310.00
Professional Development (min. 5% per year):								
Personnel	\$ 10,220.00		\$ 2,720.00		\$ 12,940.00	\$ -	\$ 10,220.00	\$ 2,720.00
Contracted Services					\$ -	\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -
Subtotal - Professional Development	10,220.00	-	2,720.00	-	\$ 12,940.00	\$ -	\$ 10,220.00	\$ 2,720.00
Student Access (max. 8% per year):								
Transportation	\$ 12,524.00		\$ 1,950.00		\$ 14,474.00	\$ -	\$ 12,524.00	\$ 1,950.00
Facility safety and accessibility					\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -
Subtotal - Student Access	12,524.00	-	1,950.00	-	\$ 14,474.00	\$ -	\$ 12,524.00	\$ 1,950.00
Evaluation (max. 4% per year):								
Contracted Services	\$ 8,616.00				\$ 8,616.00	\$ -	\$ 8,616.00	
Materials & Supplies					\$ -	\$ -	\$ -	
Other					\$ -	\$ -	\$ -	