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**Memoranda of Understanding (MOU)**– *Council Bluffs Community School District, CB Schools Community Education Foundation, CB Schools’ Nutrition Services, Iowa West Foundation, Council Bluffs Public Library, Iowa Western Community College, Boystown Iowa, CountryHouse Residence, Heartland Foodbank, and Sherry Huffman, Ed.S, Educational Consultant*

## **Appendix A – Required Forms**

- Form A: Site Information
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## **Appendix B – Supporting Documents**

- Priority Documentation for Competitive Priority

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## 1. PROPOSAL ABSTRACT

### Absolute Priority

Targeted School	2016-17 Enrollment	2016-17 FRL Eligibility %
Bloomer Elementary (Title 1 Schoolwide)	449	84.34%
Edison Elementary (Title 1 Schoolwide)	504	86.71%
District (pK12)	9,188	70.91%
State (pK12)	510,932	41.3%

### Competitive Priority Status

1. *School Priority Identification, Iowa School Report Card / 5 additional points* – **Appendix B** will verify that both of these Title 1 Schoolwide project schools are ranked as Needs Improvement on Iowa’s School Report Card. Bloomer scored a **56.1**, while Edison scored **60.5**. Both schools score well below the state averages and the district averages in both reading and math.
2. *Joint Submission / 5 additional points* – This application is not a joint submission.

### Needs Assessment

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,188 K-12 students and their families in western Iowa’s Pottawattamie County. Free/reduced lunch eligibility or the district is 70.91%, including an average of 85% at the two proposed CLC sites (Bloomer and Edison Elementary Schools). An analysis of the 2017 Iowa Assessments reveals that students in both schools lag behind district average in 2<sup>nd</sup>-5<sup>th</sup> grade reading and math scores. At this time, before- and after-school activities for Bloomer and Edison students are limited to fee-based childcare provided by Kids & Company. While our families appreciate this as an option, our data study has revealed major gaps and weaknesses in current programming in the areas of academic support and enrichment. Just 10% of students currently attend, leaving nearly 800 high-poverty elementary students unserved.

### The Project

The CBCSD proposes to establish new comprehensive Community Learning Centers (CLCs) offering a range of quality before- and after-school and summer activities to academically-struggling, high-poverty students at two high-need elementary sites in our district: Bloomer and Edison Elementary Schools. We expect 210 students to attend the program 30 or more days/year. Operating 175 days during the school year and 30 days in summer, the program will address needs communicated by parents, students, staff, and community members. The CLCs will offer an integrated program of before- and after-school and summer academic interventions, enrichment, and recreation to foster students’ cognitive, social/emotional, and healthy physical development. The proposed academic interventions are designed to help achieve this primary academic goal: “By June of each year, regular attendees (30 days or more/year) will experience the same or greater growth in reading and math as compared to non-participating students. Each month will feature at least two different family engagement / support programs and four student field trips. The overall design covers 13 of the 15 eligible federal activities suggested for 21<sup>st</sup> Century CLCs. Healthy meals, meeting USDA nutrition guidelines, will fuel students for engagement.

### Research Base

The proposed CLC draws from evidence-based, and research based methodologies in reading and math intervention, student learning, assessment, and out-of-school program framework and curriculum. Our CLC embraces the “whole child approach” to education and enrichment, which considers the child’s cognitive development needs, social emotional developments, and physical development needs. Our CLC program design includes the evidence-based Leveled Literacy Intervention and Reading Recovery listed in the What Works Clearinghouse (WWC) along with tutoring services aligned with the Iowa Core Curriculum delivered

by licensed classroom teachers that also work as tutors in the CLC. Research based components include Scaffolding Young Writers, the integration of Social Emotional Learning tools and materials into program activities, Active Bodies, Active Minds, and Building our Kids Success physical activity modules.

### **Management Plan**

As the CBCSD expands CLC services district-wide and at multiple cohort sites, the refinement of an efficient staffing plan is essential. To that end, the District CLC Director is continuing best practices at the proposed sites based upon what is working at the district's seven other CLCs: (1) each site will be led by an on-site, part-time Facilitator; (2) the Assistant Program Director/Achievement Specialist will assist the Director in overseeing the Evaluation protocol and liaising with stakeholders, spearheading sustainability efforts, and developing and nurturing external partnerships and partner-based programming. (3) An additional 1.0 FTE Elementary Program Coordinator will be hired to organize program offerings, snacks, instructional supplies, transportation, and family engagement events. (4) Site Leadership Teams will expand to include parents and community partner representation and become site-specific Advisory Counties. Continuous improvement will be assured with monthly CLC Leadership meetings, including site facilitators, resulting in a regularly updated continuous improvement plan.

### **Communication Plan**

Outreach strategies to share evaluation and other information about the CLC program focus on four audiences: students, parents, staff, partners, and community members. Without these groups receiving clear, ongoing information and updates on CLC progress, student achievement, and fiscal health, the CLC program risks losing stakeholder support. Such support is foundational to its success and sustainability.

### **Partnerships**

The project features a collaborative network of organizations committed to working together to address the varying needs of target-area students and their families. This is documented extensively in the Partners and Roles and Sustainability tables, including areas of most significant impact. All partners possess significant expertise and resources to maximize the outreach to be implemented through the project and to effectively sustain the project beyond the funding period. MOUs for major partners follow the narrative. **Appendix P** lists all 21<sup>st</sup> CCLC Community Partnerships.

### **Evaluation**

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

### **Budget**

The total annual request comes to \$280,500 to serve 210 K-5 students for 175 days during the school year and 30 days in summer school at \$10.00/day/student. The budget for both sites is evenly split between Edison Elementary and Bloomer Elementary Schools and does not supplant any existing services. All budget line items fall within grant limits and parameters.

## 2. STUDENT NEEDS ASSESSMENT

**2.1 Objective data defining student need** – The Council Bluffs Community School District (CBCSD), is the eighth largest district in Iowa and serves 9,188 pK-12 students and families in western Iowa’s Pottawattamie County. The City of Council Bluffs (pop. 62,524, US Census 2016 Population Estimates) is situated on the banks of the Missouri River, just across from Omaha, Nebraska. CBCSD has operated 21<sup>st</sup> Century Community Learning Centers (CLCs) since 2014, currently operating five elementary sites, two middle school sites, and two high school sites.

	Bloomer Elementary	Edison Elementary	CBCSD	State of IA
Total Student population	426	459	9130	512,350
Free/Reduced eligible	84.34%	86.71%	71.91%	41.3%
Minority	29.18%	35.12%	23.87%	23.39%
Students with IEP	21%	22.6%		
Discipline Incidents	385	193		

Source: US Census 2012-16 Community Survey, [www.educateiowa.gov](http://www.educateiowa.gov), CBCSD Educational Service Center

Sources of data informing this proposal to create two new CLCs included: county and city poverty indicators from the US Census and the Kids Count Data Book; district and building level demographic and achievement data from the Iowa School Report Card (**Table 1**), student achievement data from the Iowa Assessments, and indicators of social determinants including employment, environment, housing, and social/civic engagement from Census Data and County Health Rankings. The plan incorporates learnings from the existing CLCs and results from parent and student CLC interest surveys and interviews about needs the CLC must address. For example, parent surveys revealed any new CLC must provide transportation.

The median household income in Council Bluffs is almost 14% below the state average (\$47,097 vs. IA @ \$54,570). Pottawattamie County ranked 6<sup>th</sup> of 99 Iowa counties for the percentage of single-parent households (39.6%), and 18.7% of children live in poverty. (Child and Family Policy Center, 2015). Children in single-parent households are also more likely to live in poverty (45% vs. 13% in two-parent households). Just 18% of Council Bluffs residents ages 25 and over have a bachelor’s degree or more compared to 27.2% statewide, a statistic that impacts employment opportunities and wages.

A viaduct separates the eastern, more affluent section of the city and the western section more afflicted by key poverty indicators. The Bloomer and Edison home attendance areas sit on this east/west boundary and include or are contiguous to a homeless shelter and a domestic violence abuse center. The staff and teachers are used to assisting families in crisis and in need of wraparound supports. The district’s free/reduced lunch rate has risen from 43% in 2003 to 70.91% in 2016-17. Adults with low literacy and academic skills are ill equipped to help their children with homework. However convenient times and places where families can address their own skill deficiencies while also engaging with their children are limited when “working poor” families are focused on working to make ends meet. Children from poor and working poor families lack opportunities to engage in enrichment and recreational opportunities that support academic and social emotional development and healthy living. Children raised in poverty experience more stressors that undermine school behavior and academic achievement (Jensen, 2009).

Proficiency in Mathematics and Reading: The percent of students proficient at Bloomer and Edison was lower than the percent of students proficient in the district and across Iowa in 2015-16 and 2016-17. Both buildings have seen a decrease in reading scores from 2015-16 to 2016-17 in multiple grades.

Percent Proficient	Grade 2		Grade 3		Grade 4		Grade 5		Grades 3-5	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
State of Iowa	72.0	73.9	76.1	74.7	75.0	74.4	76.1	75.3	75.7	74.8

District	62.7	66.4	62.6	61.4	63.8	62.9	71.7	67.7	66.0	64.1
Bloomer	52.6	57.6	48.4	59.7	61.2	58.1	72.7	63.5	60.4	61.0
	<i>-5.0</i>		<i>11.3</i>		<i>-3.1</i>		<i>-9.2</i>		<i>0.6</i>	
Edison	54.8	57.1	61.1	58.2	47.3	60	70.4	49.3	59.5	55.5
	<i>2.3</i>		<i>-2.9</i>		<i>12.7</i>		<i>-21.1</i>		<i>-4.0</i>	

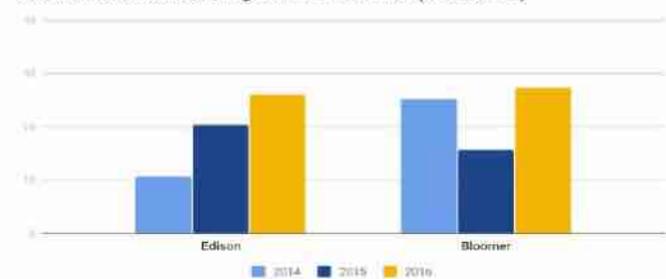
**Table 3** describes the difference in mathematics achievement between the proposed CCLC site elementary schools, the district, and the state as measured by the Iowa Assessments. The percent of students proficient at Bloomer and Edison in 2015-16 and 2016-17 was lower than the percent of students proficient across the state. In many grades, achievement at Bloomer and Edison was lower than district performance. Many grades at Bloomer and Edison experienced a decrease in mathematics scores from 2015-16 to 2016-17.

Table 3. Change in Percent of Students Proficient in Mathematics on Iowa Assessment from 2015-16 to 2016-17

Percent Proficient	Grade 2		Grade 3		Grade 4		Grade 5		Grades 3-5	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
State of Iowa	71.7	71.4	79.1	77.3	78.3	77.5	76.0	74.5	77.8	76.5
District	64.1	66.2	70.6	66.2	65.8	68.8	69.4	63.6	68.4	66.3
Bloomer	58.6	66.7	68.3	60.9	65.1	51.8	68.2	62.2	66.8	61.0
	<i>8.1</i>		<i>-7.4</i>		<i>-13.3</i>		<i>-6.0</i>		<i>-5.8</i>	
Edison	54.8	63.4	74	64.7	54.7	70	52.1	50.7	60.3	61.3
	<i>8.6</i>		<i>-9.3</i>		<i>15.3</i>		<i>-1.4</i>		<i>1.0</i>	

Source: District provided Iowa Assessment Longitudinal Data and EdInsight Cube report

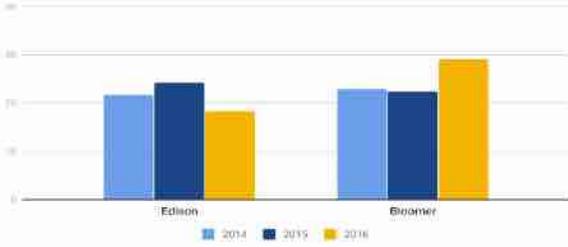
Chart 1- Gap in Proficiency between FRL/IEP/ELL and Not FRL/IEP/ELL: Iowa Assessment Reading and Mathematics (Grades K-5)



Examining achievement data from the Iowa School Report Card for subgroups reveals additional gaps at the two proposed CLC sites. In **Chart 1**, an aggregate group of students who receive Free/Reduced Lunch (FRL), have an Individualized Education Plan (IEP) and/or are English Language Learners (ELL) is compared to the rest of the students in the building who are not eligible for FRL, do not have an IEP and are not ELL. The combined mathematics and reading proficiency is compared for the last three most recent years and reveals a widening achievement gap for students in FRL/ IEP/ ELL subgroups.

In **Chart 2**, the difference in academic achievement is examined by race/ ethnicity within the building compared to a statewide target. An aggregate of combined mathematics and reading proficiency of the minority students in the school is compared to the statewide mathematics and reading proficiency of white students. While the gap has decreased at Edison, there is still currently a difference of 18% with a difference of 29% Bloomer.

Chart 2- Gap in Proficiency between Minority Students and the State Average: Iowa Assessment Reading and Mathematics (Grades K-5)



The FastBridgeLearning system provides screening results of students in grades K-3 at multiple points in the school year for identifying which students might need additional instruction to meet grade-level learning goals. **Table 4** illustrates the percent of students meeting benchmark targets in the fall screening window. Students not at benchmark are either at “some risk” or at “high risk” of not achieving the learning standard. According to the fall 2017 screening, 54% of students at Bloomer and 34% of students at Edison are at risk.

Table 4. FastBridge Early Literacy Screener- Percent of Students at Benchmark in Fall 2017-18

	Kindergarten	First Grade	Second Grade	Third Grade	K-3 Combined
<b>Bloomer</b>	32.4%	56.1%	42.0%	56.5%	<b>46.2%</b>
<b>Edison</b>	61.2%	82.7%	52%	49.2%	<b>66.4%</b>

*How the program will address student needs, including needs of students with working families –*

Affordable before- and after-school programming that offers academic support aligned with the school day does not currently exist. Families can enroll their child(ren) in on-site “Kids & Company” before-and after-school care program run by the CB Community Education Foundation (\$32.50/week: \$1,170/year) or students may travel off-site to after-school recreation at the Boys and Girls Club (BGC), also fee-based. While we are glad these options are available, they have three major weaknesses: **(1)Cost:** High-poverty students who need such services may not be able to afford fee based programs. Only 90, or 10% all 885 preK-5 students at Bloomer and Edison attend these Kids & Company programs. This leaves hundreds of high-poverty students without the additional support they need. **(2)No Academic Support:** Kids & Company offers childcare, recreation, and unstructured play time—not tutoring. There are *no* academic goals established for students, and *no* academic or behavioral data is collected. There is no quantitative data with which to assess or improve existing programming, and *students miss a tremendous opportunity to build skills and work toward specific academic goals beyond the bell.* **(3)Inconsistent Staffing:** Student-to-staff ratios at the BGC frequently exceed recommended ratios because of absent staff or high staff turnover.

The new CLCs will not duplicate or supplant existing after-school services. It will *enhance* and *expand* upon them—offering district-aligned staff training on classroom management and instructional practices, working together to offer engaging, interest-based enrichment activities, and most importantly, ***expanding access to high-poverty students who need support the most.*** The result will be two strong, comprehensive CLCs that serve hundreds of struggling students at two elementary sites in our district. Operating 175days before and after-school during the school year and 30 days in summer, the program will address needs communicated to us by parents, students, staff, and community members in the last school year. Kids & Company will provide club activities and recreational activities for the CLCs.

**2.2 Stakeholder Engagement** –A diverse group of partners reviewed data to ensure the proposed new CLCs address the unique needs of students and families. A summary of this Stakeholder input can be found in **Appendix O**. Forty-seven of our local partners attended our first “Partners and Pastries” event last year to share ideas; next spring legislators will also be invited. Ongoing parent and youth input is solicited at existing family engagement nights. A comprehensive partner list can be found in **Appendix P**. This November, 79 parents and 59 teachers from Bloomer and Edison completed a CLC interest survey, with nearly 100% agreeing to the statement “I believe the CLC model discussed will benefit my students/child.” Thirteen teachers attended a fall 2017 in-service on CLC club involvement opportunities. CLC Leadership at the district and school building levels continues to reach out to parents and students using surveys and interviews to develop schedules and programs that meet family needs and incorporate student input.

### 3. PROJECT

**3.1. Connecting Activities to Student Needs** -The activities and services to be offered at the new CLCs meet the student needs described in Section 2.1. We anticipate targeting 400 students at Edison and Bloomer Elementary Schools, both Title 1-schoolwide programs, 210 of whom we anticipate being “regular attendees” (attending  $\geq 30$  days in the school year and Camp Summer Explore). The CLC will offer an integrated program of after-school activities to foster students’ academic, social and healthy development, with a special emphasis on service learning. The proposed design includes 13 of the 15 eligible federal activities suggested for 21<sup>st</sup> Century Learning Centers. **Table 5** lists the proposed activities linked to student needs and the curriculum, framework, and activities proposed to address student need and achieve academic goals. A comprehensive and diverse group of community partners is found in **Appendix P**.

Component	Need Addressed	Activity/Curriculum Description
Academic Services and Enrichment	<ul style="list-style-type: none"> <li>Individualized support to address academic disparities in reading and math and help with homework completion.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and Math Intervention delivered by certified teachers. Tutoring aligns with <i>Iowa Core Curriculum</i> and <i>Iowa Core Standards for Literacy and Math</i>. Multiple evidence-based and research bases methodologies (Section 4).</li> <li>Camp Summer Explore Summer Learning Program</li> <li>Reading Workshops <i>Reading Recovery</i></li> <li>Creative Corners</li> <li>Literacy, Math, and STEM clubs and enrichment modules suggested by <i>Iowa Afterschool Alliance</i></li> <li>Service Learning Clubs</li> <li>Whole Child Approach to education</li> <li>Supervised Field Trips during school year and summer</li> </ul>
Enrichment	<ul style="list-style-type: none"> <li>Exposure to new ideas and experiences.</li> <li>Opportunities to develop and boost social emotional competencies.</li> <li>Opportunities to get the wiggles out to boost academic attention, reduce behavior issues, and maintain good health through organized physical activity and recreation.</li> <li>Access to healthy food to fuel their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Club Rotations (theme-based and guided by student interests including Robotics Club, Lego, Citizen Scientist, and STEM)</li> <li>Themed Weeks (Writers Workshop; Visual Arts, Science/Technology, and Movement) in August</li> <li>Creative Activities (Arts &amp; Music)</li> <li>Career Exploration Activities</li> <li><i>Google Expeditions</i> (Guided Virtual Reality)</li> <li>Weekly Field Trips and Community Partner presentations</li> <li>Social Emotional Learning (SEL) &amp; youth-centered problem solving (<i>Casel materials and tools</i>)</li> <li><i>Building Our Kids’ Success</i> (B.O.K.S.) physical education curriculum, <i>Get the Giggles and Wiggles Out</i></li> <li>Daily USDA recommended snack</li> </ul>
Family Engagement	<ul style="list-style-type: none"> <li>Convenient times and places where families can address their own skill deficiencies while also engaging with their children</li> <li>Strong parent-school connection</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement Events               <ul style="list-style-type: none"> <li>-Family Literacy Nights</li> <li>-Orientation to community resources</li> </ul> </li> <li>Parent Workshop activities and curriculum               <ul style="list-style-type: none"> <li>-<i>Common Sense Parenting &amp; Parent to Student 101</i></li> </ul> </li> </ul>

**3.2 Academic, enrichment and family literacy services** – Both new CLCs will feature an array of academic, enrichment, and family literacy services. **Table 6** provides a sample weekly schedule. Services will be selected from those being offered at other CLCs within the district that are successful and those will be expanded to the proposed new sites. New services will be added as well. See **Appendix O** for a complete list of service providers. On Monday staff development days, during field trips, and some large group activities, Kids & Company will provide additional supervision to ensure the program is in ratio as part of the MOU with the Council Bluffs Education Foundation.

Table 6: Sample of Weekly Activity for Proposed Bloomer and Edison Elementary

Bloomer and Edison Elementary CLC (175 days per school year)					
	Monday*	Tuesday	Wednesday	Thursday	Friday
7:30-8:30 AM	Tutoring & Enrichment	Tutoring & Enrichment	Tutoring & Enrichment	Tutoring & Enrichment	Tutoring & Enrichment
2:05-2:30 PM*	Physical Activity				
2:30-2:55 PM*	Light Healthy Meal				
2:30-4:00*	Community Partner / Field Trips				
4:00-5:30 PM	Enrichment Clubs & Activities				
5:30-6:00 PM	Dismissal to Kids & Co or BGC				
3:45-4:05 PM*	Physical Activity				
4:05-4:30 PM	Restroom, handwashing, Light Healthy Meal that meets USDA nutrition guidelines				
4:30-5:00 PM	Tutoring				
5:00-6:00 PM	Enrichment Clubs & Activities- (two rotating 30-minute modules)				
Camp Summer Explore Schedule (30 days in June and July)					
8:30-9 AM	Breakfast, Attendance, Daily Focus				
9:00-11:30AM	Reading Recovery, Recess, Creative Corners				
11:30-12:30	Lunch, recess and afternoon elective selection				
12:30-2:30	Rotation of Enrichment modules				Fun Fridays- Field Trips
2:30-3:00	Team building and daily debrief				
3:00	Dismissal, parent pickup, or bus to Kids & Co or Boys and Girls Club				

\* Mondays are professional development days for teachers and therefore the CLC schedule is amended.

● **Academic Services** – Certified teaching staff will provide homework help and one-to-one tutoring in math, reading, science, and other areas as may be needed, including extended-day use of students’ Chromebooks. Enrichment Clubs will reinforce lessons in core subject areas. Off-site field trips will further enhance lessons. The Camp Summer Explore program is a joint venture with the district, Iowa West Foundation, and the CLC, that will provide additional support services to help prevent summer learning loss.

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

● **Enrichment Modules / Clubs**--Students select two from six to ten enrichment modules offered daily. The themes of the modules offered change quarterly. Modules include service learning, creative activities, career exploration, health / wellness, and social / emotional learning (SEL). The CBCSD 21<sup>st</sup> CCLC Director and staff recently developed a “*Learn and Serve*” curriculum modeled after the University of Nebraska at Omaha’s Service Learning Workshop. This model will provide research-based guidance for project-based service learning activities. Large group enrichment will come in variety of exciting forms, including group Google Expeditions, Citizen Scientist projects, and community “Learn and Serve” projects that foster leadership skills, teamwork, career exploration, and social / emotional development. Group Enrichment also will include art, cooking, nature, health, writing/humanities, and technology (e.g., “Makerspace” / 3-D printer experiences during field trips to the public library). Field trips will support academic enrichment themes as well as interest areas expressed by the youth enrolled in the program. Before school the CLCs will offer the Building Our Kids’ Success physical education curriculum to energize student minds and bodies for the full day of learning ahead. After school, both CLCs will begin their daily programs with immediate physical activity that “Gets the Giggles and Wiggles Out”, an approach (similar to *Recess Before Lunch* and *Brain Breaks in Active Classrooms*) that is proven to reduce behavior issues and prime children for learning.

Large group physical activity will include daily recreation during attendance, and rotations of dance, yoga with The Block Yoga Company, and golf. CBCSD is developing SEL curriculum built upon the Casel model of integrating social and emotional learning into after-school programming. These practices will be infused throughout CLC activities, from service learning projects in the community to field trips.

**Family Literacy/Family Engagement**– Every month will feature at least two different family engagement events. Parent support will be provided in four distinct levels: (1) Iowa Western Community College will offer a variety of educational parent supports including English as a Second Language (ESL) courses, basic literacy / skills, HiSET/GED prep and testing, computer literacy, and a volunteer program. (2) Each CLC will hold monthly *Parent to Student 101* education sessions to highlight local resources and strengthen the home-school connection: developing a shared, collaborative language, goals, and strategies, aligned with Iowa CORE standards, to enhance children’s development and academic success. Sessions (running from 5:30-7 pm) will include family dinner time followed by parent education, child activities, and parent-child creative time. Other family engagement nights will include “Reading Under the Stars” (with take-home book bags) or Dr. Seuss celebrations. (3) *Common Sense Parenting* classes will cover proactive discipline, communication, and skills and techniques that create healthy family relationships. (4) Boys Town Iowa will provide voluntary in-home support services to families in or near crisis, with the goal of preventing children from being taken from the home / reuniting them with their families if outside placement is necessary.

**3.3 Goals and Objectives – Goal:** To promote the social-emotional, physical, and cognitive development of CBCSD children by creating a comprehensive, inclusive before, after, and summer school program that provides academic assistance, education enrichment, and family literacy opportunities within a collaborative, caring community. In addition to the local goals listed below, the Government Performance and Results Act’s measures will also be tracked. This is the legislative framework that requires federally funded programs to define and report performance objectives (GPRA, 1993: P.L. 103–62).

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

**3.4 Alignment with school day/year** –The District’s CLC Leadership Structure described in **Section 5** ensures that programming will link to school day instruction and make recommendations for students’ success that might be shared across all CLC sites. Regular consultations between the CLC Leadership Team, the district’s Director of Assessments & Data Management, and the Director of Teaching & Learning will drive decision making and make sure the program aligns with state and national standards and the school improvement plans. **Section 5** will how the staff management plan also supports this alignment. Other examples: Students who are “not proficient” on the fall and winter *FAST* reading test will be the first targeted for Camp Summer Explore. Licensed teachers will be recruited to serve as tutors for school-year and summer academic support services to help seamlessly connect the school day and after-school academic activities.

**3.5 Applicant Experience** – The CBCSD coordinates nine CLC sites. Three of the elementary CLCs just completed their site visit from the state program officer and received very positive feedback. All evaluation data at our disposal (student achievement, parent surveys, site performance reports, and feedback from IDE 21<sup>st</sup> CCLC Program Officers) will be used to impact hundreds of youth at the new CLCs and continually improve programming to foster “Whole Child Development”—Cognitively, Physically, and Socially / Emotionally.

#### 4. RESEARCH BASE

**Leveled Literacy Intervention (LLI)** (Fountas & Pinnell, 2009)-**Evidence Based.** The LLI is listed in the What Works Clearinghouse (WWC) as a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. Two studies of 747 students in grades K-2 from 22 schools in three districts across three states met WWC group design standards without reservations, achieving medium to large extent of evidence.

([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_levelledliteracy\\_091917.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf))

**Reading Recovery- Evidence Based.** Among 27 beginning reading programs rated by WWC, Reading Recovery received strong results, receiving positive or potentially positive ratings across all four domains- alphabetics, fluency, comprehension, and general reading achievement.

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/420>

**Scaffolding Young Writers-** van de Pol et al. (2010) compiles a decade of research on scaffolding including multiple studies that reviewed scaffolding as strategy for building writing skills (Pressley et al., 2001); (Wharton-McDonald et al., 1998).

**Math Solutions-** The following website provides links to case studies of district implementations around the country. <https://mathsolutions.com/what-we-offer/research-and-resources/>

**Math Reasoning Inventory** is a formative assessment involving face-to-face interviews focusing on core numerical reasoning strategies to assess mathematical reasoning and was constructed in alignment with standards published by the American Education Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

(<https://mathreasoningininventory.com/Pdfs/TechnicalReport.pdf>)

**Whole Child Approach to Education** is an approach to education that addresses student’s social-emotional, cognitive development, and physical development needs. The following report provides research and examples of whole child practices and policies.

(<http://www.wholechildeducation.org/assets/content/WholeChild-MakingTheCase.pdf>)

**Social Emotional Learning (SEL):** A meta-analysis of 213 programs found that students engaged in school-based social and emotional learning attained higher grades and scored 11 percentile points higher on academic achievement tests than peers who did not engage in such learning (Collaborative for Academic, Social and Emotional Learning, 2008). SEL programs also reduce aggression and emotional distress among students, increase helping behaviors in school, and improve positive attitudes toward self and others (Durlak et al., 2011). CBCSD is using Casel materials and lessons to implement SEL across the district.

(<https://www.casel.org>).

**Active Bodies, Active Minds:** Dozens of research studies have shown that physical activity can help students’ academic performance, especially in reading and math. (Institute of Medicine, May 2013; ABC News, Jan. 2012; Journal of Sports Medicine and Physical Fitness, Dec. 2012; US CDC, July 2010; Active Living Research, 2009).

**Building our Kids Success (BOKS)** is a before-school program that engages students in physical activity before the start of the school day. Students who participate in the program show improvement in nutrition knowledge, improved physical fitness.

<https://www.bokskids.org/sites/default/files/study/2015%20FINAL%20BOKS%20Multiyear%20Research%20Report.pdf>

**Ready by 21** – “Ready by 21” is a framework developed by the Forum for Youth Investment that provides standards, toolkits, and resources to help leaders build broad partnerships to improve systems.

(<http://forumfyi.org/readyby21/research>).

## 5. MANAGEMENT AND SUSTAINABILITY PLAN

### 5.1 Plan to Ensure Effective Staffing

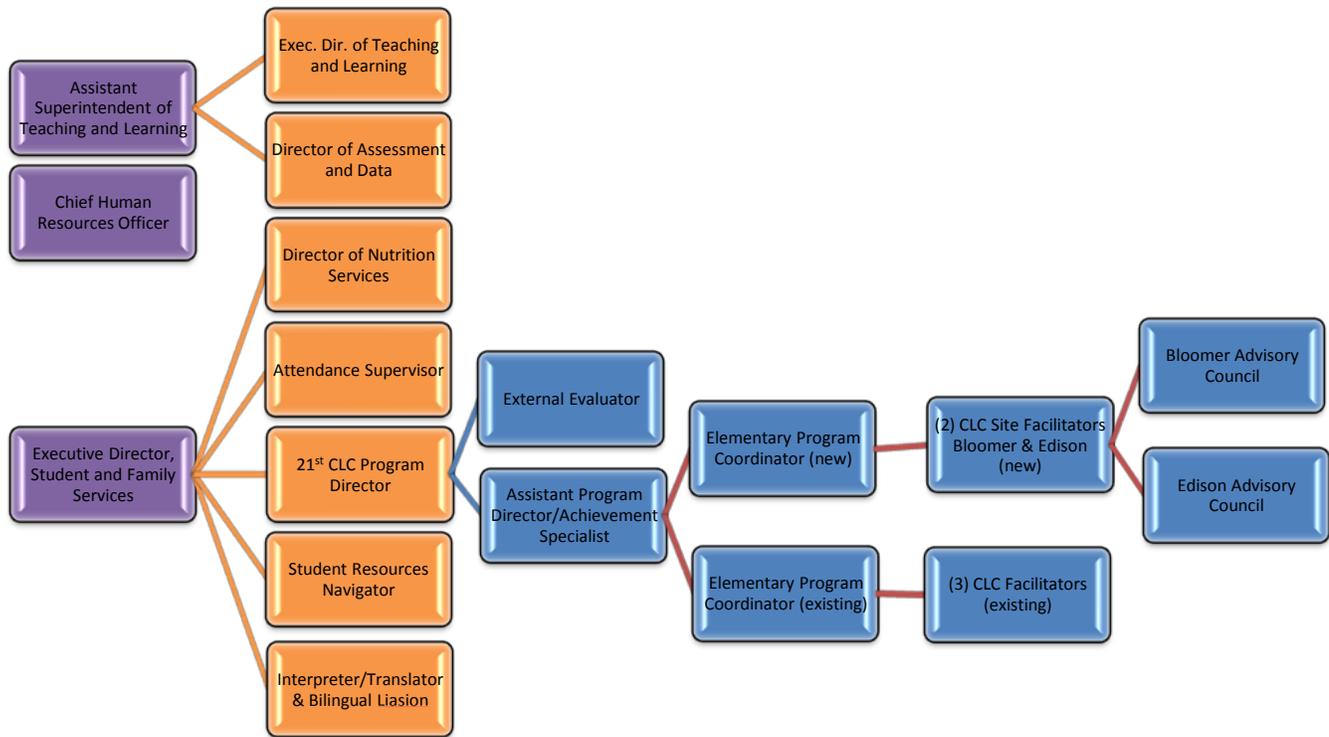
*Effectiveness*--Bloomer and Edison Elementary will be the sixth and seventh elementary CLCs in the CBCSD, bringing the district total to eleven CLCs including middle and high school sites. The CLC Program director will continue to utilize a staffing model that has grown since the district's first CLC grant in 2014. Effective staffing occurs by maintaining 1:15 staff-to-participant ratios. Staff will be well supported in school-day alignment efforts by the CLC Assistant Program Director/ Achievement Specialist. Staff will be encouraged to lead enrichment areas based upon their unique strengths and interests, and retention will be rewarded by stipend increases. Background checks will be conducted on all staff, business/organization partners, and volunteers and will include the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry. Volunteers will help maintain this ratio. Kids & Company staff that provide support during club activities and field trips per the arrangement with the CB Education Foundation will also help effectiveness.

*Recruitment and retention of highly qualified staff*—The 21<sup>st</sup> CLC organizational structure will continue to be supported by the Human Resources division, including recruitment, hiring, and management of CLC staff (paras and youth development workers), tutors, and volunteers. Certified teachers from within the district will be a primary recruitment pool for CLC tutors. Diversity in hiring is a priority for the CBCSD, which supports broad recruitment efforts, and is building relationships with culturally diverse organizations toward that end. CLC partner organizations will be made aware of hiring needs to help ensure the district is sourcing staff and volunteer opportunities across diverse communities. Job descriptions will clearly articulate pre-and post-hire requirements for licensure, training, professional development, and other desired skills. CLC staff hired will meet Iowa CLC requirements for the positions and will have program management experience and an associate or bachelor's degree. Staff members assisting with core subject skill development and tutoring will be licensed teachers whenever possible. When licensed teachers are not available to lead enrichment modules, Youth Development Workers will be hired (job description in **Appendix L**). Iowa Western Community College (IWCC) is a rich source of student volunteers and will work with us to unroll the forthcoming Youth Development Leader after-school certification program for pre-service teachers / high school graduates, which will expand our pool of qualified, cost-effective local tutors. Parent Teacher Organizations (PTOs) and music/athletic Booster Clubs will help to generate parent enthusiasm and participation, enlist volunteers, and secure in-kind, event, and sustainability support.

*Professional Development*—All CLC staff will complete 12 hours of professional development covering Chapter 103, sexual harassment policy/prevention, FERPA record confidentiality, hazard communication, blood-borne pathogens, and fire safety & emergency procedures. They will receive ongoing coaching and support as needed in policy and practice. Additional training outlined in **Appendix M** will cover family engagement and student support strategies (literacy, social and emotional learning, STEM, etc.). Teachers serving as tutors will continue to participate in regular day-school staff development on the Iowa Core Curriculum, poverty/ diversity issues, and will be afforded weekly collaborative planning time. Sources of ongoing professional development will also include Green Hills AEA (CLC staff training on new Smarter Balanced assessment), Iowa After-School Alliance, Iowa State University Extension and Outreach, the Collective for Youth, and other day-school training activities arranged by the CBCSD. A representative from each CLC will attend the state 21<sup>st</sup> CCLC conference.

*Strong Program Leadership that maintains program alignment with school day*—**Graphic 1** demonstrates the direct reports of the Office of the Superintendent. The prominent placement of the 21st CLC program within the Student and Family Services department ensures a direct line of communication with the Superintendent as well as access to other resources and services such as Teaching and Learning, Assessment and Data, Student Nutrition Services, Interpreter/Translation Services, and Resource Navigation.

Graphic 1: 21<sup>st</sup> CLC Organizational Leadership Chart



The CLC Program Director will provide overarching leadership for the 21<sup>st</sup> CLCs. Day-to-day operations include: CLC program strategy; management of site budgets and fiscal reporting; professional development planning and management meetings; oversight of the evaluation process; and grant progress, compliance, and reporting. The Program Director meets a minimum of monthly with the Teaching & Learning and Assessment & Data Director-level staff to help drive decision-making.

- The CLC Assistant Program Director/Achievement Specialist will ensure the CLC program is aligned with the school day and support the CLC tutors as they implement activities and strategies. This staff will be the main advisory liaison and the lead for partnership development, program sustainability planning, and cultivation of stakeholder relationships.
- An additional Elementary Education Coordinator will be added to track, analyze, and share individual student achievement and attendance data; provide trending data for continuous improvement and strategy development; assist with student interventions and trains site leaders and staff; and, support standards-based school-day alignment with after-school instruction, academic interventions, assessments, and other enrichment activities.
- Site Advisory Councils will consist of CLC Leadership Teams, parents, volunteers, and community partners that meet quarterly to advise program leadership and oversee progress toward objectives, identify challenges, and develop collaborative solutions.
- Two new part-time Site Facilitators will provide site-based leadership on a day-to-day basis; organize activities and field trips with partners; monitor and procure supplies and materials; assist with evaluations; lead site staff team meetings; work directly with students; and assure that grant goals and objectives are being met. Each Site Facilitator will join the PTO and Booster Clubs at their respective school to keep parents well-informed about CLC activities and collect feedback on enrichment modules.
- The External Evaluator will train CLC staff on the new Smarter Balanced student assessment to strengthen alignment between afterschool and day-school academic programs.

- Kids & Co. staff will supervise recreation/playground games while the Site Facilitator takes attendance and when teachers are relieved to participate as academic enrichment leaders.

Volunteers, including Senior Citizens—Volunteers will be an integral part of the program. They will be recruited through outreach to local colleges, senior centers, churches, the Council Bluffs Public Library, school PTOs, and via district-approved websites. Volunteers will be appropriately screened and then encouraged to provide help with topic areas that capitalize on their strengths, knowledge, interests, and areas of expertise.

- Senior citizens and school volunteers will be encouraged to help with topic areas that capitalize on their strengths, interests, and areas of expertise.
- Our business and community partners will provide “expert” volunteers for student enrichment module activities and support family engagement programming.
- Parent and community/senior partners will not only be invited to lead specific enrichment activities which will support staffing effectiveness (**Section 5.1**) but also provide ongoing feedback by joining the Advisory Councils and CLC workgroups.

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

Safe transportation to and from the CLC sites is a priority communicated to all whether students are walking, biking, carpooling, busing, or using public transportation.

- The program-wide check-in, check-out system will mirror the current system at each site. Furthermore, all buildings have locked entrances with camera security systems for safety.
- A late bus will serve students living beyond school attendance areas daily.
- Transportation will be provided to all off-campus activities and events through grant funds.
- CLCs will meet ADA requirements, accommodating student needs and diverse abilities.
- Translation services will be provided as needed through district translator and partners.
- Parent/Guardian/emergency contact information/youth medical form will be required.
- All bus drivers will be extensively screened for criminal offenses. National registry for Child Sexual Abuse checks will be conducted. Six-month rechecks for driving records are and will be conducted on all bus drivers.

### **5.3 Organizational leadership and Sustainability**

All CBCSD CLCs have Leadership Teams that include the Building Principal, School Administrative Manager, at least one counselor, the CLC Site Facilitators, CLC Assistant Program Director, and District CLC Program Director. Leadership Team members meet formally on a quarterly basis to discuss sustainability strategies, budgets, student and program evaluation data, plan new activities, and solve problems. The Leadership Teams will form the foundation for each site’s Advisory Council, which will also have parent and community partner representation. These site-based advisories will respect the unique culture, activities, and partners of each CLC site / school. The CLC Program Director will serve as the bridge to other CLC sites in the District to ensure continuity, alignment with state requirements and evaluation timelines, and the sharing of resources and best practices. The Program Director will convene an annual district-wide All-Site “Brain Trust” CLC meeting –attended by all Site Facilitators, key administrators, and lead CLC staff – to identify and solve problems, foster efficiency and communication between the various cohorts of CLCs, coordinate activities and schedules, eliminate redundancies, plan joint community events, and ensure consistent policies and protocols that support equitable, quality services for all CBCSD students. This meeting will strengthen continuous quality improvement efforts described in **Section 5.4**. This effort will also help all the CLCs embrace consistent, strategic sustainability efforts. This will help to most efficiently utilize program funding, including reallocation of revenue streams as needed.

The Program Director will manage partnership development. Community partners attend an annual meeting called “Partners, Policy Makers, and Pastries” to share ideas, celebrate successes, and strengthen programming. This model will be replicated at the proposed Bloomer and Edison CLCs. Various workgroups will also be formed to accomplish specific project tasks (fundraising, outreach & parent engagement, etc.). Each workgroup will coordinate all activities related to its area of focus and advise CLC staff of progress. The CLC Program Director, CLC staff, and CBCSD administration will assist the Advisory Councils and the

workgroups and deal with barriers that may inhibit individuals from participating on these important governance bodies.

#### **5.4 Plan for continuous program improvement and sustainability of the program**

A continuous improvement plan (CIP) will be adopted by the Advisory Councils in the first year. The CIP (updated quarterly) will be informed by data-driven decision-making. The Iowa Department of Education helped us strengthen our evaluation protocol, as quantitative evidence of success will be crucial in approaching our partners for long-term financial support. Our Sustainability Plan will include a written description of the activities that have the greatest impact on student outcomes that will be prioritized and continued post-grant through partnerships. As funding expires, this outcome data will help CLC staff to make informed decisions about the future program design, staffing structure, and scale for future grant proposals and partnership requests. Reviewing, refining, and renewing the program (the “3 Rs”) requires quarterly performance reports with quantitative and qualitative data measuring progress toward identified outcome objectives and process benchmarks.

Stakeholders and CLC staff created a formal sustainability plan for the 2017-18 school year for district CLC sites using the Ready by 21 toolkit as a reference for helping to build broad partnerships (*See Appendix E*). The goal of the plan is to expand existing and create new partnerships, obtain in-kind services and goods, plan and coordinate creative fundraisers, identify new external revenue streams, and secure grants and donations. The sustainability plan identifies quarterly milestones, associated tasks, and personnel responsible for achieving those tasks. Examples of tasks and activities include nurturing and cultivating partnerships, obtaining in-kind services and goods, planning and coordinating creative fundraisers, identifying a targeted number of new revenue streams, securing a specific amount of grant revenue, garnering corporate sponsorships, and conducting a cohesive and dynamic fundraising campaign / major gifts program. Having a District-wide plan managed by dedicated staff members in leadership will ensure the CLC sites within the District collaborate on city-wide social marketing and fundraising to strategically connect with donors and coordinate shared fundraising events, such as fun runs or sports tourneys. Older CLC students will have the opportunity to serve on a sustainability subcommittee. CBCSD will continue to commit in-kind support to our CLC programs: maintenance, utilities, custodial & food services, communications, clerical & tech, office supplies, and more. Our partners will continue to provide expertise, time, leadership, and networking support.

## 6. COMMUNICATION PLAN

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

Outreach strategies for the proposed new CLCs will focus on four audiences: students, parents, partners, and community. These groups need clear, ongoing information and updates on CLC activities and schedules, program progress, student achievement gains, strengths, challenges, and fiscal health of the program.

Without this communication, the CLC program risks losing parent, partner, and community support, which is foundational to its success and sustainability. All messaging will be tailored to audience and edited for clarity, with concise language for a variety of educational and linguistic backgrounds. Materials will be translated or made available in alternate formats for those who are visually impaired and/or hard of hearing.

● **Parents** - Strategies used with parents will include a combination of group communications and personal contact and engagement. During summer 2018, CLC staff will canvass each school neighborhood door-to-door to introduce all attendance-area parents to the exciting new CLC opportunities available in their child's school. Each school's parent teacher organization (PTO) will be a direct line of communication to all parents in the school, inviting their participation as volunteers. The 21CCLC website and social media channels will be updated continuously and showcase CLC highlights such as academic gains, enrichment highlights, and participation rates and benefits. Families will be invited via personal letters and email to family literacy nights and/or other special events that will allow us to share program information in a pleasant, informal setting. Newsletters will be sent home quarterly and parent-teacher conferences will occur at least two times a year, providing one-to-one updates on student and CLC site progress. As a result, parents will be informed about upcoming calendar of CLC activities, their student's academic progress and program involvement, and availability of community resources.

● **Students** – Communication strategies will include “word of mouth” promotion by all day-school staff, personal invitations to struggling students by school CLC Leadership teams, and the 21CCLC website, which will highlight current and upcoming clubs and opportunities. CLC registration information will be sent out twice a year (before the start of school and mid-year), which will align with enrichment club scheduling. Students will receive an informational postcard mid-summer about upcoming opportunities. The impact will be students are aware of the CLC, their progress as participants, and opportunities for participation.

● **Community** - Strategies for community members to learn about program impacts will include biannual media releases, the website and social media channels (Twitter and Facebook), which have a banner of the latest news and events for ongoing updates. Media updates will include progress snapshots, including student achievement and participation convey the progress and successes of the CLC program (including short- and long-term benefits to the community), cultivate new partnerships, recruit seniors and other volunteers, and highlight events related to family engagement/family literacy, success of participants, and student achievement.

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

## 7. PARTNERSHIPS

**7.1 Existing Partnerships and roles** – Our major partners, as indicated by the attached memoranda of understanding (MOUs), will provide leadership for many of the enrichment clubs that will inspire our students and spark interest in future educational paths. Most will provide the hands-on and close-up experiences that will make our after-school program a meaningful experience. Many will provide us with the curriculum and staff support, field trip experiences, programming, and in-kind support to positively affect youth development at a much higher level than we could ever attain on our own. All are longtime supporters of our district and students, and all have our targeted CLC students and their families at heart. Descriptions of major partners’ roles, including our own, and examples of impact are detailed in **Table 7**.

Partner	Role / Area of Significant Impact
<b>Council Bluffs Community School District (CBCSD)</b>	Provide leadership, vision and program implementation toward higher student achievement and engagement. Provide safe, accessible facilities, a highly qualified project director, and certified teaching staff for academic clubs, homework help, and tutoring. Incorporate family programming, including literacy programs, and wraparound community services for child/family needs. Value of department leadership from seven key district areas (communications, budget, teaching & learning, family services, facilities, transportation, and nutrition) = \$250,000/year = \$750,000, estimate of physical spaces within schools \$600,000/year = \$1.8 million, Full-time 21 <sup>st</sup> CCLC Project Director Salary (paid by the school district): \$80,000 year including benefits x 3 years = \$240,000. Value of office spaces, technology and connectivity support, in-kind supplies and materials valued at \$60,000 (all sites) x 3 years = \$180,000. Total 3-year CBCSD contribution: \$2.8 million. <i>Area of significant impact: Student achievement and engagement</i>
<b>CB Community Education Foundation</b>	Provide Kids & Co. staffing to assist with attendance collection, snack distribution, physical activity and club enrichment activities, including field trips. The in-kind value of this is \$35,000 per school per year x 3 years = \$210,000 <i>Area of significant impact: Fostering healthy families and positive youth development.</i>
<b>Council Bluffs Community School District Food Service Partnership</b>	Provide staffing and leadership in application for and local administration of Iowa Child-Adult-Care Food Programs (CACFP). (CACFP subsidizes healthy meals for out-of-school hour center, with all meals reimbursed at the free rate in the at-risk meal category). Provide additional support and enhance the variety and nutrition of daily CLC meals by managing and distributing any food donations from local farms, the Hy-Vee grocery chain, other businesses and foundations, and the Fresh Fruit and Vegetable Program from the USDA. <i>Area of impact: Student nutrition to support enhanced concentration and overall child health and well-being.</i>
<b>Boys Town Iowa</b>	Provide “Common Sense Parenting” classes, covering topics including communication, discipline, decision-making, relationships, self-control, and school success. (Value: \$2,500/class x 4 = \$10,000 x 3 years = \$30,000). Offer voluntary in-home support services to families in or near crisis, with the goal of preventing children from being taken from the home / reuniting them with their families if outside placement is necessary. (Value: \$2,500 per family x 10 families/year = \$25,000 x 3 years = \$75,000). Total value of partner contribution: \$105,000. <i>Area of impact: Fostering healthy families and positive youth development.</i>

<b>Iowa West Foundation</b>	Provide, for the seventh consecutive year, free summer school programming for K-5 students at risk of non-proficiency in reading and/or math. Summer school has run from 9AM-3PM from early June through July, Monday-Thursday. 21 <sup>st</sup> CCLC funds will support wrap-around services for participating students for one hour before and three hours after regular summer school and will run a full-day program on Fridays. Value: \$600,000/year x 2 years = \$1,200,000. <i>Area of significant impact: At-risk student achievement and engagement.</i>
<b>Council Bluffs Public Libraries</b>	The Council Bluffs Public Library will provide literacy skill enrichment support for participating students. This is valued at \$2,400/year x 3 years: \$7,200 total. <i>Area of significant impact: student achievement, literacy skill development.</i>
<b>Sherry Huffman, Ed.S.</b>	Provide quality external evaluation services as outlined in Section 8. Provide professional development in the new Smarter Balanced assessment to promote alignment with day school. Evaluation is a paid service, not to exceed \$9,000/year.
<b>CBCSD 21<sup>st</sup> CCLC Program</b>	Coordinate multi-site professional development; retrofit program alignment and achievement monitoring; reorganize staffing duties to improve efficiency and coordination.
<b>Iowa Western Community College</b>	Co-plan and deliver parent programming (literacy, English language literacy and HiSET prep and testing, computer literacy, etc.). Contribute volunteers from several volunteer and service-learning programs in the college. Work with Dr. Day to finalize and unroll Youth Development Worker online certification program. Value: \$1,200/year x 3 years = \$3,600. <i>Area of significant impact: Adult literacy skills development and academic / career support.</i>

**7.2 Plan for Meaningful and Engaging Partnerships** – Collaborative relationships expand and enhance how we can meet the needs of our youth. Meaningful and engaging partnerships will be assured through several means: **1)** The annual *Partners, Policymakers, and Pastries* event allows existing partners to share highlights of their experiences with the CLC program in small and large groups and brainstorm to improve existing and generate ideas for new school-community activities. **2)** Aggregate student data related to youth enrichment interest areas and academic achievement will be shared with parents, PTOs, our site-based Advisory Councils, and media to link documented interest areas/needs to the services that partners provide. For example, our Learn and Serve enrichment activities at the middle school level led to the creation of a detailed student resource website (“Community Compass”) featuring all metro-area non-profits interested in hosting student experiences; **3)** Ongoing publicity, through news releases, school websites, social media, booths at parent-teacher conferences, and newsletters will highlight our CLC activities, progress, partners, and partner opportunities. New partners will be recruited through resource fairs, current volunteers, coalition participation, Chamber of Commerce involvement, and the CLC itself. Existing partner relationships will be retained through effective communication, appropriate recognition strategies, activity/service rotation to alleviate partner fatigue, and ongoing quality improvement. The Program Director and Asst. Program Director will share partnership development responsibilities. Workgroups will be formed to accomplish specific project tasks (fundraising, outreach & parent engagement). Workgroups will coordinate all activities related to its area of focus. The CLC Program Director, CLC staff, and CBCSD administration will assist the Advisory Councils and the workgroups and deal with barriers that may inhibit individuals from participating on these important governance bodies.

## 8. EVALUATION –

### 8.1 Experienced Evaluator

CBCSD will contract with Sherry Huffman ED.S. for comprehensive external evaluation services and consultation, including design of surveys (parent, teacher, student, staff), student data collection and analysis (academic, attendance, behavior data, etc), and development of local, state/federal reports (including Iowa Dept. of Ed). Ms. Huffman has 10 years of experience as an Assessment Consultant with the Green Hills Area Education Agency 13, including data collection and analysis, instrument design, report creation and presentation of findings, process evaluation, and training facilitation on evaluation-related topics. **Table 8** details the six program objectives, the program activities designed to lead to the accomplishment of each objective, the data that will be collected and analyzed to measure outcomes, and reporting plans. In addition to the local goals outlined below, the Government Performance and Results Act’s measures will also be tracked. Government Performance and Results Act (GPRA, 1993: P.L. 103–62) is the legislative framework that requires federally funded programs to define and report performance objectives.

<b>Table 8: Evaluation Plan</b>			
<b>OBJECTIVE</b>	<b>PROGRAM ACTIVITY</b>	<b>RELEVANT DATA</b>	<b>REPORTING PLANS</b>
Objective 1: Reading Growth	Reading and Math Interventions; Tutoring Services; Academic Enrichment	Student performance data (Iowa Reading Assessment, DLM, and FAST)	Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media
Objective 2: Math Growth	Reading and Math Interventions; Tutoring Services; Academic Enrichment	Student performance data (Iowa Assessments)	Quarterly and annually – reports to Advisory Councils; website, newsletter, family communications, local media
Objective 3: Homework Completion	Reading and Math Interventions; Tutoring Services; Academic Enrichment	Homework completion rates via classroom teacher report (teacher data collection sheet)	Annual results in CLC reports; personal results used year-round with students; community media
Objective 4: Increased school engagement via daily attendance	Club Rotations, Enrichment Modules, SEL, Physical Activity/ Recreation, Career Exploration, Creative Activities, Field Trips	Average daily attendance (daily attendance records)	Quarterly and annually – reports to Councils and parents/public; website, newsletters, local media
Objective 5: Student behavior improvement	SEL, Physical Activity/ Recreation	# of disciplinary referrals (monthly + full-year comparison)	School-year post-reports to Councils and parents/public; website, newsletters, local media
Objective 6: Parent perception of impact on parenting skills/ability to provide home academic support	Family Engagement Events, Parent Workshops	Results from parent surveys, summary of responses to other qualitative measures (focus groups, interviews, etc.)	School-year post-reports to Councils and parents/public; website, newsletters, local media

### 8.2 Use of Evaluation Results

In addition to measuring outcomes associated with program objectives, the evaluator will collect information to assess program implementation, examine evaluation plans and tools, and guide continuous program improvement. The evaluator will attend to the following tasks/procedures outlined in **Table 9** to ensure both outcomes and process data are collected, and results used effectively.

Table 9: Evaluation Tasks/Procedures

### **EVALUATION PLANNING & DATA COLLECTION**

- Evaluation plan review (annually): review of evaluation timeline and assess alignment of all project goals, objectives, activities and associated data collection tasks
  - Reporting form development (annually): creation of reporting forms and data collection set-up, including academic and behavioral evaluation tools
  - Survey development and administration (quarterly or as needed): creation of student, parent and staff surveys
  - Evaluation of family events (as needed): assistance with evaluation of family engagement events
- Survey data collection (quarterly/as needed): facilitation of survey process, collection of surveys, data entry/analysis

### **PROCESS ASSESSMENT AND CONTINUOUS IMPROVEMENT**

- Process analysis (semi-annually): completion of analysis & trend results reporting of district measures for process improvement and sustainability
- Site and District consultation (as needed/requested): 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 (quarterly): facilitation of communication between CLC staff and Achievement Specialist and/or program director to align site program to current academic focus and/or identified student needs

### **REPORTING**

- Reporting to stakeholders (semi-annually): generation of report, presentation to site Advisory Councils, families and public (newsletters, website, direct mailings, including translated summary reports)
- Review evaluation findings (quarterly): facilitation of program site communication sessions for data review and best practices
- Federal reporting (annually): oversight of completion of the Federal report by site and grant

**Evaluation results will be used to refine, improve and strengthen the program.** Data collected and compiled throughout the year will be reviewed by the external evaluator, site-level CLC staff, the CLC Assistant Program Director/Achievement Specialist. This team will regularly examine data, trends, and performance feedback and generate a quarterly CIP to recommend timely improvements to program operations. Data will be shared at Advisory Council and/or evaluation subcommittee meetings, and members will use process observation, action items, and logic model templates (developed by our evaluation team) to assess program quality, implementation timeliness, cost-efficiency, participation, and overall impact. This periodic formative assessment process will help identify challenges (such as low parent turnout at an event or staff resistance to change in a specific building), spark solutions, and itemize resources needed to implement solutions. Student, parent, and staff surveys will provide crucial input that will be analyzed by our evaluation team and shared with stakeholders to generate ideas and solutions.

Evaluation results will feed directly into program improvements to benefit students through DAIS (Designing Appropriate Intervention Strategies) meetings scheduled for students performing at the basic level in reading and math. By communicating with and involving Advisory Councils, gaining input from and sharing results with the community at *Partners & Policymakers* events, and sharing evaluation results publicly (via newsletters, websites, mailings, etc), the program will maintain a strong presence and continually build support among community members. The CBCSD will comply with all reporting guidelines required by the State of Iowa Department of Education. Program evaluation results will be disseminated through school newsletters, public media, and directly to project participants, partners, and families. Translated summary reports will be made available for family members who do not speak English so that they too may stay informed.

## **9. BUDGET NARRATIVE**

**9.1 Basis for Cost Estimates**--Every effort has been made to select the most cost-effective yet high-quality services and resources for a project of this size, complexity, and scope. As required by the grant, the daily cost for provision of before- and after-school and summer school services falls well within the funding standard of less than \$10 per day per student, thanks to significant partnering and collaborative planning with current out-of-school service supporters. With 210 students targeted as regular attendees (more than 30 days) for 185 days (school year plus summer), the spending ratio for this period averages to \$6.13 per day per student.

**PERSONNEL – 66% (\$185,130)** - We justify spending roughly two-thirds of our total budget on personnel because teachers/staff are the main pillars of our program, so employing quality staff members is imperative to the success of our program. As we open two new elementary CLC sites and retrofit older cohort sites to a more sustainable and efficient staffing model district-wide, personnel funds will cover: a new Elementary Program Coordinator at 1.0 FTE/200-day contract (50% FTE), ❖two 0.5 FTE site facilitators, one at each site (200 half-days each), ❖extended teacher contract stipends (\$30/hour with up to five hours of prep time at each site), and ❖part-time Youth Development Workers (\$12.50/hour) who will assist with physical education, reading, enrichment, snack service, and ❖general support activities (paid at a paraprofessional wage). If not enough teachers are available to lead enrichment modules, we will hire Youth Development Workers to ensure we have the on-site capacity to provide quality service for the full number of students we anticipate serving. (As the certificate program is finalized, we aim to ensure these hires are formally certified via IWCC.) Personnel funding will support a student-to-staff ratio of no more than 15:1 to cover 194 days of before and after-school programming during the school year, evening and weekend family literacy activities (12 days/year), and four weeks of summer school activities in August. For the Coordinator and Facilitators, benefits are calculated at 50%, prorated by FTE, and include fringes required by law (FICA) as well as the standard District benefit package including medical/dental family plan coverage & the Iowa Public Employees' Retirement System (IPERS). Estimated salary expenditures will be split evenly between sites. Site Facilitators will devote less than 8% of their time to administrative tasks, as required by the grant. Please turn to **Appendix L** for job descriptions for newly hired staff.

**STAFF TRAVEL – 1% (\$2,805)** – We will reserve 1% of grant funds to reimburse staff for reasonable travel expenses (mileage at the annual IRS-approved rate and lodging, meals, & per diem) incurred as a result of attending local, regional, and state 21<sup>st</sup> CCLC workshops, conferences, and other professional development activities as well as travel to off-site partner and advisory meetings.

**MATERIALS – 11% (\$30,855)** - Cost for materials will be 10.67% (\$32,000) of the total grant budget. Grant funds will be used to leverage additional contributions from local partners. Material costs include: academic and enrichment supplies, literacy materials and books, technology resources, additional gym and recreation equipment, family night refreshments and meals, admission for field trips, etc.

**PROFESSIONAL DEVELOPMENT -- 5% (\$14,025)** - Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support our educators. We have budgeted 5% at each site for professional development, STEM and family literacy, social and emotional learning, nutrition and health, state and national-level 21<sup>st</sup> CCLC and related conferences, the Harry Wong classroom discipline management approach, and more. Please see a matrix-in-progress for staff development activities in **Appendix M**

**STUDENT ACCESS – 8% (\$22,440)** - It is important to the success of our program to ensure students have safe and adequate transportation to and from daily CLC programming as well as off-site enrichment activities and field trips. Transportation will include funding for a daily late bus serving Bloomer and Edison attendance areas and at least four off-site field trips per month. As this will be a significant expense, we have devoted 8% of the budget to this item.

**EVALUATION – 3% (\$8,415)** - Dr. Sherry Huffman will conduct a comprehensive, rigorous evaluation that meets 21<sup>st</sup> CLC requirements. We have budgeted \$7,000/year (below the 4% limit allowed) for Dr. Huffman's services as our lead evaluator. She will also provide CLC staff with training on any new assessment system that the state may adopt. The existing 1.0 FTE Assistant Program Director/Achievement Specialist will provide additional support on the evaluation team, helping to track and utilize student

achievement data to ensure individualized student supports and day-school alignment (in addition to other related CLC continuous improvement duties).

ADMINISTRATIVE (includes indirect costs) – up to 8% (\$16,830 – 6%) - Our program will target up to 699 students at both schools who do NOT attend existing after-school programming. At least 200 (29%) of these students are anticipated to attend 30 or more days during the school year and summer. This will require significant administrative oversight and logistical planning to ensure that all participants have a high-quality experience. Administrative expenses incurred by the district and both CLC program sites will include: CLC staff prep time and attendance-taking, office space & utilities, office supplies, phone, computer, District human resource management (background checks, payroll, interview set-up, etc.), scheduling of transportation, technology support, and other clerical and business services support.

### **9.2 How the program seeks to supplement, rather than supplant, current funding.–**

No funds awarded to the CBCSD will be used to supplant funding for existing programs and services. As detailed earlier, fee-based after-school programming is currently available at both elementary schools. However, structured academic support is *not* provided and nearly 700 students at both schools do not participate in either program. Opening two new CLC sites will allow us to **enroll hundreds more students who need additional help**, *supplementing* (not supplanting) existing activities in a research-based continuation of day-school academic approaches and processes. We will be able to offer hundreds of unserved, high-need students with a daily nutritionally-balanced meal, strong academic skills development using the same instructional approaches as the day school, engaging enrichment activities, monthly field trips, family engagement activities, and recreation. The Iowa West Foundation funded Camp Summer Explore academic program for incoming K-5 grade students scoring below reading and math proficiency. This summer school ran from 9AM-3PM from early June through July, Mon-Thurs. New 21<sup>st</sup> CCLC grant funds will enhance and expand this existing summer program by adding wrap-around services for participating students for one additional hour before and three more hours after existing summer school hours as well as adding a full-day program on Fridays. Enrichment services do not receive district funding; therefore these services are supplemental to district programming and cannot be considered in any way as “supplanting” funding.

The CLCs will also leverage the in-kind expertise and resources community partners identified in the Partnerships section and attached MOUs. As detailed in this proposal, we will align programming to district curriculum and student needs through our existing district 21<sup>st</sup> CCLC Leadership Team. Administrative costs, including indirect costs are below 8% admin.

## **Appendix A: Required Forms**

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

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

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

**Mail Applications to:**

**Jodi Bruce**

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

[jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)

**Address all questions to:** [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)

**APPLICATION INFORMATION**

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

County: Pottawattamie		Amount Requested: \$280,500 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Vickie Murillo		Grant Contact/Project Director: Dr. Sandra Day, 21 <sup>st</sup> Century Grant Program Director	
Agency Name: Council Bluffs Community School District		Agency Name: Council Bluffs Community School District	
Address: Educational Service Center, 300 West Broadway, Suite 1600		Address: Educational Service Center, 300 West 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: <a href="mailto:vmurillo@cb-schools.org">vmurillo@cb-schools.org</a>		Email: <a href="mailto:sday@cbcsd.org">sday@cbcsd.org</a>	

DUNS Number: 0802174330000

Data Collection and Evaluation Contact: Sherry Huffman, Ed. S. Green Hills AEA		Fiscal Contact: Dean Wilson	
Address: 103 Central, Suite 301		Address: Educational Service Center, 300 West Broadway, Suite 1600	
City: Glenwood	Zip: 51534	City: Council Bluffs	Zip: 5153

Phone: 712-366-0503	FAX:	Phone: 712-328-6446	FAX: 712-328-6548
Email: <a href="mailto:shuffman@ghaea.org">shuffman@ghaea.org</a>		Email: <a href="mailto:dwilson@cbschools.org">dwilson@cbschools.org</a>	

**BEFORE YOU APPLY**

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
  - Site/Building Name: Bloomer Elementary School
    - Free and Reduced Lunch Rate Percentage: 84.34%
  - Site/Building Name: Edison Elementary School
    - Free and Reduced Lunch Rate Percentage: 86.71%
- **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs). *Council Bluffs Community School District, CB Schools Community Education Foundation, CB Schools' Nutrition Services, Iowa West Foundation, Council Bluffs Public Library, Iowa Western Community College, Boystown Iowa, CountryHouse Residence, Iowa State University WaterRocks! Program, Heartland Foodbank, and Sherry Huffman, Ed.S, Educational Consultant*
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and Afterschool
  - Before and Afterschool and Summer School
  - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
  - 150 number of children x 175 days x \$10.00 (Before and afterschool) per day = \$262,500 (total funding request for before and afterschool programs)

**Summer School Formula**

  - 60 children x 30 of days = (minimum 30 days) x \$10.00 = \$18,000 (total funding amount for summer)

- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$280,500.00

Funding Request total for Three Years: \$841,500

Number of Children Served in Year One: 210 (minimum)

Number of Children Served in Three Years: 630 (est.)

## LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: <u>42-600128</u> <b>OR</b> Enter School District Code _____
--

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

## REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded***

Documentation: Bloomer Elementary School and Edison Elementary School are both listed as "Needs Improvement" on the Iowa School Report Card found online at:  
<http://reports.educateiowa.gov/schoolreportcard>.

Application is ***not jointly submitted*** as collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity.

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Bloomer Elementary School</b>		
<b>Site Address: 210 South 7<sup>th</sup> Street</b>		
<b>City, State, Zip: Council Bluffs, Iowa 51501</b>		
<b>Phone: 712-328-6519</b>		
<b>Site Contact Person: Mr. Casey Moran, Principal</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Bloomer Elementary School	1130	105
<b>21CCLC Site Name: Edison Elementary School</b>		
<b>Site Address: 2218 3<sup>rd</sup> Avenue</b>		
<b>City, State, Zip: Council Bluffs, IA, 51501</b>		
<b>Phone: 712-328-6516</b>		
<b>Site Contact Person: Mr. Michael Naughton, Principal</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Edison	1200	105
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program

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

**FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS**

**Part A: Nondiscrimination**

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

**Part B: Use of Funds**

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

**Part C: Supplement, not Supplant**

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

**Part D: Fiscal Control and Accounting Procedures**

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

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

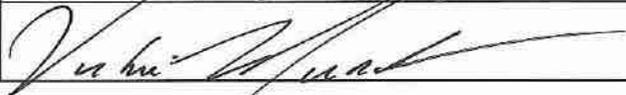
**Part M: Private and Public School Consultation**

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

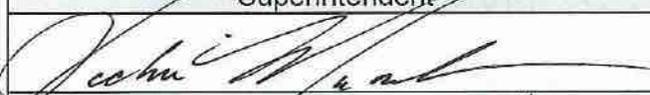
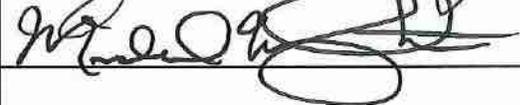
**Part N: Grant Termination (Additional conditions in Appendix D)**

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

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

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

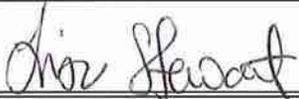
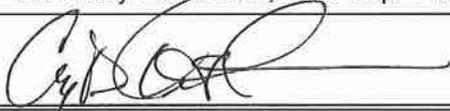
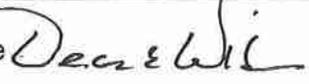
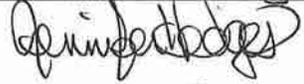
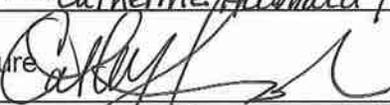
**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Council Bluffs Community School District Dr. Vickie Murillo
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Bloomer Elementary School Mr. Casey Moran, Principal
	Edison Elementary School Mr. Michael Naughton, Principal

### FORM C: COLLABORATIVE SIGNATURES

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

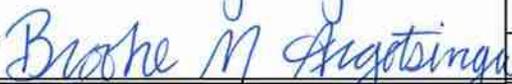
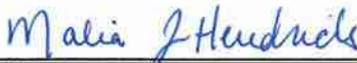
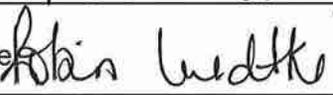
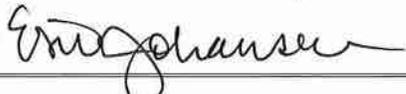
**Applications only allowed up to three (3) additional pages for signatures.**

Name/Signature	Agency Affiliation	
Name/Title – Ms. Lisa Stewart, Dir. Nutr. Svs	Agency Council Bluffs Community Schools	
Signature 	Address 801 South 16 <sup>th</sup> Street	
	City/Zip Council Bluffs 51505	Phone 712-328-6420
Name/Title – Mr. Tim Hamilton, ED Stu/FamSvs	Agency Council Bluffs Community Schools	
Signature 	Address 300 West Broadway, Suite 1600	
	City/Zip Council Bluffs 51501	Phone 712-328-6446
Name/Title – Dr. Corey Vorthmann, Asst. Sup. T & L	Agency Council Bluffs Community Schools	
Signature 	Address 300 West Broadway, Suite 1600	
	City/Zip Council Bluffs 51501	Phone 712-328-6446
Name/Title – Mr. Dean Wilson, CFO & Transp. Dir.	Agency Council Bluffs Community Schools	
Signature 	Address 300 West Broadway, Suite 1600	
	City/Zip Council Bluffs 51501	Phone 712-328-6446
Name/Title – Mr. John Jacobs, Mgr.	Agency First Student Transportation	
Signature 	Address 1430 8th Ave,	
	City/Zip Council Bluffs, IA	Phone 712-320-8999
Name/Title Jennifer Hedges	Agency Parent / CB School	
Signature 	Address 2648 Ave. D	
	City/Zip Co. Bluffs 51501	Phone 712-352-2324
Name/Title Catherine Hubbard / SAM	Agency Council Bluffs Community Schools	
Signature 	Address 1109 Baldwin Circle	
	City/Zip Council Bluffs 51503	Phone 712-490-4884
Name/Title Teri Stephens, Parent	Agency	
Signature 	Address 234 bluffs St. #2	
	City/Zip C.B 51503	Phone 402-669-9487
Name/Title Diane Astrawski, Chief Communication Officer	Agency Council Bluffs Community Schools	
Signature 	Address 300 W. Broadway Suite 1600	
	City/Zip 51501	Phone 712-328-6446

### FORM C: COLLABORATIVE SIGNATURES

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

**Applications only allowed up to three (3) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Brooke Argotsinger Teacher	Agency	Council Bluffs Community Schools
Signature		Address	309 Huntington Ave
		City/Zip	<del>50513</del> 51503 Phone 319-939-7623
Name/Title	Kristi Lenz Teacher	Agency	Council Bluffs Community Schools
Signature		Address	1203 Jim Brown Pkwy
		City/Zip	Council Bluffs 51503 712 360-0333
Name/Title	Maria Hendricks Teacher	Agency	Council Bluffs Community Schools
Signature		Address	2117 Avenue L
		City/Zip	Council Bluffs 51501 Phone 712-370-0812
Name/Title	Meggen Howard Teacher	Agency	Council Bluffs Community Schools
Signature		Address	214 Garwin Circle East
		City/Zip	Council Bluffs 51503 Phone 402-659-0336
Name/Title	Bethany Hayes Teacher	Agency	Council Bluffs Community Schools
Signature		Address	60 Lawn Dale Dr.
		City/Zip	Council Bluffs 51503 Phone 402-681-6203
Name/Title	Emilie Pietramale -Teacher	Agency	Council Bluffs Community Schools
Signature		Address	7027 Joyce St
		City/Zip	Omaha, NE 68138 Phone 402-209-2703
Name/Title	Todd Johnson SAM	Agency	Council Bluffs Community Schools
Signature		Address	317 Benton St
		City/Zip	Co. Bluffs, Ia Phone 712-314-3889
Name/Title	Robin Lucatke, Admin Asst.	Agency	Council Bluffs Community Schools
Signature		Address	300 W Broadway Ste 1100
		City/Zip	Co Bluffs 51503 Phone 783286423
Name/Title	Erin Johansen, parent	Agency	
Signature		Address	2930 Ave L
		City/Zip	CB 51501 Phone 402-690-1952



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

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total three-year funding request (all sites):
2	210	\$841,500
	Total first-year funding request (all sites):	
	\$280,500	

**FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION**

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Bloomer Elementary School	\$140,250	\$140,250	\$140,250	\$420,750	105
Edison Elementary School	\$140,250	\$140,250	\$140,250	\$420,750	105
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 210

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

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

**Site:** Bloomer Elementary School

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served: 105**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$83,309	\$9,256	\$83,309	\$9,256	\$83,309	\$92,56	\$277,695
Staff Travel	\$1,402	-	\$1,402	-	\$1,402	-	\$4,206
Materials	\$13,885	\$1,543	\$13,885	\$1,543	\$13,885	\$1,543	\$46,284
Professional Development (minimum 5% per year)	\$7,012	-	\$7,012	-	\$7,012	-	\$21,036
Student Access, Transportation etc. (maximum 8% per year)	\$11,220	-	\$11,220	-	\$11,220	-	\$33,660
Evaluation (maximum 4% per year)	\$3,208	\$1,000	\$3,208	\$1,000	\$3,208	\$1,000	\$12,624
Administrative/ Indirect Costs (maximum 8% per year)	\$6,915	\$1,500	\$6,915	\$1,500	\$6,915	\$1,500	\$25,245
<b>Totals</b>	\$126,951	\$13,300	\$126,951	\$13,300	\$126,951	\$13,300	

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

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

**Site:** Edison Elementary School

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 105

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$83,309	\$9,256	\$83,309	\$9,256	\$83,309	\$9,256	\$277,695
Staff Travel	\$1,402	-	\$1,402	-	\$1,402	-	\$4,206
Materials	\$13,885	\$1,543	\$13,885	\$1,543	\$13,885	\$1,543	\$46,284
Professional Development (minimum 5% per year)	\$7,012	-	\$7,012	-	\$7,012	-	\$21,036
Student Access, Transportation etc. (maximum 8% per year)	\$11,220	-	\$11,220	-	\$11,220	-	\$33,660
Evaluation (maximum 4% per year)	\$3,208	\$1,000	\$3,208	\$1,000	\$3,208	\$1,000	\$12,624
Administrative/ Indirect Costs (maximum 8% per year)	\$6,915	\$1,500	\$6,915	\$1,500	\$6,915	\$1,500	
<b>Totals</b>	\$126,951	\$13,300	\$126,951	\$13,300	\$126,951	\$13,300	

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application*

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

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

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

10-1130-1100-490-4646-000612 - Bloomer Elementary School

10-1200-1100-490-4646-000612 – Edison Elementary School

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

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

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

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

## Form E: Minority Impact Statement

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

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

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

**Describe the positive impact expected from this project**

Indicate which group is impacted:

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

The Council Bluffs Community School District has seen an increase in diversity over the last fifteen years; minority enrollment has grown from 6% in 1999 to 18% today. Minority enrollment is comprised of two primary groups at 17% Latino and 3% black; these numbers are reflected in our proposed CLC sites. Fully 28% of students at Carter Lake are racial minorities; (15% of all students are Hispanic & 6% black). One-quarter (25%) of the student body at Roosevelt are racial / ethnic minorities, primarily Hispanic (15%) & black (3%). The Carter Lake and Roosevelt CLC will have a POSITIVE impact on our minority students as well as those with an identified disability (IEP). (19% of students at Carter Lake have an IEP requiring a plan for individualized education, and 15% of students at Roosevelt do.) The one-on-one academic remediation and support along with the enhanced and/or new partner-led enrichment activities will provide additional opportunity for development of social skills as well as promote academic achievement for all. We anticipate closing achievement gaps between our student subgroups with the targeted academic interventions planned. Students will be exposed to new and exciting interests in enrichment clubs and family programs that may otherwise be cost-prohibitive.

Minority families will be personally invited to participate on advisory groups and project subcommittees to participate in project oversight, give input on CLC activities (including family activities that support students' continued learning at home), and reduce cultural bias. CLC site staff will be invited to participate in all CBCSD cultural competency and diversity professional development. PTOs and CLC site-specific advisory and task workgroups at each school will also continue to invite minority parents and guardians to be part of school decision-making and leadership teams. Linking with parents and other key stakeholders to obtain input will also *apply a lens of cultural responsiveness to all project structures and activities*, particularly concerning family engagement. Staff resources for involving diverse families are based on the best-practice model

created by Dr. Joyce Epstein and include tips like, "Enable families to share information with the school about culture, background, children's talents and needs," "Know how to get information translated into the languages of your students' families," and, "Consider parents who do not read well and arrange for phone calls in their native language."

To ensure linguistic competence, we will utilize district staff and local consultants as needed for print and verbal language, recordings, ASL, etc. Written communications will feature supporting graphics and concise language with few idioms and appropriate to the academic background and age of the targeted audience. To create the most effective multicultural outreach strategy, we will invite feedback from key ethnic community leaders on culturally acceptable and sensitive messages, meaningful symbols, and impactful strategies. Building staff will complete book studies and training on how to better understand & meet the needs of low-income individuals. All new resources and activities will reflect strategies that research has shown to be successful in engaging *all* students, including those with disabilities. For students requiring specialized assistance, special education teachers will consult with CLC site staff to identify and remove barriers to their full participation in out-of-school activities. This includes consultation on adjustments that enable the environment, instruction differentiation strategies, and materials to best meet students' individual needs in an appropriate continuum of services.

- 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: \_\_\_\_\_

Title: **District Superintendent**

### Definitions

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

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

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

“Disability” does not include any of the following:

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

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

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

**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

There are no private schools within the enrollment/attendance areas of Bloom and Edison Elementary Schools.

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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



# IOWA School Report Card



**IOWA**  
Department of Education

**Appendix B**

Select Academic Year: **2017** ▼

*Click in above box to search for school*

## What is the Iowa School Report Card?

The Iowa School Report Card shows how each public school is performing, based on certain educational measures. The system assigns schools one of six overall ratings: *Exceptional, High-Performing, Commendable, Acceptable, Needs Improvement, and Priority*. The ratings are based on each school's performance over a two-year period on up to eight educational measures.

### Frequently Asked Questions

[/SchoolReportCard/Content/2017FAQIowaReportCardv3.pdf](#)

[Quick Guide \(/SchoolReportCard/Content/2017Quick](#)

[GuidelowaReportCardv3.pdf\)](#)



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# Bloomer Elementary School

Green Hills | Council Bluffs Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 396

Collapse all

# 2017

Rank: Needs Improvement

56.1 Points

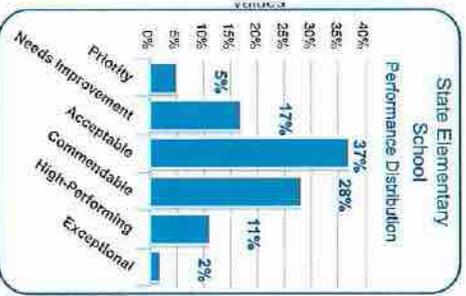
How is a school's overall rating calculated? ⓘ

### Performance Categories

Exceptional	79 and above
High-Performing	73.0 - 78.9
Commendable	67.0 - 72.9
Acceptable	61.0 - 66.9
Needs Improvement	55.0 - 60.9
Priority	0.0 - 54.9

The school ratings are composed of a combination of multiple measures included to calculate an overall score for each school in Iowa. Each of the measures gets calculated as a value between 0 and 100 and is then multiplied by a weight amount, producing a percentage score for each measure. The weighting is the value assigned to each indicator. The score for each measure is determined and then all measures are added together to create an overall score.

Click to learn how a school's overall rating is calculated ⓘ

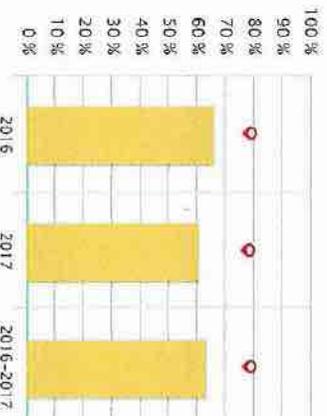


Previous Year: Needs Improvement 58.9 pts

### Proficiency

63.9%

What percent of students meet or exceed proficiency targets? ⓘ



Proficiency describes a school's success at meeting minimally sufficient performance level benchmarks, in the subjects of Reading, Mathematics, or a combination of both. The chart at left combines Reading and Math across the prior two years, to provide a stable picture of school proficiency performance. Districts and schools assess students annually in these two key subject areas.

Click to drill down into this school's Proficiency data by student demographic

Closing Gap (FRL, IEP and ELL)

31

**Is progress being made in closing the achievement gaps for students participating in FRL, IEP and and/or FRL? 5**

100

Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for students who are eligible for Free-or-Reduced Priced Lunch (FRL), or students with an Individualized Education Program (IEP), and/or students participating in the English Language Learners (ELL) program.

Click to drill down into this school's Closing Gap (FRL, IEP, and/or ELL.)

**Closing Gap (Minority student, within school comparison)**

44.6

50

100

**Is progress being made in closing the achievement gaps for students of color? 5**

Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for nonwhite students who have a history of performing below their white counterparts.

Click to drill down into this school's Closing Gap (Minority student, within school comparison)

**Closing Gap (Minority student to state average)**

42.9

50

100

**Is progress being made in closing the achievement gaps between students of color and the state average for white students? 5**

Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for nonwhite students who have a history of performing below their white counterparts.

Click to drill down into this school's Closing Gap (Minority student to state average comparison)

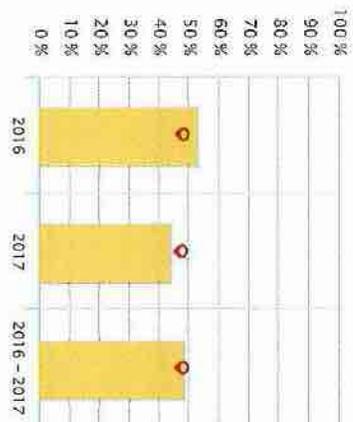
**College and Career Ready Growth**

49.1%

50

100

### What is the percent of students that are growing each year toward college and career readiness?



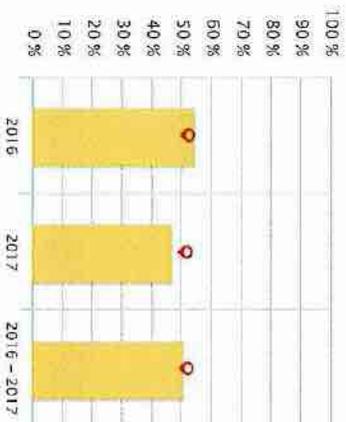
CCR growth is defined as the percentage of students who are on a trajectory to be college and career ready by the end of high school. This growth measure sets a rigorous and attainable expectation that all students will make progress each year toward college and career readiness. A composite is created using reading and mathematics growth across the prior two years to provide a stable view of the percent of students growing toward college and career readiness. <sup>1</sup>

[Click to drill down into this school's College/Career Ready Growth data](#)

### Annual Expected Growth

50.9%

### What is the percent of students achieving a year of academic growth in a year's time?



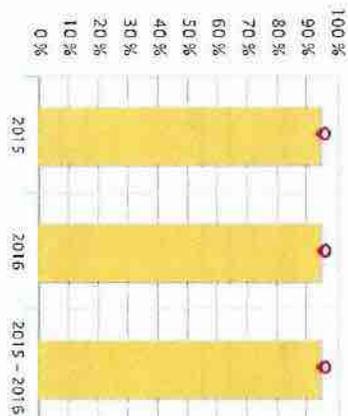
The CCR metric indicates the proportion of students that met milestones in reading and mathematics that predict higher probability of post-secondary success. Results from the prior two years are used to create a stable view of CCR. The CCR metric works hand in hand with CCR Growth to ensure students are making progress year to year (CCR growth) to reach a level of performance which predicts probable post-secondary success (CCR metric). <sup>1</sup>

[Click to drill down into this school's Annual Growth data](#)

### Attendance

95.4%

### What is the average daily attendance of students?



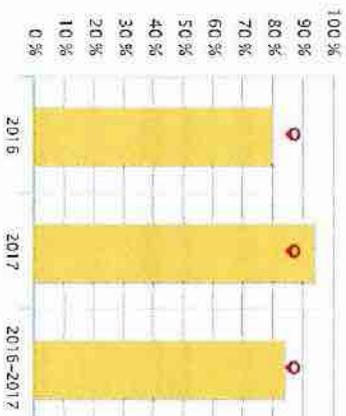
This measure shows the overall daily attendance of students for this school. This metric examines the total number of days students were enrolled and present divided by the total number of days possible. Students are unable to progress academically if they are not present each day.

[Click to drill down into this school's average daily attendance](#)

### Staff Retention

**84.7%**

#### What percentage of licensed staff are retained?

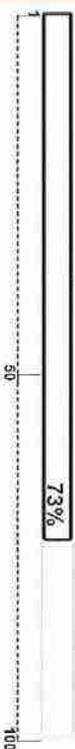


This metric reports the percentage of teachers, administrators and other licensed professionals who are employed in the same school building through out two consecutive academic years. The Report Card measure combines the overall retention rates of the two most recent years to illustrate the amount of staff turnover which occurs over time. Multiple years are used to minimize any fluctuation which might occur by using only one year of data.

[Click to drill down into this school's staff retention data](#)

### Parent Involvement Teacher Survey Results

The survey results are not included in the school rating calculation. The results are displayed to provide additional context and generate discussion and feedback.









# Edison Elementary School

Green Hills | Council Bluffs Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 444

Collapse all

# 2017

Rank: Needs Improvement

60.5 Points

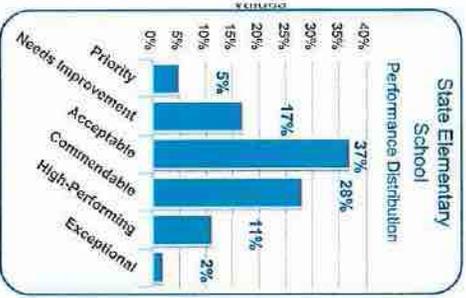
How is a school's overall rating calculated? ⓘ

### Performance Categories

Exceptional	79 and above
High-Performing	73.0 - 78.9
Commendable	67.0 - 72.9
Acceptable	61.0 - 66.9
Needs Improvement	55.0 - 60.9
Priority	0.0 - 54.9

The school ratings are composed of a combination of multiple measures included to calculate an overall score for each school in Iowa. Each of the measures gets calculated as a value between 0 and 100 and its then multiplied by a weight amount, producing a percentage score for each measure. The weighting is the value assigned to each indicator. The score for each measure is determined and then all measures are added together to create an overall score.

Click to learn how a school's overall rating is calculated ⓘ

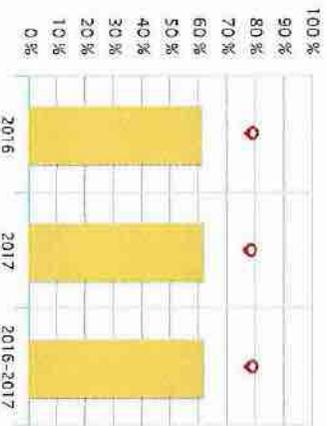


Previous Year: Needs Improvement 57.5 pts

### Proficiency

62%

What percent of students meet or exceed proficiency targets? ⓘ



Proficiency describes a school's success at meeting minimally sufficient performance level benchmarks, in the subjects of Reading, Mathematics, or a combination of both. The chart at left combines Reading and Math across the prior two years, to provide a stable picture of school proficiency performance. Districts and schools assess students annually in these two key subject areas.

Click to drill down into this school's Proficiency data by student demographic

Closing Gap (FRL, IEP, and ELL)

45.2

**Is progress being made in closing the achievement gaps for students participating in FRL, IEP and/or FRL?**

Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for students who are eligible for Free-or-Reduced Priced Lunch (FRL), or students with an Individualized Education Program (IEP), and/or students participating in the English Language Learners (ELL) program.

Click to drill down into this school's Closing Gap (FRL, IEP, and/or ELL.)

**Closing Gap (Minority student, within school comparison)**

84.5

**Is progress being made in closing the achievement gaps for students of color?**

Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for nonwhite students who have a history of performing below their white counterparts.

Click to drill down into this school's Closing Gap (Minority student, within school comparison)

**Closing Gap (Minority student to state average)**

61.6

**Is progress being made in closing the achievement gaps between students of color and the state average for white students?**

Closing the achievement gap provides a measure which reflects the statewide goal of having all students improve, while narrowing the performance gap for nonwhite students who have a history of performing below their white state counterparts.

Click to drill down into this school's Closing Gap Minority student to state average comparison

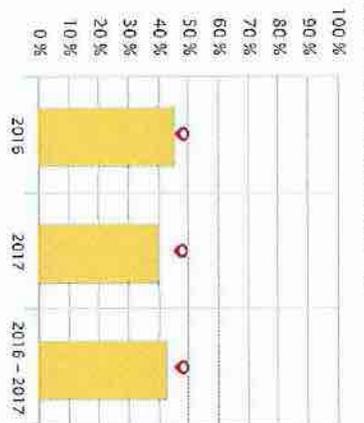
**College and Career Ready Growth**

43%

50

100

**What is the percent of students that are growing each year toward college and career readiness?**

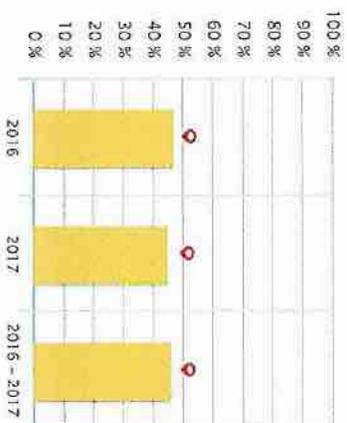


CCR growth is defined as the percentage of students who are on a trajectory to be college and career ready by the end of high school. This growth measure sets a rigorous and attainable expectation that all students will make progress each year toward college and career readiness. A composite is created using reading and mathematics growth across the prior two years to provide a stable view of the percent of students growing toward college and career readiness.

[Click to drill down into this school's College/Career Ready Growth data](#)

**Annual Expected Growth** 45.9%

**What is the percent of students achieving a year of academic growth in a year's time?**



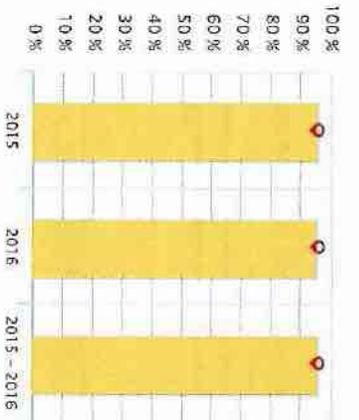
The CCR metric indicates the proportion of students that met milestones in reading and mathematics that predict higher probability of post-secondary success. Results from the prior two years are used to create a stable view of CCR. The CCR metric works hand in hand with CCR Growth to ensure students are making progress year to year (CCR growth) to reach a level of performance which predicts probable post-secondary success (CCR metric).

[Click to drill down into this school's Annual Growth data](#)

**Attendance**

96.3%

**What is the average daily attendance of students?**



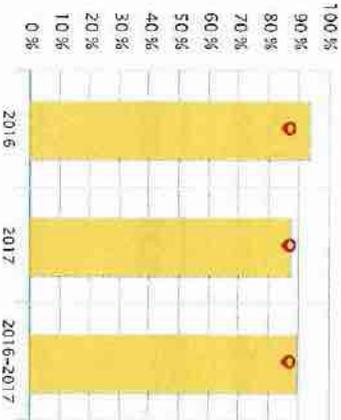
This measure shows the overall daily attendance of students for this school. This metric examines the total number of days students were enrolled and present divided by the total number of days possible. Students are unable to progress academically if they are not present each day.

[Click to drill down into this school's average daily attendance.](#)

### Staff Retention

90%

### What percentage of licensed staff are retained



This metric reports the percentage of teachers, administrators and other licensed professionals who are employed in the same school building through out two consecutive academic years. The Report Card measure combines the overall retention rates of the two most recent years to illustrate the amount of staff turnover which occurs over time. Multiple years are used to minimize any fluctuation which might occur by using only one year of data.

[Click to drill down into this school's staff retention data.](#)

### Parent Involvement Teacher Survey Results

The survey results are not included in the school rating calculation. The results are displayed to provide additional context and generate discussion and feedback.

69%





**.5 SITE FACILITATOR-21<sup>st</sup> Century Grant****Elementary School****4 hours/day****200-Day Work Year – For the 2016-2017 School Year****Exempt Hourly Position - Beginning Salary - \$18.75 per hour****(Salary credit for experience will be considered)****SUMMARY:**

Oversees implementation of the before and after school programs for the 21<sup>st</sup> Century Grant at Franklin Elementary School

**EDUCATION and/or EXPERIENCE:**

Associate degree in human service or related field preferred.

Bachelor's degree preferred

Prior experience in human service area preferred

**ESSENTIAL DUTIES & RESPONSIBILITIES: *Essential Duties must be performed on site. Other duties or tasks may be assigned.***

- Reports to work as scheduled on a regular and reliable basis.
- Organizes and assists in the implementation of the 21<sup>st</sup> Century Grant before and after school programs each day that school is in session.
- Secures all needed snacks and materials for community partners and staff at 21<sup>st</sup> Century Grant program.
- Assist with attendance of all participants at 21<sup>st</sup> Century Grant program events.
- Assists in developing methods of recruitment for student participation in programs.
- Assists in coordination and facilitation of student transportation if needed for participation in district before and after programs.
- Acts as a liaison between the district and community partners in providing services for students.
- Participates in Family Literacy and Family Engagement programs and events offered through the 21<sup>st</sup> Century Grant.
- Routinely joins 21<sup>st</sup> Century Grant Advisory Board for school specific updates.
- Assist with day to day operations of the 21<sup>st</sup> Century Grant program at assigned location.

**To apply go to [www.cbcsd.org](http://www.cbcsd.org) select Careers, then Apply Online. Internal Candidates Must Select Internal Applicants Only**

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) or any other protected trait or characteristic in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Toby Rees, Chief Human Resource Officer, 300 W. Broadway, Ste 1600, Council Bluffs, Iowa, [712-328-6446](tel:712-328-6446), [rees@cbcsd.org](mailto:rees@cbcsd.org).

**YOUTH DEVELOPMENT WORKER**  
**Franklin, Longfellow and Rue Elementary Schools**  
**(Multiple positions available at each site)**  
(Mon: 1:45-4:00p.m.& Tues-Fri:3:30-5:30p.m.)  
**Beginning Salary: \$12.50/hr. (21<sup>st</sup> Century Grant)**

**Education/Experience:**

High school diploma or general education degree (GED)  
Previous experience in working with children preferred

**Essential Duties and Responsibilities:**

*(Essential job duties must be performed on site. Other duties may be assigned.)*

Lead Students groups for planned after school activities  
Assist with after school transition  
Take attendance  
Assist with providing snacks to students  
Assist with clubs/activities/modules  
Assist with tutoring for math and reading  
Assist with activities for art, social development, physical fitness and career awareness  
Must attend one Saturday or evening family event per month (3-4 hours in duration)

**Required Characteristics and Qualifications:**

Willingness and ability to be trained to complete the tasks essential to this position  
Ability to communicate with colleagues, follow instructions and use problem-solving and other skills that will enable applicant to work effectively as a member of the instructional team; uses appropriate communication in both oral and written language  
Ability to practice ethical and professional standards of conduct  
Ability to motivate and assist children to build self-esteem through strengthening skills so students become more independent and by monitoring and controlling behavior  
Ability to follow health, safety and emergency procedures  
Ability to use equipment and provide special care as needed  
Displays enthusiasm, flexibility and understanding of children and the educational setting  
Promotes positive self-concept  
Is self-motivated; ability to implement activities as planned by site director  
Is willing and able to be trained in the use of communication devices  
Other duties as assigned

**Physical Requirements:**

Visual and auditory acuity and mobility to move about the building, both indoors and outdoors  
Dexterity to help with mobility and safety of students  
Occasional assistance in physical management of students and lifting/moving minimum of 40 lbs.

**Internal candidates may bid this position on or before October 7, 2016**

**To apply go to [www.cbcsd.org](http://www.cbcsd.org) select Careers, then Apply Online.**

**Internal Candidates Must Select Internal Applicants Only**

**AN EQUAL OPPORTUNITY EMPLOYER**

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) or any other protected trait or characteristic in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Toby Rees, Chief Human Resource Officer, 300 W. Broadway, Ste 1600, Council Bluffs, Iowa, [712-328-6446](tel:712-328-6446), [trees@cbcsd.org](mailto:trees@cbcsd.org).

**COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT**

**DIVISION OF HUMAN RESOURCES**

**Classified Vacancy Notice**

**September 30, 2016**

The Council Bluffs Community School District is seeking applicants for the following position for the 2016-2017 school year

**COUNCILBLUFFSCOMMUNITYSCHOOL DISTRICT**

**Position Description**

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Job Title: Elementary School Program Coordinator -21<sup>st</sup> Century Grant  
 Department: Student and Family Services  
 Reports To: Program Director 21<sup>st</sup> Century Grant  
 Date: April, 2018

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**SUMMARY:** Assigned to oversee before, after, and summer school programming at two or more elementary schools.

**ESSENTIAL DUTIES AND RESPONSIBILITIES.** *Other duties may be assigned. Duties are to be performed on site.*

- Reports to work as scheduled on a regular and reliable basis.
- Oversees and supports 21st Century Grant program before, after, and summer school at two or more elementary schools each day school is in session.
- Assist with attendance of all participants at 21st Century Grant program events.
- Assists in developing methods of recruitment for student participation in programs
- Assists in coordination and facilitation of nutrition services and student transportation needed for participation in district before and after programs.
- Acts as a liaison between the district and community partners in providing services for students.
- Participates in Family Literacy and Family Engagement programs and events offered through the 21st Century grant.
- Acts as a liaison with families, after school program staff, and Program Director.
- Routinely joins 21st Century Grant Advisory Board for school specific updates.
- Assist with day to day operations of the 21<sup>st</sup> Century Grant program at assigned various location.

**SUPERVISORY RESPONSIBILITIES:**

*None*

**QUALIFICATION REQUIREMENTS:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

Bachelors degree in recreational therapy or related field preferred. Prior experience in recreation program management preferred.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

**LANGUAGE SKILLS:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**MATHEMATICAL SKILLS:**

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**REASONING ABILITY:**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**OTHER SKILLS and ABILITIES:** Ability to apply knowledge of current research and theory to recreational programs; ability to plan and implement Ability to work effectively with colleagues, parents, students and parents. Ability to collaborate effectively with community partners. Demonstrated effective communication skills both oral and written. Demonstrated effective organizational skills.

***PHYSICAL DEMANDS:*** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee will regularly sit, walk and stand. Specific vision abilities required by this job include close vision.

***WORK ENVIRONMENT:*** *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually quiet. The environment may be noisy when attending student events or assisting on field trips. The employee is directly responsible for the safety, well-being of students. The employee may be required to work outdoors in hot or cold weather and may be required to travel from work location to work location.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

**Appendix M- Staff Professional Development Plan**

**21<sup>st</sup> Century Community Learning Centers  
Council Bluffs Community School District  
Cohorts IX, X, XI, XI  
2017-2108**

\* Categories outlined in order of priority

*This chart is updated monthly*

<b>Categories of Professional Development</b>	<b>Number of Staff Trained</b>	<b>Hours (length of professional development)</b>	<b>Date</b>	<b>Who facilitated the professional development?</b>	<b>Additional Information</b>
1. Required Professional Development (required by local district or law, such as blood borne pathogens, etc., as well as logistics/operations/administratio n of programs type of professional development)	A. Ten	9 staff X 1hr = 12hrs on-line (108 hours). Topics included: <ul style="list-style-type: none"> <li>• Chapter 103 (Custom)</li> <li>• Sexual Harassment: Policy and Prevention (Full Course)</li> <li>• Policy Acknowledgement. (Custom)</li> <li>• FERPA: Confidentiality of</li> </ul>	8/15/17	<b>SafeSchools<sup>T</sup></b> <sup>M</sup>	All Staff were required to complete these modules on-line before the November 2017 deadline.

	B. Ten	<p>Records (Full Course)</p> <ul style="list-style-type: none"> <li>• Hazard Communication: Right to Understand (GHS) (Full Course)</li> <li>• Bloodborne Pathogen Exposure Prevention (Full Course)</li> <li>• Fire Extinguisher Safety (Full Course)</li> </ul> <p><b>We are technically good until 2018, but I am looking for a “brush-up.” I feel rusty.</b></p> <p><u><a href="#">This might do it.</a></u> <b>What say you?</b></p>		Red Cross “Adult & Pediatric First Aid/CPR/AED”	In a spring of 2016 21st CCLC staff meeting, we determined that it would be a good policy and practice to have all 21st CCLC trained in First Aid/CPR/AED since all of the school health aids/nurses are not on site at school after hours.
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	C. Nine	9 X 2.5 hours - 22.5 Hours	8/17/17 @ MAC	CBCSD Summer Teaching Academy	Our 21st CCLC Team was able to present information to (26 registered) 13 participants of the Summer Academy about our out-of school offerings at the 7 schools. Here is a link to our lesson plan.
2. Whole Child Professional Development (social, emotional, mental, dental, medical, behavior management, etc.)	7	<a href="#">You for Youth website</a>	Throughout the year information shared at Team meetings	Team participation of modules	Topics to focus on: Literacy, STEM, Citizen Science, Project-based Learning and Family Engagement
3. Family Engagement (such as the Parenting Way, Inc., ways of supporting the family)		<a href="#">Link to updated Parent Engagement Plan</a>			
4. Academic Professional Development (such as literacy, math, STEM, etc.)	1	4 hours	10/12/17	Governor's STEM Advisory Council - Active Learning After School (IAA, Science Center of IA, Iowa Children's Museum, State Hygienic Lab, Metro Waste Authority)	Dimensions of Success resource provided and used during session. Training also given as part of the PD.

<b>Categories of Professional Development</b>	<b>Number of Staff Trained</b>	<b>Hours (length of professional development)</b>	<b>Date</b>	<b>Who facilitated the professional development?</b>	<b>Additional Information</b>
5. Enrichment Professional Development (physical education, art, music, chess, or other enrichment)	1	30 hours (2hr session twice a week)	7/17 - current	Spanish Immersion Language House	Spanish language learning to better assist our hispanic population. (Elana Zalar)
6. 21CCLC Committee Participation (counts as professional development)	A. 7 Full - 21st CCLC time staff serve on at least one Committee	Monthly - 1 hour	Varies	Vic Jaras and Iowa Afterschool Alliance, Rhonda Calderon	Darcie Capo - Support Jess Clark - Support Nikki Clausen - Family Engagement Sandy Day - Communications Julia Hartnett - Communications Jessie Stoffel - Evaluation Elana Zalar - Conference
7. Statewide Professional Development (state conferences, workshops, webinars) – Impact After School, Best Practice Webinars, Fall Professional	A.7 (All staff)	7.5 (8:30 a - 4 p)	8/9/17	Iowa Afterschool Alliance, State DOE, CBCSD, Beyond the Bell  Same as above	Darcie Capo, Jess Clark, Nikki Clausen, Sandy Day, Julia Hartnett, Jessie Stoffel, Elana Zalar

Development Workshop, state PD provided by other providers.	B. All FTE	24 hours	4/25-27/18		Same as above
8. Out-of-State Professional Development (optional – if progress is being made in other categories)	A. One	24 hours	10/23 though 25/17	National Summer Learning Association (NSLA)	Please note that expenses for this conference we re paid by the school district through the IWF grant. Click here for notes

21<sup>st</sup> CCLC Staff:

1. \*Darcie Capo, Thomas Jefferson Site Facilitator
2. Nichol Cason, Carter Lake Site Facilitator
3. \*Jess Clark, Wilson Site Facilitator
4. \*Nikki Clausen, Elementary Coordinator
5. \*Sandy Day, Director (Paid by SB Schools)
6. Ann Goldapp, Roosevelt Site Facilitator
7. \*Julia Hartnett, Abraham Lincoln Site Facilitator
8. Tondi Ronk, Rue Site Facilitator
9. Kelly Keller, Longfellow Site Facilitator
10. Christina Larney, Franklin Site Facilitator
11. \*Jessie Stoffel, Assistant Program Director
12. \*Elana Zalar, Kirn, Site Facilitator

\* = full time staff

## Appendix N

### SUSTAINABILITY PLAN

ORIGINAL SUSTAINABILITY PLAN (From your application) Boxes will adjust as you put text inside.

Best practices note that in order to have solid sustainability, a clear vision for students and families must be articulated. In Council Bluffs:

- We strive to support families as the first teachers of their children
- We strive to support teachers, sponsors, and community partners as they provide engaging learning activities for students that support Iowa CORE Standards
- We strive to engage community partners that can provide students and families with socially and civically connected experiences that also reflect future employment and career opportunities.

There are three components to our sustainability plan.

1. Staffing
2. Community Partner Development
3. Management Plan

At the core of our programs are qualified staff members who work with our young people on a daily basis.

Currently, the majority of our after school program providers are licensed teachers working with the school in each cohort. While this is optimum for certain logistical details, relationship building components of the after school world not to mention their expertise in Iowa CORE standards and lesson delivery, this workforce is expensive. Our teachers earn \$25.00 per hour for planning and \$30.00 per hour for actual program delivery with students. On average our schools run 5 clubs each day, which calculates to \$450 per day and \$2,250 per week per site. Modifications to our plan include diversifying our after school staff to include trained and or certified after school employees. In concert with CBCSD's Human Resources Department we have developed a new category of employee has been created specifically for 21<sup>st</sup> CCLC sites in CBCSD. It is the **Youth Development Worker**. Project leadership staff has advertised and plan to hire high school graduates, college graduates, and college students who are seeking experience working with students in out-of-school times. In addition, we are working with our state consultant and officials at Iowa Western Community College to develop a **certification program for afterschool staff**. This certification will include training in the needs of the whole child K-12 as well as general education course that are standard at the college. A portion of these courses may be offered in an on-line environment. In both new employee categories, projections indicate that this one personnel change may save as much as thirty-five percent (35%) over current personnel expenditures. In addition, regular email communications are being sent to internal staff such as paraprofessionals to encourage them to volunteer or propose a club for compensation. Paraprofessionals have the same advantages as teachers in that they know the student body very well and yet they are about one-third as expensive as teachers to compensate.

In the previous section, a chart was created to demonstrate the depth of **community partner development** in Council Bluffs. Comparing this chart with the initial partner list, also above, it is clear that partner development has been a high priority of the 21<sup>st</sup> CCLC Leadership Team; a seven-fold increase in partners has been realized in just two years. There are two main reasons this portion of the sustainability plan has expanded as it has. First, the communities of Council Bluffs, Iowa, and neighboring Omaha, Nebraska, are truly invested in student success. Private businesses, community offices, and public servants actively reach out to schools looking for partnering opportunities – many take place on an in-school basis. Second, the 21<sup>st</sup> CCLC Leadership Team – site facilitators, coordinators, and the director make it a part of daily business to learn about local entities and call upon them to get involved in schools. As is noted on those charts, many partners serve all seven (7) of the 21<sup>st</sup> CCLC sites, further demonstrating their commitment to the youth of CBCSD. During the 2015-2016 school year,

two partner recognition components were developed. In early spring, an event called Partners & Pastries was organized and implemented. The goal of the event was to gather 21<sup>st</sup> CCLC Community Partners, honor them, and allow them the chance to share with each other how they support students in our programs. This year, Policy Makers will be added to this event. Policy Makers ultimately control the messages that are shared in the legislative arena and that in turn influences funding for programming. At the conclusion of the school year, staff, students, and parents were able to cast their vote for the “After School Community Partner of the Year.” The goal of this award was to seek input from various stakeholders in order to shine a spotlight on dedicated commitment to students over an entire school year.

Two modifications to the **Management Plan** have been made which will increase efficiencies and reduce expenditures. The first included adopting a program model that reflects 21<sup>st</sup> CCLC requirements and then aligning student offerings in proportional representation. Once this was completed, Leadership Team members could better balance offerings and eliminate duplicates. This was in place by second semester of the 2015-2016 school year. The second change will affect the summer school programming offerings. CBCSD offers summer school to “invited” students. These are students who are lacking in academic proficiency in at least one Core area. Middle School offerings run from the second week of June to mid-July while elementary offerings started at the same time and ran until the last week day of July. Over the first two years of the grant, 21<sup>st</sup> CCLC Summer offerings were organized in a way that was in competition with CBCSD’s summer offerings. Not only was this arrangement fiscally inefficient, for the most part it did not serve the very population that 21<sup>st</sup> CCLC Grants aim to support, students of poverty and those with achievement gaps. The new summer program plan will complement CBCSD’s plan and operate one hour before regular summer school and three hours after. It will also run six hours on Fridays. Once CBCSD’s summer program ends mid to late July, 21<sup>st</sup> CCLC will provide a safety net of services 4-6 hours per day until school starts again in August 2017. Even with the extended student contact time in August, 21<sup>st</sup> the CCLC Leadership Team estimates the efficiencies of utilizing existing transportation, sources meal, and equipment will save approximately fifteen percent (15%) over last summer’s program related charges. What’s more, the program will actually be serving the students it was designed to serve and it is very likely that more students will be served.

**New 21<sup>st</sup> CCLC Community Partners for 2017-2018 and Beyond**

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Boystown Iowa	<p><b>Common Sense Parenting (CSP)</b> is a parenting program that can be applied to every family. The program's easy-to-learn techniques address issues of communication, discipline, decision making, relationships, self-control and school success. Classes are taught throughout Omaha and Bellevue. The proactive skills and techniques taught in Common Sense Parenting classes have helped parents from diverse backgrounds create healthy family relationships that foster safety and well-being at home, in school and in the community</p> <p><b>Voluntary In-Home Family Services,</b> offered by Boystown Iowa, is our fourth level of family support and engagement. In the program, Boys Town Family Consultants go to the homes of Iowa families who are in or near crisis and in danger of having a child removed from the home. No matter what the underlying cause – economic hardship, substance abuse, marital issues, family conflicts, health challenges or others – the goal is to prevent children from being taken from their home or to reunify them with their family if outside placement is necessary.</p>	Training Staff TDB and Patrick Garcia as BI specialist and coordinator	\$10,000 \$15,000	ALL (7)

Council Bluffs Community Schools and Iowa West Foundation	Summer School Initiative, beginning 2017, these partners will join with 21 <sup>st</sup> CCLC to offer K-12 summer experiences for 580 elementary students, 400 MS, and 300 HS students throughout the 7 weeks of summer	Site Supervisors (4 sites) Teachers (56) Youth Development Workers (10) Paraeducators (8) Health Aides (4) Secretaries (4) Behavioral Specialists (4)	\$750,000 from CBCSD and Iowa West Foundation	ALL (7)
Google	Fashionology - Fashion Meets Technology - 9-week club fall 2017, Sept – Nov where females grades 8-12 learn how coding and fashion intersect	Google Coder, Curriculum, technology, contest set up and prizes donated by Google for 20-40 females.	\$25,000	Kirn, Wilson, AL and TJ
GenCyber Security - National Security Agency, National Science Foundation, and AIM for Brilliance (Omaha)	<u>GenCyber Security Camp</u> for MS girls and teachers to be held June 12-16, 2017 at ALHS. Applications are being taken.	Lead Teacher	\$99,747	Kirn and Wilson
Girls Who Code	Will provide sponsor training, material and support for secondary clubs at each of the four sites.	Staff at schools will conduct a Girls Who Code club in at least one trimester of the school year.	\$85,000	Kirn, Wilson, ALHS, & TJHS

Habitat ReStore – Council Bluffs, IA	Will provide a location for weekly clubs as well as supplies for community projects.	Staff members work with club sponsors to provide activities for students on a quarterly, trimesterly, and summer basis.	\$5,000	Kirn & Wilson
IWCC – Adult Education	Iowa Western Community College - is a partner offering a wide variety of educational supports for parents including a Literacy Program, English as a Second Language courses, Basic Skills, HiSET preparation and testing, Computer literacy, and a volunteer program.	Teresa Cooley-Daniels, Coordinator	\$12,500	ALL 7
Legislative Aides: Senator Ernst Senator Grassley State Rep. Charlie McConkey	Provide an avenue so sharing information about program results	Aides Emily McKern (Ernst) and Donna Barry (Grassley) have been our contacts Rep. McConkey participates himself	Invaluable	ALL 7
Omaha Symphony	Provides Discounts for students (and families for Family Night events)		To date: \$1,120	Franklin, Longfellow, and Rue

**PREPARE FOR COMPREHENSIVE SITE VISIT** (This visit requires a meeting with Community Partners and an updated Sustainability Plan to guide you through 2 years of additional funding at 75%)

Plan to sustain the level of programming for children despite a 25% reduction in years 4 and 5 – how will you reorganize? What changes will you make? What new community partners have been added? What community partners have dropped off? What additional funding sources will you have?

In summary, the 21<sup>st</sup> CCLC Leadership Team has made modifications to its sustainability plan in three broad categories: Staffing after school programs, Community Partnerships, and the Management Plan. Should CBCSD be approved for 75% funding for year’s four (4) and five (5), for any cohort, subsequent the Team is confident that these modifications will reduce costs and allow the same amount or more students to be served by the grant.



## Appendix O Stakeholder Input Summary

**Two meetings were held at Edison Elementary School in mid-November, 2017**

**One parent attended this session. These are ideas that parents are proposing based on their students' interests**

<b>Club</b>
Science & Technology - Experiments
Life Skills, for boys and for girls
Relaxation - like yoga

**Twenty-five Edison Staff attended this session. These are ideas that teachers, paraeducators, administrators, and support staff felt would be engaging and educational for students.**

Nutrition/Physical Movement	Pottery	Zoo
Athletic club plus meditation	Strategic Board Games	Age/grade app. Book club
Journalism, photography, yearbook	Lego/Builders Club	Arts & Crafts
Flag football	Bedazzled (clothing and footwear) Club	Science/STEM
Karaoke Club	Math Club with games, cards	Career Exploration
Knitting, sewing (like even life skills - button sewing)	Gardening and food preparation	Movie Critics (and then write a review)
Breakfast Club	Technology Club (Spheros/Osmos)	Geography Club
Great Outdoors Club	Social Skills/Interpersonal Relationships	Board Game Tournament
Cooking Club/Nutrition	Running/Walking Club	Choir Group
Bell/Chimes Club	Personal Hygiene Awareness	Knitting/Crocheting
Sewing Club	Parent Nights (Nutrition, Academic Strategies, etc)	Robotics Club

STEM Challenges	Anime Drawing Club	Friendship Activities
Bowling Club	Golf Group	Water Safety/Swim Lessons
Conservation Club (Pott Co, Hitchcock, Recycling)	Gardening Club	Pokemon Go/Harry Potter Club
Playground Games	Playwriting/Musical	Math Club
Chromes 101	Online Citizenship (Internet/Social Media Safety)	Penpal Club
Cursive Club	History of CB Club	Senior Center Partnership
Vets/Pets/Animal Club (caring for animals, cost, etc)	Variety of Volunteering Opportunities	Multicultural Club
Wood Work Club	Recycling Club (school only recycles paper due to resources)	Sign Language/Languages Club
Morris Code Club	Star Lab (GHAEA)	How to Grocery Shop Club

**Parent/Family Engagement Event Ideas - we want a minimum of 1 per month!**

<b>Month</b>	<b>Theme</b>	<b>Rough Agenda</b>	<b>Partners</b>
August	Back-to-School	5-5:30 Family dinner 5:30 - Parents only "What will after school CLC clubs look like?" 5:45ish - 6:30PM - BTI presents setting your child up for school success. 5:30-6:30 - Students working on a craft with paid staff.	Boys Town Iowa ?Taco Truck?



## Appendix O Stakeholder Input Summary

**Two meetings were held at Bloomer Elementary School in mid-November, 2017**

Six parents attended this session. These are ideas that parents are proposing based on their students' interests

<b>Club/Family Meeting Ideas</b>	<b>Possible Partners</b>
STEM Club - slim, fidget spinners, volcanoes	
Insect collecting and studying	
Dance - all different kinds of dance	Kerri's Dance Studio
Arts and crafts - paint, watercolor, glow sticks, construction paper, gel pens, sewing	
Sports 101, sample many sports, volleyball, soccer, gymnastics	Storm Chasers YMCA
Gardening	
Cooking	
Outdoor Things, camping, fishing, etc	
Jackbox TV	
Living Skills for Boys and Girls - how to do laundry, basic car repair, budgeting	
Mystery Manor (solving mystery game)	
Family Game Night	
Multicultural Learning Night	
Board Game Night (Escape Room, In Motion)	
Clothing Swap Shop run by parent volunteers	

**Six students attended this session. These are ideas students proposed based on their current interests.**

<b>Club Ideas</b>	<b>Trips to Take</b>
Legos	Zoo
Games on my phone	Omaha Children's Museum
Photography	Storm Chaser's (baseball)
Builders' Club - Connectix	Dinger's batting cage
Tech Club - Spheros, codin	Defy Gravity
3-D animation	Rose Theater
Creating computer games	

**Thirty-eight Bloomer Staff attended this session. These are ideas that teachers, paraeducators, administrators, and support staff felt would be engaging and educational for students.**

Student Council	Arts/Crafts	Cooking, Baking, Nutrition
Technology -coding, robotics, VR	Dance	Sports 101, Yoga
Martial Arts	Gardening	Book CLub
Volunteering	Choir, Instrumental	Drama
STEM	Being your best self (hygiene)	Lego Building
Etiquette	Knitting, sewing, blankets	Origami, string tricks
Kids in College	Ballroom Dancing	Bell Choir
Great Outdoors (camping, fishing)	Pet care	Dealing with money
First Aid	Cars	Woodworking
Language Club, include sign	Homework Helpers	Arts in Motion
Babysitting	Ice skating	Serving Others

Local History	Cultural Studies	Gentlemen's Club
Young Ladies' Club	Handwriting	

# IOWA

## Department of Education

[Home](#)

## Imagine what summer school could be. Council Bluffs did.

**Date:** Tuesday, July 25, 2017

The exact origins remain a mystery, but the concept of “It takes a village” is widely believed to have roots in an African proverb. That’s where children are considered a special gift to society and tending to their well-being a shared privilege and communal responsibility. What then is the connection between the African proverb and the Council Bluffs Community School District (CBCSD)? Plenty, especially if you focus on summer school programming and community partnerships.

This is a venture in which students – elementary through high school – clamor to get in. All slots are filled – and there’s a waiting list.

[View more pictures from Council Bluffs.](#)



Historically for elementary students, CBCSD conducted a Monday through Thursday, half-day program for five weeks during the summer.

Middle school grades had four weeks of summer programming and high school students were offered some opportunity for credit recovery.

“Two things were happening,” said Sandra Day, program director for 21st Century Community Learning Center (21st CCLC) grant for this school district of 9,000 students.



Sandra Day visits with a student about her reading assignment during summer school at Longfellow Elementary in the Council Bluffs Community School District.

“The district wasn’t getting a lot of students, and I wasn’t really serving the students I was supposed to be serving,” she said. “The majority of students who signed up were not Title I students, which the grant was designed to support after school.”

Essentially, two different programs were set up to run opposite each other and were competing for students.

Like sunrise over the African Serengeti, it dawned on Day that perhaps resources could be combined. Why roam the vast plains of summer programming as separate entities struggling for survival when resources could be pooled, more students could be served over a longer period of time in the summer – an academic season equivalent to drought – when students often significantly backslide in both numeracy and literacy?



Enter Corey Vorthmann, teaching and learning assistant superintendent, Tim Hamilton, executive director of student and family services, and Carly Gates, assistant director for summer programs and middle school instructional coach. Together with Day they explored the possibility of pooling resources to extend the capacity and duration of summer programs. An a-ha moment. A village is born.

And that changed everything. By utilizing 21st CCLC funding, [Iowa West Foundation](#) grants, and partnering with the school district to extend existing programming, 500 students in grades 1-5 currently attend all-day summer classes at two elementary schools, five days a week, from June 19 through Aug. 11.

And that changed everything. By utilizing 21st CCLC funding, [Iowa West Foundation](#) grants, and partnering with the school district to extend existing programming, 500 students in grades 1-5 currently attend all-day summer classes at two elementary schools, five days a week, from June 19 through Aug. 11.

Students enjoy a great balance between morning academics and afternoon enrichment experiences. Mornings are focused on literacy in which core standards are emphasized. Afternoons focus on an array of electives (about 40 from which to choose) in categories like Arts for All, Healthy Life, Helping Hands, STEM, and Outdoor Adventures, and may be more loosely based on a variety of standards within different subjects. Fridays are a combination of learning trips and in-house electives.

For the elementary grades, the district is working with Deborah Reed with the Iowa Reading Research Center to administer diagnostic tests that pinpoint the exact areas where students need support. Teachers are doing the basic remedial work, and grade-level interventionists come in and work with two to three students at a time for more intensive assistance.

“This year we are focusing on putting in a pre- and post-assessment piece, known as Rapid Assessment,” Gates said. “Before the end of the school year we pretested all of those students who qualified for summer programming, knowing that not all could or would enroll, which then gave us a strong control group.





At the beginning of the school year we will test the whole group again. It's the first year of such a solid piece that will show how much these kids grew, those who attended versus those who didn't."

With a coordinated plan, middle schoolers now experience two, all-day three-week sessions.



Where once only half the seats were filled, now 180 seat sessions are full, with a waiting list. Middle school curriculum is focused on engagement. Students are taken out into the community to show them different opportunities, and they see that learning is everywhere.

"At the middle school level, we're focused on engagement, so we did detailed surveys," Day said. "We asked the students questions about their attitudes toward math, reading, and learning. We saw an increase in students understanding the connections in learning. They gained background knowledge that they bring into the new school year which makes them feel confident and more positive about their learning in general."

High schoolers have a variety of all-day options from June 12 through July 22, including credit recovery classes, an expanded afternoon model of 21st CCLC career and trade exploration and awareness. They also have a chance to earn elective credit for participating in career exploration.

In addition, three 21st CCLC Career Institutes are operating at area college campuses including University of Nebraska Omaha, Iowa Western Community College, and Creighton University/Clarkson Medical Center. The model consists of learning on campus in the morning and exploring careers face-to-face in the afternoon. Incoming freshmen can participate and start high school with as much as 1.5 elective credits.

And that's just for openers. As is the wont of a thriving program, benefits multiply and the village expands. Enter the power of strong, meaningful school/community partnerships.

"Community partners are positive, communicative, and eager to work with us," Day said. "They know it's a great opportunity for kids. They want to help, especially when it is something as big as an entire K-12 district providing amazing opportunities for kids all summer long. When we reach out, people are jumping aboard. They're happy to help and are so positive about it."





“In the (Council Bluffs-Omaha) metro area, partners are so dedicated to making certain students have a full and rounded experience in education. They are jumping at the chance. Partners like HyVee and the Henry Doorly Zoo are constantly doing things for the program. The community partnerships



have effectively created a summer safety net for students who are the most in need in our community.”

With community partnerships like Midlands Humane Society aboard, elementary students were able to participate in the Camp Pawsome elective, which involved three days of in-class activity including studying about the work Midlands does for the community, how Midlands helps keep animals and people safe, why it’s important, and what would happen if Midlands didn’t exist. Students then created books to read to the sheltered animals and blankets to share.



Grades 6-8 middle school students report that the experience at the Henry Doorly zoo was a good mix between classroom work and exploratory, investigative work. In the morning they were in the classroom in their seats creating a plant with a biodegradable cup and soil and learning how to explain what plants need. From there they were easily able to go out into the zoo environment, into the gardens and explore the different types of plants and make comparisons.

“Education partners like the Henry Doorly Zoo, Fontenelle Nature Association, Lauritzen Gardens, and Hitchcock Nature Center are places we often send our students on field trips,” Gates said. “They are the type of people we want to get involved in summer programming. It brings in that engagement piece. They are able to provide us so much more than on a typical field trip. They put a plethora of options on the table, and we tell them okay, this is what we are looking for, what can you do in this area? They are flexible, help set up

meetings, provide space, guest speakers, behind-the-scenes opportunities and find it easy to connect to the standards and know what kids need in terms of instruction.”

At the high school level, focus groups revealed that students desired in-depth career exploration for the out-of-school activities. So, working with partner Iowa Western Community College, week-long summer career institute sessions were created, including intensive study of 911 responders and first responders, television and radio industries, mechanical engineering and biomedical science. Students solved problems in the classroom in the morning based on the curriculum the professors provided and then broke for lunch on campus to experience being on a college campus. In the afternoon, students participated in tours and excursions to related businesses they had studied.



“Our thinking was teach the science in the morning and teach the interpersonal in the afternoon,” Day said. “Fifty-five kids participated. It was so popular, everybody who was not a returning senior said they wanted to do it again, and wanted to know if there was any way to receive elective credit because they had worked so hard! They also gave us input into what other areas they would want to study. We started with one week and now we have three. Our goal is to expand that part of the program.”

In June, students who had fallen behind in their coursework had an intensive three-week credit recovery program in the morning and career and trade visits in the afternoon. The district aligned with 13 brand-new partners and looked at six service areas in Career and Technical Education. The majority of the students were sophomores who had already missed an elective credit. In some cases the summer program got the students right back on track. The program went from five to 15 students, thanks to the suggestion of a lead teacher to open the program up to incoming ninth graders and offer the program in July. Seniors not destined to graduate did so thanks to the summer program.

“I was so moved by what the students learned,” said Day, referring to student-presented Power Points. “There’s higher order thinking, authentic learning going on. This is stuff you can’t teach from a textbook.”

Student feedback regarding career exploration included:

“Sometimes you don’t make a lot of money in a non-profit. But that is OK because you get to work in a job that helps people and it is one you really love. Sometimes that is more important than money.”

“I learned that it takes a lot of patience to be a welder. And the most important thing for me (because I like art), I saw how cool it was that you start with nothing – just an idea. You create beauty with your mind and you bring it to life.”





"It may not be a place where I see myself, but I did learn I want to go someplace where it's really fun, and those people really enjoyed working together, so I learned it's important to like where you go."

And summer programming not only impacts grades positively, it also affects attendance and discipline positively.

"And we know it affects the reduction in youth crime during the after school hours," Day said. "Nationally, FBI statistics show a 30 percent drop in youth crime during the after-school hours. In Council Bluffs, thanks to the Council Bluffs police department, we are tracking it by the hour for the fourth year. From 2 to 3 p.m. and 4 to 5 p.m., our youth crime and youth arrests have gone down 20 percent. Not only good academic gains, but social issues benefit as well."



The school district works diligently to make sure community partners understand the value of their involvement and that they are truly a partner, not just a piece in helping educate the students. In addition to hosting community partner meetings, the district recognizes partners at an end-of-the-program showcase at the zoo where students also extend personal thanks to the businesses.

So what about school districts that wish to forge ahead with partnership ideas but don't know where to begin?

"I would say reach out, whether it's to us to see how it works or to just start talking to your community," Gates said. "You don't know what anyone can offer you until you start asking them. I think you'd be really surprised at what they can offer. You can get overwhelmed with the idea of funding in general, so start somewhere, with one grade level or just elementary or just middle or high school."

"I would invite anybody to come and see what we are doing here," Day said. "We are more than happy to reach out electronically or over the phone if someone has questions. Listening to the partners and getting that advisory group together is so powerful and has given us so much good feedback from all the stakeholders, from students to everybody that teaches for us, to parents. Listening to what your student and school community wants is very important."





In this expanding village, you won't find anyone standing on the north side of a tree with moss growing underfoot either. Lush with ideas about growing the future, the district ponders how to make the program even better. Can they increase from 20 to 30 partners next year? Can they look at every single elective and assign a partner for each of them?

"There aren't limits until you say what is going to be limiting," Gates said. "There has never been a 'well, we can't do that.' It's not in our vocabulary. It's more, 'how can we do that? How can we make

that happen?' So much credit goes to Cory Vorthman and our administration who asks us 'Have you thought about this, what if we do that?' It's about getting better and making sure the data is showing we are doing what's best for kids. We start with the sky is the limit."

"It's our hope that the Rapid Assessment data comes back and shows this is a rock star recipe for other districts so that they can learn from something we tried, that worked," Day said. "It starts with dreaming, 'what could we do?' There are no bad ideas here."

Council Bluffs Community School District has decided it takes a village, and in this one, it's easy to imagine successful students living there, where the sky is indeed the limit.



Contact [Sandra Day](#) or [Carley Gates](#) for more information.

[2017 Camp Summer Explore Elementary School Program Council Bluffs Schools](#)

[2017 Camp Summer Explore Middle Level Program Council Bluffs Schools](#)

To view more summer school photos click [here](#).

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## Memorandum of Understanding

December, 2017

The Council Bluffs Community School District will provide several supports for the Century Community Learning Center project that includes Bloomer and Edison Elementary Schools. In this project, the district will:

- Through the Executive Cabinet Leadership Team, provide leadership, vision and implementation strategies to maximize high student achievement and engagement for students at all 21<sup>st</sup> CCLC sites.
- Through Human Resources Department, provide support to advertise and train (as appropriate) new hires that will be working with students.
- Through the Communications Division, marketing of all public information regarding after school and summer programming will be shared through the website, emails, Facebook, and Twitter pages.
- Through the Facilities and Technology Department, provide work areas, computers, paper, etc. for two part-time and one full-time position related to this project.
- Through the Student & Family Services Department which includes student counselor and student & family advocates, incorporate family programming, including literacy programs, and wraparound community services.
- Through the Special Education Department, provide expertise and access to in-building staff to help support students with special needs.
- Through school sites, provide safe, accessible facilities, and certified teaching staff for academic clubs, homework help, and tutoring.

1. The approximate value department leadership services is \$250,000 per year X 3 years = \$750,000.
2. Value of Full-time 21st CCLC Project Director Salary (paid by the school district): \$80,000 year including benefits x 3 years = \$240,000.
3. Value of classroom and office spaces, technology and connectivity support, in-kind supplies and materials valued at \$600,000 (all sites) x 3 years = \$1.8 million.
4. Total 3-year CBCSD contribution: \$2.8 million.

  
Vickie Murillo, Superintendent of Schools

  
Timoty Hamilton, Executive Director of Student & Family Services



November, 2017

## MEMORANDUM OF UNDERSTANDING

CB Schools' 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](http://www.wallacefoundation.org)

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC), Council Bluffs Community Education Foundation (CEF), and Council Bluffs Community Education Foundation. This agreement concerns details related to before and after school activities at Bloomer and Edison Elementary Schools should a 21st CCLC grant award be made for 2018-2021. Summer school details will be adjusted to include these schools, should an award be made. Details outlined here concern items such as location of programming, staffing, snacks, supplies, field trips, and family engagement activities. **For all intents and purposes these two out-of-school programs will join forces to provide complete and seamless out-of-school care for parents who currently use Kids & Company services and those parents who do not or cannot due to a lack of family income.**

### ***CBCSD and 21st CCLC will:***

- Provide a location for students and staff to meet before and after school during the regular school year for activities such as taking attendance, eating a healthy eating snack (as defined by guidelines of each program), conducting indoor and outdoor enrichment activities, and using restroom facilities.
- Provide a part-time site facilitator and other staff such as Youth Development Workers, as needed and based on enrollment, to assist in attendance collection, snack distribution, physical activity and club enrichment activities benefitting all students enrolled in one or more of these organizations.
- Provide supplies for club offerings Monday through Friday.
- Provide buses and field trip venues, including admission fees for community-based organizations as needed based on a similar system that is in place for Rue, Franklin and Longfellow.
- Partner with CEF and Kids & Company on all recruitment such as face-to-face family nights, email, FaceBook, or printed media.
- Model club programming hours from the Longfellow, Rue, Franklin grant program and if these hours should need to be changed the Advisory Council will make recommendations.
- Share student data with CEF, including reading level, office referrals, and general academic performance for children not participating and children participating in the Kids & Co/21st Century grant per school.
- Partner with Kids and Company Site Staff to create a safe environment, and ensure that programming, snacks, and staffing assistance are provided when needed.
- Attend Advisory Council Meetings, and communicate with CEF administration to ensure successful planning and execution of the grant.

**CEF and Kids & Company will:**

- Provide staff to assist in attendance collection, snack distribution, physical activity and club enrichment activities, including field trips, benefitting all students enrolled in one or more of these organizations.
- Communicate with site facilitator and 21st CCLC Leadership on information related to enrollments so that reservations for 21st CCLC Clubs can be made in a timely manner.
- Partner with CB Schools and 21st CCLC on all recruitment such as face-to-face family nights, email, FaceBook, or printed media.
- Abide by state child care licensing, family handbook guidelines, and enrollment paperwork for group child care.
- Share student data, including Kids and Company enrollment & attendance, with 21st Century administration.
- Partner with 21st Century Site staff to create a safe environment, and ensure that programming, snacks, and staffing assistance are provided when needed.
- Attend Advisory Council Meetings, and communicate with 21st Century leadership to ensure successful planning and execution of the grant.

Notice of a 21st CCLC grant award would be made by March 31, 2018. Meetings with CEF and KIDS & Company would commence immediate to begin to create joint informational to help the grant be successful. Staff hiring would commence shortly thereafter the grant is approved. On July 1, 2018, and advance on quarter one would be available to begin paying staff to develop clubs using existing stakeholders with input from CEF and 21st Century leadership.

Areas that need to be successful within the writing of the grant and/or to help the grant be successful after it has been approved by department of ed

Other notes/details:**Signatures:**

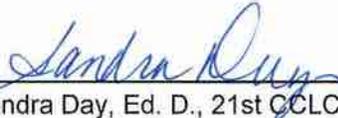

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**IOWA 21ST CENTURY  
COMMUNITY LEARNING CENTERS**  
Soaring Beyond Expectations

# 2018-2019 21st CCLC & Nutrition Services Memorandum of Understanding



December 2017

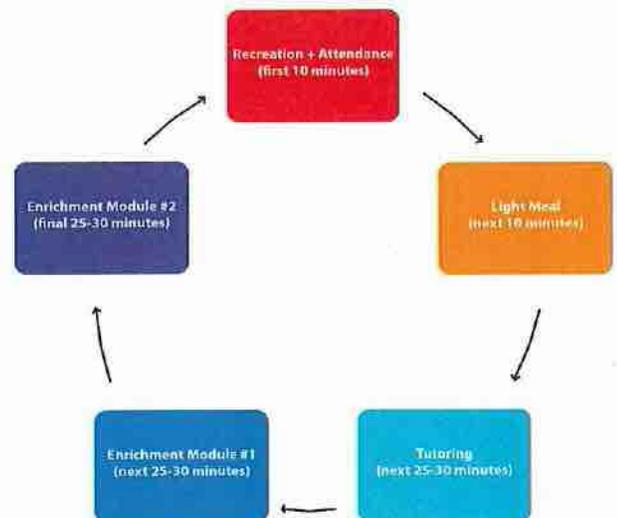


This memorandum of understanding is between 21st CCLC for two elementary schools, Bloomer & Edison Elementary Schools and CB Schools' Nutrition Services. The goal with this agreement is to provide young people in out-of-school activities with fuel to power learning.

Each school hopes to serve 100 students per day (approximately 15 students per grade level K-grade 5) , Monday through Friday throughout the school year beginning in 2017 through 2020. If years 4 & 5 funding are awarded to the district, then this agreement may span 2017-2022.

Based on the program design to the right, a light meal, (example a protein, grain & juice, be served) will be served following recreation and attendance time or approximately at 4:00 each day.

Cafeteria staff at each building will prepare the number of light meals that are communicated to them at least two weeks in advance. The manager will determine the appropriate location where the schools' 21st CCLC Site Facilitator will pick up the snacks and have them set out on each cafeteria table by grade level.



The existing after school snack program at currently being used at other 21st CCLC sites will be used here in these two new school sites. The cost for existing after school snacks is \$.89 per snack per day to prepare. It is estimated that for an additional \$.30 per snack day per, a protein item can be added. That additional charge will be billed to Sandra Day, 21st CCLC Program Director, at Nutrition Service's convenience. These two schools' 21st CCLC grant funds can pay this cost that is estimated to be \$600 per month per school.

Signatures:

Sandra Day  
21st CCLC Program Director

Lisa Stewart  
Director Nutrition Services



# IOWA WEST FOUNDATION

10/3/2016

Dr. Martha Bruckner  
Superintendent  
Council Bluffs Community School District  
300 West Broadway Street, Suite 1600  
Council Bluffs, IA 51503

10-13-16  
SUPERINTENDENT'S  
OFFICE

RE: International Baccalaureate and Summer School

Dear Dr. Bruckner,

The Directors of Iowa West Foundation take great pleasure in announcing funding of two initiatives to your organization from our **Cycle 3 2016** funding period.

The official announcement of your award will be in a media release appearing in the next week in the local news. We ask, however, that you refrain from making your grant award public before our initial announcement is published in the Council Bluffs *Daily Nonpareil* and on its website.

The Foundation encourages collaborative communications, in particular, to assist you in meeting your organization's mission (see the enclosure for details).

Enclosed are the Iowa West Foundation Initiative Agreement detailing the amount, conditions, and uses of the award. Please sign and return the enclosed original initiative agreement to the Foundation office to the attention of Pam Bierce, Grants Assistant, prior to **November 15, 2016**.

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

Sincerely,

Pete Tulipana, MSW, MPA  
President & CEO

Enclosures

# Council Bluffs Community School District

## Summer School 2017 and 2018

C3-2016
\$1,278,900.00
REQUEST #125
STAFF CONTACT: Kathleen Rapp

### 1. Purpose

The purpose of this initiative is to provide two years of summer school funding for the Council Bluffs Community School District.

### 2. Background

Beginning in 2009, the Iowa West Foundation funded CBCSD's summer school program in an effort to prevent the "summer slide." The slide is the proclivity of low-income students to regress, academically, over the course of the summer, and never regain their academic "footing" which leads to poor outcomes. Research from the Annie E. Casey Foundation and the National Summer Learning Association bears out that:

- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months; low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains.
- More than half of the achievement gap between lower and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college.

Summer School within CBCSD has different goals based on grade level. At the K-5 levels, the goals for Summer School are to prevent summer learning loss and build student achievement in reading. At middle school, the goals are to engage students in hands-on, high-interest activities and partner with the community to demonstrate that learning extends outside the classroom walls and keep students engaged in learning throughout the summer months. At high school, the goals of summer learning are to recover and/or accelerate learning by earning course credit. In total, 644 elementary students, 108 middle school students and 206 high school students are served totaling 925 students.

Prior to the last round of Summer School funding, IWF staff studied best practices and results from research-based programs nationally. Of concern to IWF was that while the program was well-liked by parents, the academic gains experienced as a result of summer school were either difficult to assess or student progress was lost between the end of summer school and the beginning of school. Two notable shifts occurred as a result of funding in 2015-16: First, CBCSD agreed to integrate noted best practices, specifically integrating smaller teacher to student ratios, using reading interventionists for students struggling significantly and providing summer school instruction for six weeks in duration, in their most recently funded summer school programs (2015, 2016). Second, CBCSD is able to test students at the outset of summer school and at the conclusion using two strong tools for measurement – FAST Sight words and the Scholastic Reading Inventory – which offer strong data regarding students' progress. Additionally, CBCSD administrators compare summer data with end of the previous year assessment and first assessments for the new school year. Finally, data is compared to kids eligible for summer school but didn't enroll (control group) and kids who did not need summer programming to understand students' progress. This offers a comprehensive picture of progress which was not previously available to IWF staff.

While the full data for summer school 2016 is pending, data and analysis from summer 2015 demonstrated strong results following program adjustments. Specifically, students in grades 1 and 2 saw noticeable differences in their pre- and post-test scores in the summer and advances made in the summer remained when they were tested at the beginning of the new school year. Additionally, intermediate level students

(grades 3-5) showed outstanding gains as noted by the Scholastic Reading Inventory. On average, students grew from spring to fall testing by an average of 59 "lexile" points (3<sup>rd</sup> graders grew by 75 lexile points, 4<sup>th</sup> graders grew by 47 lexile points and 5<sup>th</sup> graders grew by 53 lexile points). Of note, typical growth in one full year for 3<sup>rd</sup> graders is 90 lexile points and 95 for 4<sup>th</sup> graders. So, 3<sup>rd</sup> and 4<sup>th</sup> graders saw academic growth of more than half a year as a result of six weeks of summer school. More compelling was that those results held steady once the new school year began (which had not previously occurred) and served as a strong jumping off point for students.

### **3. Activities / Deliverables**

Continue the current program based on best practice:

- Run the Summer School program for six weeks for at least 700 students
- Employ more teachers and paraprofessionals to ensure a smaller teacher to student ratio
- Devote three or more hours per day to reading and math
- Complete a pre- and post-test of students entering and exiting the program
- Maintain data on students' progress including but not limited to: grades the following school year, grade promotion, third grade reading and eight grade math aptitude, dropout rates and graduation rates

### **4. Expected Outcomes/Impact**

In the short-term, CBCSD's summer school program will educate 700+ low-income, K-12 students per summer to reduce the achievement gap typically suffered by low-income students. Long-term, low-income children will demonstrate increased performance in school, greater likelihood of grade promotion, and greater likelihood to graduate due to high-quality summer school programs.

### **5. Partners/Roles of Partners**

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

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

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

### **6. Period of Performance/Length of commitment**

The length of this commitment is two years.

### **7. Progress Reporting**

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

### **8. Evaluation**

CBCSD conducts extensive evaluation on Summer School led by their Director of Assessment, Dr. Marty Shudak and shares evaluative results in a timely manner with IWF staff. In addition to the results provided from summer school regarding progress before, during, and after the program, CBCSD will track students

enrolled in summer school to help study the impact of summer school on dropout rates and high school graduation rates in the long term.

**9. Budget/Conditions of Initiative disbursements**

The Council Bluffs Community School District will receive Initiative funds (\$1,278,900.00) based on a reimbursement system currently in place between the foundation and the school district. CBCSD is required by the last day of the grant period to submit a financial reconciliation of funds spent. The budget for this initiative is as detailed in the following table:

CBCSD Summer School Budget		
	2017	2018
Salaries and benefits	\$505,500.00	\$520,665.00
Transportation	\$78,000.00	\$80,340.00
Supplies and Vendors	\$46,500.00	\$47,895.00
Total	\$630,000.00	\$648,900.00
<b>Total for 2017 and 2018</b>		<b>\$1,278,900.00</b>

*Note: Summer 2017 and 2018 assume a 3% increase in salaries and benefits. 2016 Summer School expenses are still being reconciled. If there are funds unused from 2016, those funds will be applied to Summer School 2017 before new funds are expended.*

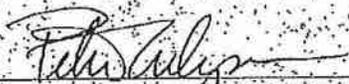
**10. Conditions and exclusions of the grant**

Reserved.

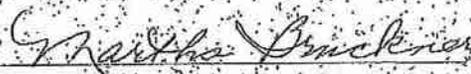
**11. Matching funds**

There are no matching funds for this initiative.

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

  
Pete Tulipana, President and CEO  
Iowa West Foundation

October 6, 2016  
Date

  
Dr. Martha Bruckner, Superintendent  
Council Bluffs Community School District

October 21, 2016  
Date



**COUNCIL BLUFFS**  
**Public Library**



**Council Bluffs**  
Community School District  
*Where Dreams Begin!*



**IOWA 21ST CENTURY**  
**COMMUNITY LEARNING CENTERS**  
*Soaring Beyond Expectations*

November, 2017

### **MEMORANDUM OF UNDERSTANDING**

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](http://www.wallacefoundation.org)

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) for Bloomer and Edison Elementary Schools, and the Council Bluffs Public Library (CBPL). This agreement concerns details related to activities such as introduction to your library, reading, play and crafts that will take place between 21st CCLC grant students and CBPL staff.

#### ***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.
- Site Facilitators at Bloomer and Edison will work as on-site recruiters for the club related expeditions into the community.
- Provide at least one teacher, para-educator, or youth development worker per every 10 students enrolled in the institute
- 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.
- Provide lesson plans for the events. (see sample below)
- Provide library card applications and library books.

The target date for programming to begin at the Council Bluffs Public Library is September 2018.

**Other notes/details:**

Library card forms will be printed, filled out and sent to the library approximately two weeks prior to our first visit. If patrons have previously had a card, there is usually a \$2 replacement fee, but this fee will be waived on replacements. The first visit will include a library orientation as is age appropriate for grade levels K-5. The checkout period for books is 3 weeks, so that will be the grade level rotation point. Groups will be broken in K-2 and Grades 3-5 reading groups. Library sessions will be approximately one hour in length.

**Sample Lesson Plans:**

- Grades K-1 – Engaging Story time, Reading, Play, Puppets – 30 minutes, followed by 30 minutes of check-out time.
- Grades 4-5 Book Buffett – Fiction, Non-fiction, Fantasy, etc. set up where students can browse by genre. – 30 minutes, followed by 30 minutes of check out time.
- Grades 2-3 – Will be a blend of the above two models

Bloomer Student library trips will be set up on Mondays each month for 12 weeks. The next 12 weeks will be reserved for Edison students. Third trimester will be offered to the Roosevelt Literacy Club

**Signatures:**

Anna Hartmann  
Youth Services Manager  
Council Bluffs Public Library  
400 Willow Avenue  
Council Bluffs, IA 51503  
(712) 323-7553, x113  
Email: [ahartmann@councilbluffslibrary.org](mailto:ahartmann@councilbluffslibrary.org)



Sandra Day, Ed. D., 21st COLC Program Director  
300 West Broadway, Suite 1600  
Council Bluffs, IA 51503  
Phone: (712) 328-6423  
Cell: (402)618-2643  
Email: [sday@cbcsd.org](mailto:sday@cbcsd.org)



## Memo of Understanding

November, 2017

Our 21<sup>st</sup> CCLC Family Engagement Plan, "Parent to Student 101," that will be offered at Bloomer and Edison Elementary Schools, contains four distinct levels of support and engagement for families at the project schools. Community Partners for this plan are Iowa Western Community College, Boystown Iowa (separate MOU), Council Bluffs Community Schools, and 21<sup>st</sup> CCLCL Grant.

**Level 1 - Iowa Western Community College (IWCC)** will co-plan and attend evening meetings at school sites to educate parents on these offerings: Education 2 Employment (short-term training), English as a Second Language courses, Basic Skills / Literacy, HiSET preparation and testing, and a volunteer program. The value of this commitment is \$1,200.00 per school year which reflects IWCC staff time and materials such as brochures.

**Level 2- Monthly school-based parenting education sessions** will be held. Our partners at this level are school teachers, counselors and administrators at the project schools as well as 21<sup>st</sup> CCLC district staff

All of these sessions are designed to help parents develop a relationship with the school and its staff and are designed to help answer the question, "How can I help my child at home to be more successful in school?" The 5:30-7PM sessions will be family dinner time, followed by one or more of these activities: parent education time and child activity time (HS athletes and other high school students in our Ready by 21 21<sup>st</sup> CCLC Cohort XI have volunteered to help), Parent and Student Safety, and Parent-Child Creative Time. Below are the current parent education topics for the 2017-2018 school year.

### **Back-to School Night – August, 2018**

This session builds trust, gives basic beliefs about the CB education system and why staying child/student centered will be productive. A special segment called, "Talking the educational talk: a session teaching all the language teachers and schools use" will be covered.

### **Is it My Kid or Me? – September, 2018**

Is it my kid or me: Teaching parents what to be concerned with and what is developmental stages for students? When to get concerned and how to approach the concern for the best results for their child.

### **Time for Me? – Busy Time of Year, October, 2018**

This session parent investigates parent education opportunities at Iowa Western Community College. Staff from the recruitment and outreach department will highlight 2 and 3 year certification programs. The combined parent/student portion will be a family painting creation led by Block Party, INC.

**A New Year – New Possibilities, January 2019**

Pro/cons of homework: Not only how to do it but when is it busy work and when is it useful. How to have students learn to do homework alone or with little assistance. Why reading for pleasure is important for a growing mind?  
[www.familydinnerproject.org](http://www.familydinnerproject.org)

**How can I help the school? March, 2019**

The importance of school involvement. The unspoken messages your reactions give students in casual conversation. The importance of daily chats with your student. Three questions to ask your child to be a lifelong learner.

**It takes a village! April, 2019**

Any concern or difficulty parent is having with child regardless of school related or not. This is primarily a resource development piece. Following this session, we will highlight summer 2017 21<sup>st</sup> CCLC offering.

**Problem solving.....the winner is? May, 2019**

The importance of problem solving so that all stakeholders' needs (student, parent, teacher, and school) are met. Often when problem solving it is how someone approaches the individual and not the problem itself. There are skills to approaching someone to not raise defense mechanisms.

The value of this commitment per year is \$3, 125.00 in facility, staff time, materials, and food.

Signatures:



Adult Learning Center Coordinator Iowa Western Community College, Terri Amaral



Program Director for 21<sup>st</sup> CCLC, Sandra Day



November, 2017

## MEMORANDUM OF UNDERSTANDING

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](http://www.wallacefoundation.org)

Boys Town offers a vast library of parenting information and articles developed over many decades by our child behavior experts. Boys Town's Parenting Principles is based on 100 years of real-world experience with tens of thousands of families and is an invaluable resource that will be available to parents at these schools.

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Boys Town Iowa. This agreement concerns details related to parenting education sessions that will be held at Bloomer and Edison Elementary Schools during the years 2018-2021. Other 21<sup>st</sup> CCLC schools will also be invited to attend these sessions.

There are two sets of curriculum that will be used. First, are Parenting Café's are one- hour information sessions. The second is the full 6 or 7 weeks course on a topic. Please see attached documents for further details.

### ***CBCSD and 21st CCLC will:***

- Provide a location (Bloomer, Edison, or other CB Schools' 21st CCLC sites) for students, parents, and staff to meet for parenting education classes.
- Provide information to parents via, flyers, email, phone calls, and in person invitations to upcoming parenting sessions.
- Provide a family-style meal for families, staff, and Boys Town Iowa presenter(s).
- Provide staff such as Youth Development Workers as needed, based on enrollment, to assist with childcare during parenting sessions.

### ***Boys Town Iowa will:***

- Provide the electronic flyer for parenting education sessions.
- For a fee, provide an expert presenter on selected topics.
- Provide materials related to the topic at hand.

### **Parent Café Topics include:**

- Understanding Your Challenging Child with ADHD
- Setting Kids Up for School Success
- Parenting for Working Parents

**Parent Course Topics include:**

- Parents of School-agers
- Parents of Children with ADHD

The target date for programming to begin at the two schools is September, 2018. Timing of offerings will be flexible and will be organized with school site leadership. Please note that summer programming will be offered as well.

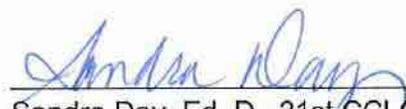
**Other notes/details:** Please see attached documentation. Over the next three school years, there will be a minimum of five sessions per school year.

**Signatures:**



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Debbie Orduna  
Executive Director  
1702 W. Broadway Street,  
Suite 17 Council Bluffs, IA 51501  
w: [712.302.7901](tel:712.302.7901) | m: [402.670.1724](tel:402.670.1724)  
Email: [Debbie.Orduna@boystown.org](mailto:Debbie.Orduna@boystown.org)



---

Sandra Day, Ed. D., 21st CCLC Program Director  
300 West Broadway, Suite 1600  
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Phone: (712) 328-6423  
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Email: [sday@cbcsd.org](mailto:sday@cbcsd.org)





[boystown.org/iowa](http://boystown.org/iowa)

## ABOUT BOYS TOWN

Boys Town has been a national leader in the care and treatment of children since its founding nearly 100 years ago by Father Edward Flanagan.

As one of the largest child and family service organizations in the United States, Boys Town offers a broad spectrum of services through our Integrated Continuum of Care. Boys Town youth, family, community and health care programs touch the lives of more than 2 million people across the country yearly.

For more information about how Common Sense Parenting® can help you build and reinforce healthy family relationships, contact Boys Town Iowa at 712-302-7999.

## Common Sense Parenting®

Common Sense Parenting® (CSP) is a practical, skill-based program that provides easy-to-learn techniques to help you with today's parenting challenges. These classes incorporate proven methods that were researched and developed at Boys Town.

Common Sense Parenting® offers training for parents who want to build on their existing skills or learn new ways of dealing with their children's behaviors. Professional parent trainers teach the course.

### CSP classes can help you:

- » Build strong, healthy relationships with your children
- » Correct and change a child's problem behavior
- » Minimize problems that disrupt family life
- » Raise responsible, caring children

### You'll learn valuable skills, including how to:

- » Communicate effectively
- » Avoid power struggles
- » Give positive attention
- » Control your emotions
- » Balance discipline with affection
- » Praise your child's good behavior

CSP classes are typically offered as two-hour sessions once a week over multiple weeks, based on the age of your child. Class descriptions can be found on the back.

**Saving Children, Healing Families®**





## COMMON SENSE PARENTING® CLASSES



Register for a class today!  
712-302-7999

### PARENTS OF CHILDREN 5 and Younger

(7-week class)

Sessions include...

- » **How I Grow and Learn** helps you understand child development, set expectations based on your child's development and find different ways to nurture your child.
- » **My First Teachers** helps you teach young children right from wrong, using clear communication and reasonable positive and negative consequences.
- » **Catch Me Being Good** helps you observe and create more opportunities to encourage your children's good behavior through praise, attention and affection.
- » **Teach Me What To Do** helps you learn effective ways to teach young children better habits through practice.
- » **Help Me Do What's Right** shows you how to correct problem behavior without the power struggle.
- » **Help Me Calm Down** teaches you how to correct problem behavior and give children the time and skills needed to calm down.
- » **Putting It All Together** helps you develop a parenting style based on the information you learned in class, including combining the new skills with the positive skills you already had, to improve relationships with your children.

### PARENTS OF CHILDREN 6 and Older

(6-week class)

Sessions include...

- » **Parents as Teachers** shows you how to teach children self-discipline.
- » **Effective Praise** helps you encourage the positive behavior your children do and teaches you how to respond enthusiastically and sincerely.
- » **Preventive Teaching** enables you to teach your children what they'll need to know in a future situation and practice using the skill in advance.
- » **Corrective Teaching** responds to children's problem behavior with teaching and practicing acceptable alternatives. You will make a staying calm plan for when you get upset with your children.
- » **Teaching Self-Control** is a skill you use to allow children time to calm down and remain calm in future situations.
- » **Putting It All Together** helps you develop a parenting style based on the information you learned in class, including combining the new skills with the positive skills you already had, to improve relationships with your children.

**For more information  
or to register call  
712-302-7999**

**Saving Children, Healing Families®**

Boys Town Iowa | 1702 West Broadway, Suite 17, Council Bluffs, IA 51501 | 712-302-7999 | [info@boystown.org](mailto:info@boystown.org)

1607-118-071



October, 2017

### 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 Country House Residence for Memory Care. This agreement concerns details related to activities such as reading and crafts that will take place between 21st CCLC grant students and residents of the care center. 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](http://www.wallacefoundation.org)

#### **CBCSD and 21st CCLC will:**

- Meet on a regular basis with Country House Residence staff to plan activities for students and residents.
- Provide students a snack before they arrive at the residence
- Advertise for and seek out elementary and secondary students to participate in activities.
- Site Facilitators Darcie Capo (TJ) and Julia Hartnett (AL) will work as on-site recruiters for the Summer Institute.
- Provide all transportation for students to and from Country House as well as any learning expeditions into the community
- Provide at least one teacher, para-educator, or youth development worker per every 10 students enrolled in the institute
- Provide any supplies or materials needed.
- Facilitate basic training and discussions regarding memory loss for older Americans.
- Provide ideas for icebreakers.
- Facilitate students as they read to residence, play games, create crafts, or other leisure activities.

#### **Country House will:**

- Provide the location for students to meet with and interact with residents.
- Provide a facilitator for the intergenerational activities.
- Provide a "Heart to Heart" sheet which will facilitate residents and students getting to know each other.
- Provide lesson plans for the events.

- Provide supplies and materials needed.

The target date for programming to begin at the Country House Residence is Monday, November 27, 2017. The timing of the day will be approximately 2-3PM. This can be somewhat flexible. There will be a four week rotation starting with high school students coming to the residence for activities, then four weeks of middle school students participating, with four weeks of elementary students involved. We will then start the rotation again. Please note that we have summer programming as well.

Other notes/details:

**Signatures:**

*Linda Larkin*

Name Linda Larkin, Title: Director of Ops  
1831 East Kaneshville Council Bluffs, IA, 51503  
Phone: (712) 322-4100  
Email: [jduncan@countryhouse.net](mailto:jduncan@countryhouse.net)

*Sandra Day*

Sandra Day, Ed. D., 21st CCLC Program Director  
300 West Broadway, Suite 1600  
Council Bluffs, IA 51503  
Phone: (712) 328-6423  
Cell: (402)618-2643  
Email: [sday@cbcsd.org](mailto:sday@cbcsd.org)

# MOBILE PANTRY AGREEMENT

Distribution Location: Woodrow Wilson Middle School 721 N. 21<sup>st</sup> Street

Sponsoring Agency: Council Bluffs Community School District

Primary Contact: Kim Kazmierczak Phone: 712-328-6476 Email: kkazmiercak@cbcscd.org

Secondary Contact: Jessica Plueger Phone: 712-328-6476 Email: jplueger@cbcscd.org

Agreement between **Food Bank for the Heartland** and the agency named above regarding the operation of a Mobile Pantry program at the location mentioned above.

## Responsibilities of the agency and distribution location:

- A site coordinator who will oversee the distribution, supervise the volunteers and serve as primary contact with Food Bank for the Heartland
- Provide tables (suggest eight to ten 8ft tables), signs and/or cones to help direct people
- Identify 10-15 on site volunteers to assist with the distribution and unloading of product. Volunteers unloading product should be able to lift 40 pounds
- Distribute flyers (can be provided by FBFH) to clients in order to promote the mobile pantry
- If distributing USDA product, agency must sign the USDA agreement and complete the Civil Rights Training. During distribution collect signed Client Signature forms provided by FBFH and keep on file for three years.
- File copies of sign in sheets provided by the FBFH
- Return Mobile Pantry Reporting form to the FBFH within a week of the mobile pantry
- Sign and return this written agreement to FBFH
- Civil Rights Training for agencies receiving USDA product
- Adhere to food safety recommendations in the mobile pantry packet

## Responsibilities of Food Bank for the Heartland:

- Provide a truck and driver to bring the product to the site and help the volunteers unload (delivery date is based on availability and determined by agency and FBFH)
- Provide sign in sheets, USDA client signature forms, and Mobile Pantry Reporting form to be filed by the agency following the mobile pantry
- Provide products for the mobile pantry
- Work with the on-site coordinator and volunteers to train them in this new distribution model
- Provide a written agreement to be signed by the site coordinator
- Provide a flyer advertising the dates and times of the mobile pantry distributions to the site coordinator

## Use of Food Provided by Food Bank for the Heartland

- All food must be distributed
- Food will be distributed free of charge
- Food will be provided without discrimination
- Food will not be transferred for money, property, or service
- Food will be distributed on a first-come, first-served basis
- Food will not be stored on the floor
- Reasonable precautions will be taken to assure that each individual receives an appropriate supply of food and is taking the food only for that person's use
- In the event that all food is not distributed, the surplus cannot be given to another agency

Product Liability:

This Mobile Pantry program is operated under the 501(c)(3) exemption of Food Bank for the Heartland and it's collaboration with the undersigned agents. The undersigned authorized agents of the program named above hereby warrant that the agency will receive surplus foods from the FBFH. Said agent further warrants the following:

- The above-described food will be inspected upon receipt and found to be fit for human consumption.
- The surplus food is accepted "as is".
- The Food Bank for the Heartland, Feeding America, and the original donor expressly disclaim any warranties or representations, expressed or implied, as to the purity of fitness for consumption of any or all donated items.
- The agency releases the original donor, Feeding America, and the Food Bank for the Heartland from any liability resulting from the donated food/products and holds them harmless from any and all liabilities, claims, losses, cause of action, suites of law or inequity, or any obligations in regard to the agency partner or the donated goods.

Conditions and Stipulations:

- Both parties enter into this agreement voluntarily.
- Either party may terminate the agreement by simply notifying the other party at least 30 days before the mobile pantry. If this agreement is terminated, the agency's activity status will then become inactive.
- Any attachments are a part of this agreement.
- Food Bank for the Heartland reserves the right to make site visits to any distribution site to assure compliance with this agreement and to terminate the agreement without notice if the program is found to be out of compliance.
- Food Bank for the Heartland reserves the right to determine the types and quantity of food given to the site.

Grievance Policy

If for any reason you are unsatisfied or have a grievance with the Food Bank for the Heartland, please contact the following:

Michelle Sause  
Assistant Director of Network Relations  
msause@foodbankheartland.org  
402-905-4832

Susan Ogborn President & CEO SOgborn@FoodBankHeartland.org  
402-905-4802

This agreement may be modified as deemed needed by the Food Bank for the Heartland. Your agency's authorized representative's signature below indicates acceptance of this agreement between your agency and Food Bank for the Heartland.



Authorized Agency Representative, Signature & Title

10-30-17

Date

  
Food Bank for the Heartland Authorized Signature

10-30-17

Date

## 2017-2018 School Based Mobile Pantry Program Partner Application

School Information	
School Name: Woodrow Wilson Middle School	
District Name: Council Bluffs Community School District	
School Address: 721 N. 21 <sup>st</sup> Street	
Mailing Address:	
City, State, Zip: Council Bluffs, Iowa 51501	County: Pottawattamie
Phone: 712-328-6476	Fax: 712-328-6479
Delivery Information (if different from above)	
Location Name:	
Specific Instructions, <i>if any</i> :	
Address:	
City, State, Zip:	County:
Staff Information (Note: both primary & secondary contacts must read manual)	
Primary Contact	Secondary Contact
Name: Kim Kazmierczak	Name: Jessica Plueger
Title: Principal	Title: School Administrative Manager
Phone Number: 712-328-6476	Phone Number: 712-328-6476
Email Address: <a href="mailto:kkazmier@cbcsd.org">kkazmier@cbcsd.org</a>	Email Address: <a href="mailto:jplueger@cbcsd.org">jplueger@cbcsd.org</a>
<i>FBFH use only; contact for the following instances:</i> <input type="checkbox"/> Reporting <input type="checkbox"/> Delivery <input type="checkbox"/> Site Visit	<i>FBFH use only; contact for the following instances:</i> <input type="checkbox"/> Reporting <input type="checkbox"/> Delivery <input type="checkbox"/> Site Visit

Start date: 11/20/2017	End date: 06/18/2018 (director states will be extended)
<i>Please list all school breaks and building closures:</i>	
Jan: January 1+3 & 15, 2018	July: Entire month
Feb:	August: up to 23, 2018
March: 29-30 2018	Sept: 3, 2018
April: 1-4 2018	Oct: 19,2018
May: 28, 2018	Nov: November 17, 22, 23, 24, 2017
June: after 7, 2018	Dec: 21-31 <sup>st</sup> 2017
<b>Program Information</b>	
Day of the week and approximate time: (i.e. 2 <sup>nd</sup> Wednesday of every month 4-6pm)  3 <sup>rd</sup> Monday of each month. January is an exception 4 <sup>th</sup> Monday	Please describe where any excess food will be stored and how will it be distributed:  All food will be distributed at the time of the event.
What other hunger relief efforts does the school participate in?  none	
What is the volunteer coordination plan?  Partnering with CB Dreams after school programming, Iowa Jobs for America's Graduates 5 elementary staff and 5-10 Wilson staff	
<b>FBFH Office Use Only:</b>	
SBM#:	Date Annual Site Visit Completed:
Delivery Schedule:	



November 27, 2018

## MEMORANDUM OF UNDERSTANDING

This Memo of Understanding is between the Council Bluffs Community School District (CBCSD), 21st Century Community Learning Centers (21st CCLC) and Sherry Huffman, Ed. S., and concerns annual evaluations for the current four (4) Cohorts, nine (9) schools, covered by the grants as well as a new award for Cohort XIII should one be made to the district Bloomer and Edison Elementary Schools. 21st CCLC Grants are a part of the federal ESSA 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 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.

CBCSD and 21st CCLC Staff will collect student in-school and out-of-school attendance and discipline data, achievement data, and parent, student, and staff survey responses over the course of Day 1 of summer school through the final day of the following regular school year on a trimester basis for students in these schools: Carter Lake, Franklin, Longfellow, Roosevelt, and Rue Elementary Schools, Kirn and Wilson Middle Schools, and Abraham Lincoln and Thomas Jefferson High Schools. Similar data will be collected for Bloomer and Edison, should an award be made for those schools. The data will be turned over to Sherry Huffman in an Excel spreadsheet form through Google Drive.

### Local Grant Objectives:

Sherry Huffman will analyze the data to determine if stated objectives for each Cohort have:

- Met the stated objective.
- Did not meet but made progress toward the stated objective.
- Did not meet and no progress was made toward the stated objective.
- Unable to measure the stated objective.

Cohort IX, Cohort X, Cohort XI, Cohort XII, and Cohort XIII.

In addition, Sherry will meet with CBCSD and 21st CCLC Staff on a regular basis following the survey completion time (quarterly/trimesterly) to make mid-course corrections based on that feedback.

Timeline: On or before June 30, all district and 21st CCLC collected data will be given to Sherry Huffman. The analysis of the data will be given to the 21st CCLC Program Director and Assistant Director by September 15, 2018. This allows time for anecdotal data, pictures and other information to be added to the annual report which is due to the federal and state government offices on November 30, 2018 (and each similar annual date as long as schools are funded).

Upon completion of the data analysis, Sherry Huffman will provide the 21st CCLC Program Director with an invoice for services. No more than 3% per cohort can be spent on this annual evaluation.

Finally, Sherry Huffman will assist 21st CCLC Leadership staff in training on Assessment Systems adopted by the state. As questions may arise, Sherry will act as our external expert on these new assessments as we attempt to align out-of-school learning within-school expectations.



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Sherry Huffman, Ed. S., Assessment Consultant.  
10286 Highway 66  
Louisville, NE 68037  
Phone: (402) 657-5194  
Email: [shuffman@ghaea.org](mailto:shuffman@ghaea.org)



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Jessie Stoffel, 21st CCLC Assistant Program Director  
300 West Broadway, Suite 1600  
Council Bluffs, IA 51503  
Phone: (712) 396-2302, ext. 11110  
Cell:  
Email: [jstoffel@cbcsd.org](mailto:jstoffel@cbcsd.org)



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