

**Application Cover Page
21st Century Community Learning Centers**

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APPLICATION INFORMATION

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

County: Pottawattamie		Amount Requested: \$899,620.89 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Martha Bruckner, Superintendent		Grant Contact/Project Director: Jessica Plueger, Programs Director	
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Memoranda of Understanding (MOU)– *Council Bluffs Community Education Foundation (Kids & Company), Banister’s Leadership Academy, African Culture Connection, YMCA of Greater Omaha, Council Bluffs Parks & Recreation, Iowa State University Extension & Outreach, and Union Pacific Railroad Museum.*

Appendix A – Required Forms

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

Appendix B – Supporting Documents

- SINA Documentation for Competitive Priority

1. Proposal Abstract

Absolute Priority

Targeted School	2014-15 Enrollment	2014-15 FRL Eligibility %
Franklin Elementary	491	75%
Longfellow Elementary	505	79%
Rue Elementary	306	83%
School Sites Combined /Average	1,302	79%
District	8,531	69%
State	--	41% (2013-14, Iowa DoE)

Competitive Priority Status

1. School District DINA, SINA listings / 5 additional points – The CBCSD is listed on the 2014-15 DINA listing. Three SINA-identified elementary schools – Franklin, Longfellow, and Rue – are proposed sites for a new 21st Century Community Learning Center after-school program.
2. Joint Submission / 5 additional points – Application is jointly submitted as a collaboration with the Council Bluffs Community School District (CBCSD) as the lead fiscal agent. Attached are MOU's recognizing joint submission inclusive of these partners: Council Bluffs Community Education Foundation, African Culture Connection, Banister's Leadership Academy, YMCA of Greater Omaha, Council Bluffs Parks & Recreation, Iowa State University Extension & Outreach, and Union Pacific Railroad Museum.

Needs Assessment

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 8,531 K-12 students and their families in western Iowa's Pottawattamie County. Free/reduced lunch rates for the district are at 69%, including an average of 79% at the three proposed CLC sites (Franklin, Longfellow, and Rue Elementary). An analysis of the 2014 Iowa Assessments reveals significant academic achievement gaps between CBCSD 3rd – 5th graders. The 2014 FAST literacy assessment also showed that 71.8% of all K-3 students at the three proposed CLC sites scored **below** proficiency in reading. At this time, before- and after-school activities for elementary students is limited to a fee-based program operated in ten of our elementary schools by "Kids & Company", a fee-based school-age childcare program run by the Council Bluffs Community Education Foundation. While we are thrilled to have this as an option in our district, our data study has revealed **major gaps and weaknesses in the state of current programming**, including cost as a prohibitive barrier. Just 13% of students currently attend, which means that more than 2,300 high-poverty elementary students in the CBCSD who could benefit from organized after-school academic support do not receive it. As well, Kids & Company mainly offers unstructured childcare—**not** academic support continuing the same instructional approaches as the day school and led by licensed, trained teachers.

The Project

The Council Bluffs Elementary School CLC design will not duplicate or supplant services provided by Kids & Company, resulting in two after-school programs. Rather, it will *enhance* and *expand* upon these existing services—strengthening their connection to the elementary day-school curriculum, increasing community connections to offer additional enrichment activities, and most importantly, **expanding access to high-poverty students who need support the most**. The end result? One strong, comprehensive CLC that offers a variety of targeted, cohesive before and after-school activities, including math and reading reinforcement, to struggling students at three SINA elementary sites in our district. 87% (1,132) of students at the three combined elementary schools are targeted, with 31% of all students (403) anticipated to attend 30 days or more. The CLC will operate 178 days during the school year. Aligning with the Comprehensive School Improvement Plan (CSIP) reform work begun in SINA schools last year in the district, the CLC also addresses many needs communicated to us by parents, students, staff, and community members. The resulting design features a safe, fun environment with homework help and literacy/math intervention clubs,

enrichment and special interest clubs, recreation, and family engagement. The overall design covers 12 of the 14 eligible federal activities suggested for 21st Century Community Learning Centers. Healthy snacks, meeting USDA nutrition guidelines, will keep students fueled for engagement.

Research Base

Based on the third principle of effectiveness, the research for our CLC is based on extensive evidence from multiple sources and is fully aligned with the Comprehensive School Improvement Plans (CSIPs) underway at the three proposed elementary school sites. Plans, which help teachers learn how to effectively use common formative assessment to continuously monitor student achievement data and adjust instruction aligned with the Iowa Core, integrate evidence-based practices such as *Professional Learning Communities at Work™*, student-centered coaching, Leveled Literacy Intervention, Reading Recovery, and more. Since licensed classroom teachers who are trained in these evidence-based approaches will serve as after-school tutors at our CLC sites, they will be able to continue the day-school interventions before- and after-school.

Management Plan

The management plan shows the extensive staffing, recruitment and management plans of the district and its partners. Of special note is the Achievement Specialist position for the CLC program. This individual will oversee academic aspects of the program; track, analyze and share achievement and attendance data; provide trending for participating students (to focus on continuous improvement support processes) and have oversight of strengths-based training assessments/ progress. Sustainability and continuous improvement will be assured with a regularly updated continuous improvement plan and use of a Sustainability Committee.

Communication Plan

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

Partnerships

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

Evaluation

To ensure a successful grant-funded project now and in the future, we have designed a rigorous and comprehensive evaluation plan that will be used to refine, improve, and strengthen the program and secure community support. We will work with an experienced evaluator (Hanover Research) to conduct the formative and summative evaluations of program effectiveness according to program requirements and local and state standards. Additionally, SuccessLinks will help analyze student data and impact of community connections. 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 \$299,873.63 to serve 403 total K-5 students (at \$744/student). The budget for the three sites is as follows: \$104,955.77/year at Longfellow Elementary; \$104,955.77/year at Franklin Elementary; and, \$89,962.09/year to support a third site at Rue Elementary.



2. STUDENT NEEDS ASSESSMENT

2.1 Objective data defining student need – The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 8,531 K-12 students and their families in western Iowa’s Pottawattamie County. The City of Council Bluffs (pop. 61,969, US Census 2013 estimate) is situated on the banks of the Missouri River, just across from Omaha, Nebraska. The district’s free/reduced lunch rate, a leading indicator of poverty, has risen from 43% in 2003 to 69% today. At the three elementary schools proposing to establish 21st Century Community Learning Center (CLC) programs, 79% of the 1,302 enrolled students live in poverty. At the close of the last full school year, roughly one in five students (21.6%) were minority, 18.8% received special education services, 7% were English Language Learners, and the district’s student mobility rate was 20.2% (indicating that one in five students experiences a disruptive transfer in, out, or between schools in the last school year).

Poverty indicators: The median household income in Council Bluffs is 18% below state average (\$43,388 vs. IA @ \$51,129), so it’s not surprising that Council Bluffs has a higher percentage of residents living below the federal poverty level (16%) than state average (IA = 12%). *US Census QuickFacts, 2008-2012.* Just 16% of Council Bluffs residents ages 25 and over have a Bachelor’s Degree or more compared to 25% statewide, which has dramatic impact on employment opportunities and wages: among adults ages 25-32, median annual earnings for college-degree holders are \$17,500/year greater than those with only high school diplomas. *US Census QuickFacts, 2008-2012; Pew Research Center 2013.* Children in single-parent households are also more likely to live in poverty (45% vs. 13% in two-parent households). Pottawattamie County ranked 4th of 99 Iowa counties for the percentage of single parent households—38%. *Kids Count 2010.* Children raised in poverty experience many more stressors that undermine school behavior and academic achievement.¹ However, children of low socio-economic status (SES), when provided with a supportive and enriching environment, can adapt and thrive. This proposal to establish three CLCs at the high-poverty SINA schools Franklin, Longfellow, and Rue was designed to do just that.

Proficiency in Math and Reading: Table 1 shows, overall, significant academic achievement gaps between CBCSD 3rd – 5th graders as well as their statewide peers. Gaps are especially prevalent between the following student subgroups: special education, English Language Learners (ELL), and low SES students

and their peers. Major gaps also exist between African-American students and white students as well as Hispanic and white students in reading and mathematics. Since 15% of CBCSD students are Hispanic and 6% are African American, and minority enrollment on an upward trend (up from 6% fifteen years ago), it is critical that we address this gap, during and beyond the school day. Table 2 below illustrates achievement gaps between our proposed CLC site elementary schools as well as schools statewide. That gap was as high as 22 percentage points last year (*Grade 4 Reading, Longfellow vs. State average*).

Table 1: Achievement Gaps by Subgroup* - CBCSD Grades 3-5, 2013-14 – % Proficient by Grade and Subgroup

	Reading – target 100%	State Avg.	Math – target 100%	State Avg.	Missed AYP**
<i>All Grades 3-5</i>	69.5%	76.8%	72.3%	79.7%	YES—Reading
<i>Low SES***</i>	62.6%	65.0	67.9%	68.2%	YES—Reading
<i>Special Ed. (IEP)</i>	41.9%	36.7%	49.5%	47.1%	YES—Both
<i>ELL</i>	42.9%	49.3%	57.6%	57.9%	YES—Both
<i>African-American</i>	55.6%	51.7%	60%	50.5%	YES—Both
<i>Hispanic</i>	54%	60%	64.2%	65.3%	YES—Both
<i>White</i>	73.5%	80.7%	74.8%	83.6%	YES—Reading
<i>Multi-racial</i>	68.4%	73.5%	63.2%	73.0%	YES—Reading

* Asian and Native American sample size too small for confidential reporting requirements.
 Annual Yearly Progress (AYP) determined by Iowa Test of Basic Skills and Iowa Test of Educational Development/
 ***Low socioeconomic status (SES) based on free/reduced lunch.

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

	Grade 2		Grade 3		Grade 4		Grade 5		All Grades 3-5	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
State of Iowa	n/a		77.6	81.0	76	80.0	76.9	78.2	76.8	79.7
District	49.1	62.4	64.7	68.0	62.9	70.4	69.9	66.4	69.5	72.3
Franklin	41.9	60.3	70.3	79.4	68.6	70.6	75.4	59.0	71.1	68.9
Longfellow	49.4	57.1	56.8	61.7	54.0	73.0	67.6	61.8	59.6	65.2
Rue	50.0	59.7	71.4	78.6	54.5	75.0	55.6	66.7	60.4	74.4

Finally, the FAST (Formative Assessment System for Teachers) literacy assessment shows additional critical academic support needs among our even younger students, with 71.8% of all K-3 students at the three proposed CLC sites scoring *below* proficiency in reading. (Results from 2014 in Table 3 below.)

	Kinder.	Gr. 1	Gr. 2	Gr. 3
Franklin	29%	41%	52%	36%
Longfellow	23%	18%	25%	23%
Rue	25%	26%	14%	37%

According to state assessments to determine adequate yearly progress (AYP), the CBCSD is a District in Need of Assistance (DINA) for not meeting achievement targets in both math and reading. The 2013-14 school year was the 9th consecutive year that the district was identified as DINA. All three elementary schools included in this proposal are

designated as Schools In Need of Assistance (SINA) for the *third* year in 2014. Franklin is designated SINA 3 Reading & SINA 1 Math; Longfellow is SINA 2 Reading, SINA 3 Math; and Rue is SINA 3 Reading and Delay 1 Math. Both high schools, both middle schools, and seven of eleven Council Bluffs elementary schools also have SINA designations. Through its Comprehensive School Improvement Plan (CSIP), the district is working to address this. Notably, the district has improved graduation rates over the past nine years, from 68.6% in 2004 to 84.7% in 2013.

How the program will address student needs, including needs of students with working families – At this time, organized before- and after-school academic and youth enrichment activities for elementary students is limited to a fee-based program operated in ten of our elementary schools by “Kids & Company”, a school-age childcare program run by the Council Bluffs Community Education Foundation. While we are thrilled to have this as an option in our district, our data study has revealed major gaps and weaknesses in the state of current programming: (1) **Cost** is a prohibitive barrier: Since this is a fee-based program, the low-SES students who need it most may not be able to afford it. Ten (10) of our eleven elementary schools offer before- and after-school activities; at this time, just 14.7% of all students participate (689 of 4,678 total). Of these participating students, 27% qualify for free or reduced-price lunch. However, 74% of *all* students at these schools qualify for free or reduced-price lunch. *This means that more than 2,300 high-poverty K-5 students who could benefit from additional academic support after-school do not receive it.* At our proposed CLC site schools, just 13% of all preK-5 students attend the Kids & Company program (197 of 1,494), 30% of whom take free or reduced-price lunch. However, 79% of all students at these schools qualify for subsidized meals, meaning that 983 high-poverty students do NOT receive the additional support they need. *See Table 4.* (2) Critically, organized **tutoring is not provided and alignment with the school day**. Kids & Company mainly offers licensed childcare, safe keeping, recreation, and some academic pursuit by childcare staff, when ideally, after-school academic support should feature one-on-one skills practice and development using the same approaches and systems as the day school, led by licensed, trained teachers. (3) **Transportation** home is currently the responsibility of parents of children who attend and will be communicated on registration forms. All three sites are neighborhood schools with a high percentage of walkers.

The Council Bluffs Elementary School CLC design will not duplicate or supplant services provided by Kids & Company, resulting in two after-school programs. Rather, it will *enhance* and *expand* upon these existing services—strengthening their connection to the elementary day-school curriculum, increasing community connections to offer additional enrichment activities, and most importantly, *expanding access to high-poverty students who need support the most*. The end result? One strong, comprehensive CLC that offers a variety of targeted, cohesive before and after-school activities, including math and reading reinforcement, to more than 1,100 struggling students at three elementary sites in our district. Operating 178 days during the school year, the program will address many needs communicated to us by parents, students, staff, and community members both informally and formally in the last school year. The resulting design features a safe, fun environment featuring effective academic support as well as engaging enrichment activities.

Table 4. Site Demographics & Current OOS* Program Attendance (vs. Missed Opportunities)

Elementary School	Current 2014 Enroll.	Free / Reduced Lunch %	Current # Students Attending OOS* Program	% Current OOS* Program Attendees Taking Free / Reduced Lunch	# Students NOT Attending OOS Program
Franklin	491	75%	92 (21%)	30 / 92 (32.6%)	399
Longfellow	505	79%	65 (12%)	15 / 65 (23%)	440
Rue	306	83%	44 (11.5%)	15 / 44 (34%)	262
TOTAL/Avg:	1,302**	79%	201 (15%)	60 / 201 (30%)	1,101 (969 f/r lunch)

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

Within our Elementary School CLC program, students will have an after-school support structure that helps them with homework and meet district-aligned goals in reading and math. Certified teaching staff will lead academic clubs in core subjects, book, art, drama, and writing clubs, hands-on science clubs, young entrepreneurs, and others based on interest. These interest-based enrichment modules will engage students in activities that get them excited about learning; they will also serve as an initial stepping stone to the innovative career exploration clubs now offered with our partners at the middle school CLC (e.g., Aviation Career Exploratory Club, Culinary Career Academy, etc.). An “Achievement Specialist” will be hired to align the program to school-day learning, coach staff, and evaluate progress on district and student learning targets. The specialist will work closely with the Project Director and teaching staff at each school.

All three proposed sites for the CLC are safe, secure, and accessible to individuals with disabilities. Language translation services are available. In cases where participants are hard of hearing or visually impaired, project communication will be made available in alternate formats. All communications utilize clear, concise language with supporting graphics so that individuals of all literacy levels and backgrounds are aware of project opportunities for families, including English language tutoring, invitation to join CLC parent advisories, and topical programs like conscious discipline, reading support strategies, etc.

Students benefit from a safe, caring environment where their healthy development, including character development, is reaffirmed in positive relationships with peers and adults, and where families’ needs are included in the equation. The revamped after-school programs at our proposed sites will reassure working families that their children have a positive, safe, and engaging place to go after-school, where children are given a healthful snack, individualized reading and math support designed around each child’s unique needs, and opportunity to pursue interest-based enrichment activities that spark a love of lifelong learning.

2.2 Stakeholder Engagement – In the last school year, hour-long panel discussions were held with five groups: community partners (including businesses and agencies currently and potentially offering CLC activity support in the CBCSD), district administrators, & elementary youth and their parents. They identified the following needs: 1) hands-on learning to keep youth engaged and provide ties to school day learning, 2) use of community professionals teaching in their focus areas, 3) life skills and enrichment instruction (technology, health, home etc) to offset curricular changes in these areas, 4) increased respect among youth and between youth/staff and 5) career-focused clubs to gain and draw interest about youths’ future. We are pleased we have been able to address **each** of these needs in our CLC design.

3. PROJECT

3.1. The Council Bluffs Elementary School CLC was carefully designed to link programming and services to student needs based on a comprehensive needs assessment (needs detailed in Section 2). We anticipate targeting 87% of students (1,132) at sites at Franklin, Longfellow, and Rue all Title I-eligible elementary schools, including at least 31% (403) of all students attending 30 days or more per year. The CLC will offer an integrated program of after-school activities to foster students' academic, social and healthy development, with a special emphasis on hands-on learning. Program components will meet student needs as follows:

- **Homework Help / Tutoring** will be provided by certified teachers after school Monday through Friday to help boost academic achievement of our participating students, as indicated in our needs section. CLC tutoring will allow students to build positive relationships with a reliable mentor, which research shows is key to academic achievement.² A school Achievement Specialist will work with staff to identify targeted interventions for growth and make recommendations for students' success. After-school academic instruction and assessment will utilize the same curriculum as that used in the day school program (the Iowa Core Curriculum), which is aligned with the Iowa Core Standards for Literacy and Mathematics. These standards define the topical, procedural, and conceptual knowledge students must learn, as well as the type of thinking (*cognitive demand*) that supports students' understanding of the instructional experience. All licensed classroom teachers have been trained in this curriculum and are provided ongoing support in its delivery / assessment via each school's certified Comprehensive School Improvement Plan. This targeted tutoring and academic support will help us achieve this primary academic goal: *"By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading AND math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors."*
- **Computer Science** will also be provided after school weekly to give technology access for students who may not have access to personal technology equipment/resources outside of school hours. Computer science clubs will help increase students' positive perception of computer science as well as overall student competencies in technology skills, with an emphasis on engaging girls and underrepresented minorities.
- **Academic Clubs** will be provided on a rotating basis to allow students to expand their learning in specific areas. Literacy-related clubs may include book discussion and student writing, while Math Clubs may feature local competitions. Science Clubs may include youth robotics, STEM exploration, LEGO competitions, and environmental education. History Clubs may include exploring the history of Council Bluffs through hands-on research projects and field trips. Language Clubs will feature cultural awareness and teach students how to speak another language, such as Spanish, French, and American Sign Language.
- **Enrichment Clubs** will be offered to all students weekly to support healthy decisions, resiliency, and emotional and physical development. Focus areas will include creative activities – music, theater, art; empowerment/leadership; boundaries/expectations; positive values; resistance skills; planning and decision making; and character education. Numerous partners have pledged to lead clubs, such as the YMCA of Greater Omaha; the Durham Museum; the African Culture Connection; Banister's Leadership Academy; YMCA of Greater Omaha; and, Iowa Western Community College (IWCC). Enrichment activities will be offered in the form of rotating modules, based on student interest, day school seasonal units and/or activities, and partner area of expertise and availability.
- **Recreation / Fitness** will be provided before/after school daily to allow students to maintain good health by participating in a variety of physical activities like organized intramurals & physical education lessons and games. The energizing Building Our Kids' Success physical education curriculum will be implemented before-school to prime students for the school day ahead of them. The YMCA and Parks & Recreation Department will help lead, expand, and develop recreation / physical activities.

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

- **Resources for Families** will be provided with the help of community partners to provide wraparound support and services in areas of social, emotional, and literacy needs. IWCC will offer English language literacy and GED support for adults as needed.
- **Field Trips** will be organized every month, in addition to special one-day community trips. These trips will expose students and families to new activities, concepts, and opportunities, inspire dreaming, and encourage healthy lifestyles. Trips will also boost school engagement, providing hands-on experiences for topics addressed. Partners will work with CLC staff to plan and facilitate trips.
- **Family Engagement Activities** will be provided at least quarterly to increase parent involvement in schooling. For example, various partners will help us promote reading/literacy skills and enjoyment with special family activities (e.g., family read-along nights featuring take-home book bags and at-home reading support strategy guides, etc.).
- **Healthful Snacks** that meet USDA nutritional guidelines will be served each day after-school to ensure students have healthful “fuel” to support their learning and activity.

Council Bluffs Elementary School 21 st CCLC Schedule	
Before School: Breakfast, Reading, enrichment, Building Our Kids’ Success (BOKS) curriculum for physical education.	Mon – Fri 6:15 a.m.- 8:30 a.m.
After School: Snack, homework help / tutoring, Academic Clubs led by teachers, Enrichment Clubs led by staff and/or community partners; Recreation, Computer Science activities and clubs.	Mon – 2:00 p.m. – 6:00 p.m.* Tues – Fri 3:30 p.m. – 6:00 p.m.
Ongoing Student / Family Events: Field trips, family engagement events and open houses, family literacy nights, family support groups and clubs, parent education workshops, etc.	1 – 2 monthly trips / family events after school, during the evening, or on a Saturday, based on family preference.
<i>*extended Monday afternoon hours align with early release Mondays for district professional collaboration time and staff development.</i>	

3.2 Academic, enrichment and family literacy services – The Council Bluffs Elementary School CLC provides an array of high-quality academic, enrichment, and family literacy services. As we tied programming to the needs of our students, we found the design includes 12 of the 14 eligible federal activities suggested for 21st century learning centers, from remedial learning and tutoring in academic subjects to academic enrichment including music and arts to recreational activities and character education.

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. Extended-day use of students’ Chromebooks will be possible due to extended services through each school’s media center and computer science initiatives. Academic clubs led by certified teachers will encourage exciting hands-on, project-based activities in different subjects (Math Club, Science Club/STEM, History, etc.) and utilize field trips related to topics and projects. To promote seamless academic connections, the Achievement Specialist will work with after-school tutors to differentiate learning based on each child’s specific academic goals and learning styles.

Enrichment Services – Enrichment will come in variety of exciting forms, including an expanded menu of daily recreation activities (from sports to Wii dance contests) taught by staff, exciting field trips for fun and learning, family engagement events, and community service opportunities with partners. Enrichment also will include a wide variety of experiences with music, theatre, art, cooking, nature, health, and skills for healthy development.

Family Literacy/Family Engagement – Every other month will feature a family literacy /family engagement event, including incentives for attendance (refreshments, door prizes, etc.). Various events will include but are not limited to: resource fairs, tax preparation workshops, technology classes, English literacy and assistance, and fun family literacy nights such as the Dr. Suess Birthday Celebration held at Rue last year. Parents will have the opportunity to meet one to one with staff about student and/or related family needs that would promote student achievement. Referrals and information will also be shared with regard to local community colleges, such as Iowa Western Community College (IWCC).

3.3 Goals and Objectives –

Goal: To promote the safe and healthy development of CBCSD children by creating a comprehensive, inclusive before/after school program which provides academic assistance, education enrichment, and family literacy / engagement opportunities within a collaborative, caring community.

- **Objective 1)** By June of each year, regular attendees (30 days or more/year) will experience greater growth in reading AND math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participating students after accounting for at-risk factors.
- **Objective 2)** Academic Objective 3: 80% of students in grades 1-5 will complete homework assignments at least 80% of the time.
- **Objective 3)** By June of each year, at least 80% of regular attendees will identify two or more new interests and will demonstrate increased school engagement with a higher annual school attendance rate than non-participating students.
- **Objective 4)** By June of each year, 80% of participating students will know core concepts of fitness, overall health, science, and how to express themselves through the arts.
- **Objective 5)** 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.
- **Objective 6)** By June of each year, at least 50% of regular program attendees will have had family participation in at least one family activity sponsored by the CLC and/or partners.

3.4 Alignment with school day – The CLC is an extension of the district's academic programs, standards, and strategic goals and objectives, its Comprehensive School Improvement Plan (CSIP), as well as the new action plans for Elementary School Reform. Through daily, ongoing communication between management team members (see management chart, Section 5), as well as monthly site-based meetings of the project director, program coordinator, principals, Achievement Specialist, and site staff, the program will provide a process to ensure that drill-down information regarding individual student needs and progress is a focus. The program partners will receive appropriate information and participate in team sessions as needed. Of primary assistance in efforts toward student achievement through CLC/school-day alignment will be a district "academic specialist" hired specifically for the CLC. This individual will align all CLC activity to goals of the district, oversee academic aspects of the CLC, track, analyze, and share achievement and attendance data, and provide trending data and best practices suggestions for participants to focus on continuously improving the processes and strategies of support. Other alignment with the school day (and with elements of the District Strategic Plan and Elementary School Reform plans) includes use of each school's math/reading data walls as an objective for measurement and area partnering for wraparound student/family services.

3.5 Applicant Experience – The CBCSD has significant experience providing extra-curricular activities that enhance our students' academic success and healthy development. Notably, this includes a new 21st CCLC grant currently in its first year at our two middle schools, as well as longstanding collaboration with "Kids & Company" to coordinate the existing fee-based after-school programming in place at our elementary schools. While our original middle school grant proposal projected serving 400 students, we are excited to say we're actually serving 1,097 students—57% of all students enrolled at both schools! Fully 64% of participants qualify for free/reduced lunch, 15% receive special education, and 7% are ELL. Each CLC site partners with more than 30 Council Bluffs area organizations to implement activities featuring art, music, cultural enrichment, entrepreneurial initiatives, health/nutrition education, career/post-secondary exploration, and technology and academic skill development in math, reading/literacy, science, and social studies. The successful programs underway at our middle schools will provide us with a wealth of experience, resources, and partnerships to connect with, adapt, and learn from as we expand CLC programming to three elementary schools. Kids & Company also has a solid history and infrastructure at the elementary schools, including experienced staff members and existing supplies and resources, that will provide a strong framework upon which we can build in order to serve additional students and strengthen academic programming.

4. RESEARCH BASE

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

The Council Bluffs Elementary School Community Learning Center is based on extensive research and fully aligned with the Comprehensive School Improvement Plans (CSIPs) currently underway at the three SINA elementary schools identified as sites for the CLC program: Longfellow, Franklin, and Rue. Plans, which will help teachers learn how to effectively use formative assessment to continuously monitor student achievement data and adjust instruction aligned with the Iowa Core, began in August 2013 and will complete in August 2015. Numerous research-based reform initiatives and strategies are driving this plan, including:

Professional Learning Communities at Work™ by Richard DuFour and Robert Eaker – This ongoing process supports educators in recurring cycles of collective inquiry and action research to improve student achievement and sustain school improvement. Staff at all three schools are currently embracing this process and meeting weekly as collaborative teams to unpack the common core, write proficiency standards, determine formative assessments, and plan differentiated instruction that best meets students' unique needs.

Student-Centered Coaching focuses on student achievement while embedding professional development into the teaching day. In fall of 2013, the CBCSD brought program developer and expert consultant Diane Sweeney to the district to provide workshops for coaches and principals.

Interventions in reading and math – All three schools utilize a variety of research-based intervention strategies in reading and math, including:

- *Teaching for Deep Comprehension, Scaffolding Young Writers, Shaping Literate Minds, and Apprenticeship in Literacy* (Linda Dorn, primary developer of the Partnerships in Comprehensive Literacy Model, a nationally recognized model that uses literacy coaches as agents of change);
- *Leveled Literacy Intervention (LLI)* by Fountas and Pinnell, lessons for which are based on empirical research on reading & vocabulary acquisition, language learning reading difficulties, and student motivation. (*Heinemann LLI Data Collection Project, 2009-2010; LLI Efficacy Studies 2009-2012*);
- *Math Solutions, Math Reasoning Inventory, and Math Reads* (Marilyn Burns), all of which are evidence-based approaches based on extensive in-classroom research.
- *Misconceptions in Mathematics* (Bamberger, Oberdorf, and Schultz-Ferrell) is part of Heinemann's Math Process Standards Series and provides evidence-based and practical instructional strategies and activities.
- *Reading Recovery*, a research-based early intervention, accelerates literacy learning for students experiencing difficulties. Reading Recovery has been supported by dozens of studies. (Allington 2002, 2005, Schmitt et al 2005, Strickland 2002, Timperely, Fung, Wilson, 2006, Burroughs-Lange, 2005-06).

Common Formative Assessments(Ainsworth) help teachers align curriculum, instruction, and assessment to the Iowa Core Standards for Literacy and Mathematics and offer interim assessment of student growth that support teacher collaboration, set consistent expectations and priorities, and provide results with predictive value in time to make critical modifications to instruction.

Since licensed classroom teachers from all three schools will serve as after-school tutors, they will be able to continue the exciting and innovative practices underway during the school day well after the final bell rings each afternoon.

Before school, the CLCs will offer the Building Our Kids' Success physical education curriculum to prime students for the full day of learning ahead. Dozens of research studies have shown that physical activity can help students' academic performance, especially in reading and math. Active kids are better able to focus their attention and have better problem-solving skills than less-active children. (*British Journal of Sports Medicine, Oct. 2013; Institute of Medicine, May 2013; ABC News, Jan. 2012; Journal of Sports Medicine and Physical Fitness, Dec. 2012; US CDC, July 2010; Active Living Research, 2009*).

5. MANAGEMENT PLAN

5.1 Effective staffing, recruitment and retention of highly qualified staff; professional development; effective leadership, including alignment with school day; and how program will use volunteers...

- A) Effective staffing of the Council Bluffs Elementary School CLC will occur through the following means:
- Minimum 1:15 participant to staff ratio, as recommended and required for licensed childcare sites; clubs will be capped or split to meet quality standards for optimal staffing, space and resources.
 - Volunteers will be used to build the programs while offering more positive adult interactions to support the diverse mix of enrichment and recreational opportunities available to students.
 - Staffing will follow inter-connected Program Management Format (see 5.3).
- B) Multiple strategies will be used to ensure recruitment and retention of highly qualified staff including:
- The Project Director and Program Coordinator will be supported by CBCSD Human Resources with recruitment, hiring, and management of project staff, tutors, and volunteers following CBCSD protocols and hiring practices, including outreach to potential volunteers at local colleges, senior centers, churches, the Council Bluffs Library, school PTOs, and via district-approved online hiring sites. Staff will be welcomed and well supported in best practices for school-day alignment efforts through the Achievement Specialist.
 - Staff will be encouraged to lead engagement areas based on their unique strengths and interests, which will promote job satisfaction.
 - Staff retention will be rewarded by slight stipend increases with each continued year of service.
 - Strong relationships will be built and nurtured with community/business partners, including appropriate news releases detailing stories of their unique program involvement.
 - Formal acknowledgement of business/community partnerships and volunteers will occur each year through special recognition events and/or commendations and district materials and publicity.
- C) Highly Qualified Staff will be assured through the following criteria:
- The Project Director will have previous 21st CCLC experience and will meet state requirements for the position with a bachelor's degree at minimum in specific focus areas.
 - The Program Coordinator will have after-school supervision and management experience and will meet state requirements for the position with a bachelor's degree at minimum in specific focus areas.
 - The Achievement Specialist will have previous youth development experience and will possess a current teacher license or be a retired teacher.
 - Staff members assisting with core subject skill development and tutoring will be licensed teachers. Other project staff, including those assisting with enrichment clubs, will meet minimum qualifications for an instructional aide in the school district (high school diploma or recognized equivalent plus one of the following: two years of higher education; an associate's degree; or pass a formal assessment).
 - Diversity in hiring is a priority for the CBCSD, which supports broad recruitment efforts, building relationships with culturally diverse organizations toward that end.
 - Business/organization partners will be highly certified and trained in their professions and will work with project staff on implementing enrichment activities with a specific focus on grant goals.
 - Background checks will be conducted on all staff, business/organization partners, and volunteers.
 - Background checks will include the Iowa Department of Criminal Investigation, Iowa Department of Transportation, and Iowa and Nebraska Child Sexual Abuse Registry.
- D) Professional Development will be assured by:
- All service providers will attend full day orientation training; they will also receive ongoing coaching and support as needed. Initial training will cover working with youth, emergency procedures, goals of the grant, schedules, confidentiality, program rules and expectations, and the like. Teachers serving as tutors will continue to participate in regular day-school staff development in support of the Iowa Core Curriculum, including collaborative learning and planning time.

- The CBCSD also offers ongoing poverty literacy and diversity sensitivity training, which CLC staff will be invited to participate in. Sources of additional professional development will also include Green Hills AEA, Council Bluffs School District, Gallup, Iowa After-School Alliance, Iowa State University Extension and Outreach, and the Collective for Youth.
 - At least one representative from each site in addition to the Achievement Specialist, Project Director, and Program Coordinator will attend the state 21st CCLC conference.
- E) Program Leadership: Overall leadership for this grant flows from the Project Director, Program Coordinator, and Advisory Council, with additional direction from the Achievement Specialist.
- The Project Director provides leadership on day-to-day basis; oversees site operations; manages site budgets; schedules and delivers trainings, meetings, and evaluations; and, assures that grant goals and objectives are being met and adhere to grant guidelines.
 - The Program Coordinator provides site-based leadership on a day-to-day basis; organizes activities, clubs, and field trips; monitors and secures program supplies and materials; assists with evaluations; works directly with students as needed; and assures that grant goals and objectives are being met.
 - The Advisory Council (see section 5.3) meets quarterly to provide advisory leadership. It includes ongoing community partners and oversees progress toward objectives, reviews consultant reports, identifies challenges, and develops collaborative solutions. The Council liaisons with all stakeholders.
 - The Achievement Specialist tracks, analyzes and shares individual student achievement and attendance data; provides trending data for continuous improvement and strategy development; assists with student interventions and trains site leaders and staff; and, supports standards-based school-day alignment with after-school instruction, academic interventions, assessments, and other enrichment activities.
 - Kids & Company will provide leadership; oversee enrollment and share fiscal management; help develop partnerships for programming; and provide ongoing staff development for CLC staff.
- F) Volunteers, including Senior Citizens, will be an integral part of our program as follows:
- Senior citizens and other volunteers will be encouraged to help with topic areas of their strengths; school volunteer lists will be used to engage volunteers in these new after-school settings.
 - Local businesses and organizations will provide specialized skill workers and interns.
 - IWCC will contribute volunteers from several volunteer and service-learning programs.
 - The Connections Area Agency on Aging, a senior citizen resource provider serving adults 50 years of age and older, and local nursing homes, will be another source of volunteers.
 - Parent Teacher Organizations (PTOs) at each school will be lead program partners, helping to generate enthusiasm for the programs, enlist volunteers, and secure in-kind, event, and sustainability support.

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

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

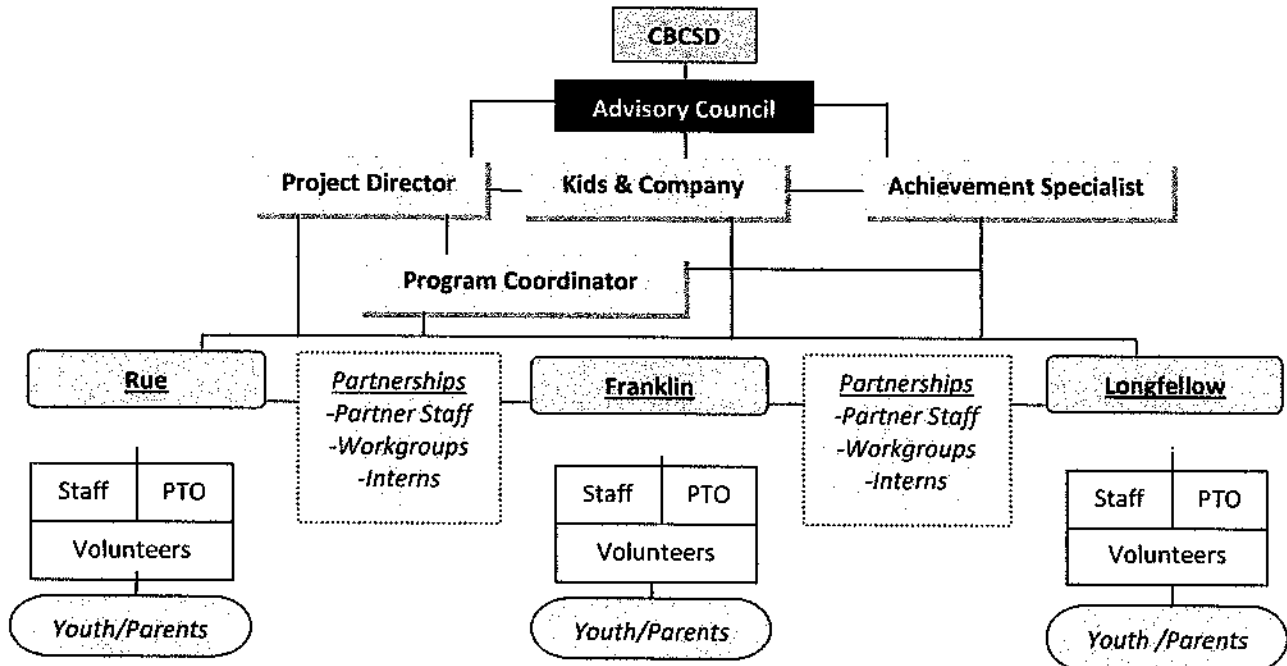
- Adult-supervised “walking school buses” will ensure safe transportation to and from home for students within walking distance. Parent carpool sign-ups will address students living beyond walking distance.
- A program-wide check-in, check-out system will be devised and strictly adhered to; all buildings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

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

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

- a. Dr. Martha Bruckner, Superintendent, CBCSD
- b. Representatives from all School Leadership Teams
- c. District TAG Instructor
- d. Executive Director of Student & Family Services
- e. Butch Lecuona, Exec. Dir., CB Comm. Ed. Fdn.
- f. Project Director / Program Coordinator
- g. Achievement Specialist
- h. Representatives from each site PTO
- i. Rotating Community Partners
- j. Greg Smith, Program Dir., Kids & Company

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



5.4 Plan for continuous program improvement and sustainability of the program after funding –
 To ensure that the program achieves results, a continuous improvement plan (CIP) will be adopted by the Advisory Council in the first year. The CIP (updated quarterly) will be informed by data-driven decision-making that integrates formative process data as well as student outcome data aligned with program goals. (See "Continuous Improvement," p. 17.) A Sustainability Subcommittee will be created during the first program year to devise a formal sustainability plan. Its goal will be to nurture and cultivate partnerships, obtain in-kind services and goods, plan and coordinate creative fundraisers, identify new external revenue streams, and secure grants and direct donations from local foundations. The sustainability plan will identify quarterly milestones, associated tasks, and personnel responsible for achieving those tasks. We are building our CLC program on the existing fee-based Kids & Company after-care program to ensure the CLC is open to ALL students, using grant funding to expand services to high-poverty youth; this represents another revenue source that can help cover some long-term costs toward program staffing, field trips, and materials.

6. COMMUNICATION PLAN

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

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

Parents - Strategies used with parents will include a combination of group communications and opportunities for personal contact and/or engagement. A parent teacher organization (PTO) already exists at each school to raise funds for school initiatives and give parents a voice into school activities and will be a direct avenue of communication to all parents in the school. The PTO will also empower a key group of engaged parents to help with different areas within the program based on their interests, talents, and current program needs. 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 every other month via personal letters and email to family literacy nights and/or other special events that will allow us to share program and evaluation information in a pleasant, informal setting. Additionally, newsletters will be sent home quarterly and parent-teacher conferences will occur at least two times a year, providing one-to-one updates on student and CLC site progress. The impact of this communication is that parents are better informed about upcoming CLC activities, their student's academic progress and program involvement, and availability of community resources for family or child needs.

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

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

Partners – Strategies for working with partners are diverse and flexible by design, since those school – community partnerships can bring established working relationships and unique histories. To keep all partners excited about and actively involved in program activities, we will use semi-annual media releases, updates on our website and social media sites, newsletters, phone calls, personal invitations to volunteer or provide in-kind resources, and recognition awards. Partners will also be kept abreast of CLC progress and student achievement in greater depth during Advisory Council meetings, where evaluations will be more thoroughly reviewed. The impact will be to strengthen existing partnerships, grow new partnerships, and keep partners informed so they can help create a strong, sustainable after-school resource for youth.

7. PARTNERSHIPS

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

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

Partner	Role / Area of Significant Impact
Council Bluffs Community School District (CBCSD)	Provide leadership, vision and program implementation toward higher student achievement and engagement. Provide safe, accessible facilities, a highly qualified project director, and certified teaching staff for academic clubs, homework help, and tutoring. Guide student achievement efforts with creation of an Achievement Specialist position through the grant to oversee academic aspects of the CLC program, align to district/elementary school reform goals, monitor and report on progress, and strengthen our continuous student improvement efforts. Bring together partners to support a mosaic of engaging activities and services. Incorporate family programming, including literacy programs, and wraparound community services for child/family needs. <i>Area of significant impact: Student achievement and engagement</i>
Council Bluffs Community Education Foundation	Provide staffing and supplies for before- and after-school supervision for recreation and leadership in select enrichment clubs and activities via the Kids & Company School Age Child Care Program. Attain childcare licensing to meet the needs of working parents. Provide staffing to help with running clubs, field trips, and family events. Provide office-related equipment to support project elements. Provide background checks for all Kids & Company employees and volunteers. <i>Area of significant impact: Positive youth development through recreational and enrichment programming.</i>
Connections Area Agency on Aging	Provide senior citizen volunteers for mentoring, recreational activities, and enrichment programs with youth. <i>Area of significant impact: Positive youth development through inter-generational relationships and mentoring.</i>
The YMCA of Greater Omaha/ Council Bluffs	Provide enrichment programming at the three CLC sites, including educational programs related to swimming, water safety, sport clinics, and family fitness. Provide free monthly family events around healthy lifestyles. Provide staffing to help with running clubs, field trips, and family events. <i>Area of impact: Fostering healthy families and positive youth development.</i>
Iowa State University Extension & Outreach (ISUEO)/West Pottawattamie County 4-H Program	Provide research-based curriculum and expertise on best practices for out-of-school time. Provide expertise on Positive Youth Development for staff. Provide STEM (science, technology, engineering, and mathematics) trainings for staff. Assist staff with the planning and implementation of clubs and field trips. Provide expertise on risk management best practices. Assist with parent resources / education and family literacy and engagement events. Program Specialists will additionally provide resources and expertise to families in the areas of nutrition and health, family finances, and parenting. <i>Area of significant impact: Best practices for instructional staff; family resources, including expertise in nutrition and health.</i>
Council Bluffs Fire Department	Sponsor enrichment events at all CLC sites in the Fire Service and Emergency Medical Service fields. Provide educational programs in fire safety; fire suppression gear, tools, systems, & tactics; and first aid and CPR basics. Provide field trip opportunities. <i>Area of significant impact: Safety & career exploration in the fire prevention and safety fields.</i>

Partner	Role / Area of Significant Impact
Parks & Recreation Department, City of Council Bluffs	Lead parks & recreation-related clubs. Provide access to parks, trails, and aquatic facilities within the city for field trip opportunities. Provide information to students and families about the special events and ongoing youth and adult activities offered by the City of Council Bluffs Parks & Recreation Department, including: Winter fest, the Easter Egg Hunt, soccer, skateboarding, tennis, baseball, softball, golf, tee ball, flag football, youth aquatics, etc. <i>Area of significant impact: Use of recreational areas, improved access to recreation activities.</i>
Council Bluffs Police Department	Sponsor enrichment events in Police Services and Public Safety. Provide educational programs (walking/biking to school safety & bike rodeos, safety in the home, online safety, anti-bullying, drug prevention, etc.). Provide field trip opportunities. <i>Area of significant impact: Safety & career exploration in the law enforcement and public safety fields.</i>
Hy-Vee Grocery	Provide family literacy / support programs such as healthy cooking demonstrations and nutrition workshops as well as healthful snack donations. <i>Area of significant impact: Family nutrition programming for healthier families and children.</i>
Iowa Western Community College	Sponsor English language literacy and GED support for parents. Contribute volunteers from several volunteer and service-learning programs in the college. <i>Area of significant impact: Adult literacy skills development and academic / career support.</i>
Local Museums	Omaha-area museums (Union Pacific Railroad, Historical Dodge House, Durham Museum) will serve as field trip destinations and provide history-oriented enrichment activities that support experiential history projects based on student interests and tied to the day-school social studies curriculum. <i>Area of significant impact: Positive youth development through enrichment and recreational programming, student engagement for improved student academic achievement.</i>
African Culture Connection	Lead 6-week sessions featuring hands-on programs that help increase knowledge of and cultural pride in traditional and modern African cultures, build artistic skills, foster self-esteem, confidence, and social skills in underrepresented minority groups, and increase enthusiasm about the arts. <i>Area of significant impact: Positive youth development through enrichment, arts exploration, and development of positive minority self-identities.</i>
Banister's Leadership Academy	Provide a 6-week annual session in character education, Leadership 101, and student empowerment. Facilitate field trips and enrichment. <i>Area of significant impact: Positive youth development through enrichment, leadership skill development, and character education.</i>

7.2 Plan for Meaningful and Engaging Partnerships – Our plan begins with the district philosophy that collaborative relationships expand and enhance how we can meet the needs of our youth. Meaningful and engaging partnerships will be assured through several means: 1) A Community Engagement Subcommittee from within our Advisory Council—including district, parent and community membership—will create and update a Community Engagement Plan annually to keep the community aware of the CLC sites and informed about current and upcoming partner needs and opportunities. 2) Aggregate student data related to youth enrichment interest areas and academic achievement will be shared with parents, PTOs, our Advisory Council, and media to link these documented interest areas/needs with community partners uniquely qualified to help—whether through enrichment club leadership, volunteers, or in-kind donations; 3) Ongoing publicity, through news releases, school websites, social media, booths at parent-teacher conferences, and newsletters will be utilized to highlight our CLC activities, progress, current partners, and needs for partner involvement. New partners will be recruited through resource fairs, current volunteers, coalition participation, Chamber of Commerce involvement, and the CLC itself. Existing partner relationships will be retained through effective communication, appropriate recognition strategies (certificates, awards, open house invitations), activity/service rotation to alleviate partner fatigue, and continual evaluation of programming efforts.

8. EVALUATION

8.1 Experienced Evaluator - Evaluation is an essential tool used daily in our district and by many of our CLC partners to measure successful attainment of goals and objectives. It is key to knowing how well our after-school students are meeting their district-aligned learning and social skills goals; it will help us make big and small decisions, from staffing a position to creating a strategic plan; and it will provide us with the evidence that can help us justify sustaining successful program components. The CBCSD will use several forms of evaluation to conduct a comprehensive, rigorous evaluation of program effectiveness both at the CLC/district level and for the Iowa Department of Education. This multi-tiered effort involves a lead evaluation firm, our CLC Achievement Specialist, and two other evaluation experts, who will work cooperatively with our CLC program director and in-district assessment staff, including district/building administrators, to provide quality data, analysis, and continuous improvement.

Evaluator/Experience	Evaluation Type	Purpose
<p>Hanover Research / Hanover Research is the school district's primary evaluation firm and will serve as the lead project evaluator. Founded in 2003, the company has grown to serve for-profit and non-profit organizations of every size around the world. K-12 education work includes instructional integrity, community engagement, student success and resource management.</p>	<p>Evaluation services / consulting to provide:</p> <ul style="list-style-type: none"> • Analysis of student achievement data • Development/analysis of teacher, staff, parent and youth surveys • Presentations of findings • Development of local, state/federal reports, including Iowa Dept. of Ed. • Other information as may be required to the Iowa Dept. of Education 	<p>Provide systems and analysis for determining progress in student achievement related to program objectives in a comprehensive, rigorous evaluation of effectiveness. Provide reporting of findings to facilitate staff/family/public review & input, and strengthening of programs for sustainability.</p>
<p>CBCSD Achievement Specialist / The CBCSD Achievement Specialist will be an experienced current or retired educator who is familiar with the district's literacy and math programs and who can work well with district leadership and site directors. She/he will work directly with the program director and district assessment personnel.</p>	<p>Evaluation services to provide:</p> <ul style="list-style-type: none"> • Collection and analysis of attendance and achievement data of CLC students. • Use of data for program improvements, including staff professional development, best practice demonstration, student curricula/program needs • Coordinated evaluation efforts with external evaluators 	<p>Track the academic progress of students and share data between the elementary schools and the CLC programs. Share data with Advisory Council and stakeholders for continuous improvement of students and CLC programming.</p>
<p>SuccessLink / This local nonprofit agency based in Waterloo, Iowa, provides data collection and program evaluation to schools and communities. Brad McCalla, executive director since 1996, will be assisting Council Bluffs CLC with student-related evaluation, including tying student-related impacts to community partners who also using the SuccessLink evaluation tool.</p>	<p>Data collection and program evaluation to demonstrate progress in:</p> <ul style="list-style-type: none"> • Academic grades • Attendance • Behavioral issues • Community impacts 	<p>Provide meaningful program data / analysis in areas of student involvement, academic progress, behavioral progress, and community impacts where partner data can be linked.</p>

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

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| <ul style="list-style-type: none"> • Evaluation plan review, including timeline and alignment of all project goals, objectives, activities and associated data collection tasks for team: <i>annually</i> • Creation of reporting forms and data collection set-up, including academic and behavioral evaluation tools – <i>semi-annually</i> • Creation of student, parent and staff surveys, facilitation of survey process, and data review – <i>annually</i> • Completion of analysis & trend results incl. district measures for process improvement and sustainability – <i>semi-annually</i> • Consultation by site for idea generation based on trend results or identified challenges – <i>quarterly</i> • Consultation with district data point person(s) and grant administrator – <i>as needed/requested</i> • Generation of report /presentation to grant Advisory Council and evaluation reports to families and public (newsletters, website, direct mailings, including translated summary reports) – <i>semi annually</i> • Facilitation of program site communication sessions for data review, and best practices – <i>semi annually</i> |
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- 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 – *once each trimester*
- Assistance in planning, delivery, and evaluation of family engagement events – *three times per year*
- Oversight of completion of the Federal report by site and grant – *annually*

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

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

Objective	Data Points	Public, Stakeholder Reporting
Objective 1: Reading and Math Growth	Iowa Assessments and/or district assessments like quarterly data wall analysis & DAIS meetings.*	Annual reports to Advisory Council; ongoing review; website, newsletters, family events, local media
Objective 2: Homework Completion	Participant homework completion rates (teacher data collection sheet)	Quarterly and annually – reports to Advisory Council; website, newsletter, family communications, local media
Objective 3: Two or more New Interests, Incr. School Engagement	Participant Survey, Participant attendance records	Annual results in Council report; personal results used year-round with students; community media
Objective 4: Student Knowledge of Health & Science Concepts, Artistic Expression	Participant Survey	Annual results in Council report; personal results used year-round with students; community media/events
Objective 5: Parent perception of impact on parenting skills/ability to provide home academic support	Parent surveys and other qualitative measures as appropriate (focus groups, interviews, etc.)	School-year post-reports to Council and parents/public; website, newsletters, local media
Objective 6: Family participation in CLC activities.	Event attendance sheets, pre- and post-activity surveys, etc.	Post-event reports quarterly to Council, parents in newsletters, web

Per all three schools' Comprehensive School Improvement Plans (CSIPs), quarterly DAIS* (Designing Appropriate Intervention Strategies) meetings are scheduled for students performing at the basic level in reading and math; monthly DAIS meetings are held to select strategies for below basic students. These meetings include the classroom teacher, ELL teacher, interventionist, literacy coach, special education teacher, and principal. Progress is closely monitored and results are used to make instructional decisions. These results will also help day school staff determine which students to invite to attend the proposed before- and after-school CLCs for academic remediation support.

9. BUDGET NARRATIVE

9.1 Justification for each line item including how each expenditure is necessary and reasonable. The Council Bluffs Elementary School CLC program expenses are necessary and reasonable. Every effort has been made to select the most cost-effective form of service while still maintaining quality for a project with this level of complexity and impact on student achievement. As required by the grant, the daily cost for provision of before- and after-school services falls well within the funding standard of less than \$10 per day per student, thanks to the significant partnering and collaborative planning with current after-school school services, such as the Kids & Company after-school program that we are able to dynamically expand and enhance. With 403 students (31%) targeted as regular attendees (more than 30 days) during the 178-day CLC school year, the spending ratio for this period averages to \$4.18 per day per student.

EVALUATION – 1.47% (\$4,400) - A strong evaluation plan is critical to the success of our learning centers for current operation and future sustainability. It will be used to refine, improve, and strengthen the program and build community support. Our evaluation plan includes utilizing an experienced evaluator, Hanover Research, to conduct a comprehensive, rigorous evaluation of our program, including analysis of student achievement data, conducting teacher, staff, parent, and youth surveys and providing analysis, developing state/federal and local reports, and providing presentations. We have budgeted \$3,650 for Hanover's work as our lead evaluator. Hanover provides evaluation support for our Middle School CLC as well as other district programming and is familiar with CBCSD processes and goals. \$750 will go toward the YouthServices software system (the database we will use to maintain and analyze our student data and generate reports, additional \$750 will be absorbed in materials / supplies for the database itself). SuccessLink will also help us evaluate academic grades, attendance, and behavioral issues. SuccessLink provides a means for the district and partners to see program and student impacts within the community as well as within partner agencies. SuccessLink's services have been graciously funded by a community partner. Other evaluation resources will include the work of an Achievement Specialist, who will track and utilize student achievement data in relation to our program and instruction at the CLC (in addition to other related CLC continuous improvement duties). A budgeted amount for the Achievement Specialist is expressed within the Personnel section below.

ACCESS – 6.67% to 5% (\$20,000-\$15,000) - It is important to the success of our program to ensure students have safe and adequate transportation for off-site enrichment activities and field trips. As this will be a significant expense, we have devoted 6.67% (\$20,000) year 1, 6% (\$17,500) year 2, 5% (\$15,000) year 3 of the budget to this item. With the decrease in transportation funding we will ensure more exhibits and special events come to our schools instead of eliminating the experiences for the students.

ADMINISTRATIVE/INDIRECT COSTS – (*in-kind support*) - Administrative costs have been covered by in-district costs absorbed by the school district and Community Education Foundation. Our program targets 1,132 students year-round, including the 1,101 students who currently take free / reduced lunch at all three schools and do NOT attend existing after-school programming. At least 403 (31%) of all students collectively enrolled in the three schools are anticipated to attend 30 or more days during the school year. This will require significant administrative oversight and logistical planning to successfully operate our program ensuring that all participants have a high quality experience. Administrative expenses at the specific sites will include: office space, office supplies, phone, computer, human resource needs, scheduling of transportation, food services preparation and delivery, technology support, and other administrative needs.

PROFESSIONAL DEVELOPMENT -- 5% (\$15,000) - Great teachers help create great students. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support our educators. We have budgeted 5% at each school site for on-site professional development, including from Iowa State

University Extension and Outreach 4H professional development in multiple areas of best practices, including youth development, STEM and family literacy, nutrition and health; and for state and national level 21st CCLC and related after-school conferences.

PERSONNEL –67.52% to 73% (\$210,572.58-\$218,995.48) - We justify spending 67.52% year 1 of our total budget on personnel because teachers/staff are the main pillars of our program. Therefore employing quality staff members is imperative to the success of our program. To factor in for district wages of teachers and staff a 4% increase is accounted for each additional year. This will help with retention and quality staff measures. This includes an in-kind project director (220 days), an achievement specialist at 10-15 hours per week (220 days), a full-time program coordinator (220 days), and providing teacher and staff contract services and stipends (the range will be \$20-\$28/hour with up to five hours of prep time at each site) as well as additional part-time childcare staff who will assist with physical education, reading, enrichment, snack service, and general support (paid at a paraprofessional wage). Benefits are calculated at 32% for the district positions. Estimated salary expenditures, are (\$70,865.77 - \$76,648.41) for Franklin and Longfellow and slightly less at Rue (\$60,742.09 - \$65,698.64), based on each school's anticipated student participation rate.

MATERIALS – 19.34% to 15% (\$58,000 - \$46,478.17) - Cost for materials will be 19.34% (\$58,000) of the grant budget year 1 to get activities up and running. Material cost will be less each year due to the ability to reuse previous equipment, supplies, and materials purchased from previous years. Grant funds will be used to leverage additional contributions from local partners associated with the sites. 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.

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. Funds will be used to provide an additional layer of support to our students to improve academic achievement and school engagement and promote positive youth development in ways that could not be provided otherwise.

As detailed earlier, after-school supervision is currently offered at our elementary schools by Kids & Company. However, this is primarily licensed childcare, safe keeping, recreation, and some academic pursuit by childcare staff for only those that can afford it. Existing staff have not been trained in the academic approaches utilized in the day school, missing a crucial opportunity to continue personalized academic interventions and realize measurable student academic gains. Also, a tour proposed CLC site schools, just 197 of 1,494 preK-5 students attend before and/or after-school programming, leaving 983 high-poverty students behind. With grant funding in support of enhanced CLCs at all three schools, extended-day academic support will be able to feature one-on-one skills practice and development *using the same approaches and systems as the day school*, led by licensed, trained teachers. **Additional staffing afforded by grant funds 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 expand programming from simple after-school supervision to strong academic skills development bolstered for the first time by engaging enrichment activities, including monthly field trips, family engagement activities, and an invigorating new before-school physical education curriculum that energizes and primes students for learning before the day school starts. *The bottom line:* CLC funding will enable us to offer extended day services for ALL students, merging with our Kids & Company partner to avoid running redundant programs and turn NO child away, regardless of family income.

The CLC will also leverage the expertise and resources of a host of community partners. We will align programming with district curriculum and student needs with an “achievement specialist” specially hired for this role. Our proposed CLC activities do *not* receive district funding; therefore such services are supplemental to district programming and cannot be considered in any way as “supplanting” funding.

Office: 402.991.9930
Fax: 402.933.7107
Email: info@blaomaha.org
P.O. Box 31512
Omaha, NE 68131



**Memorandum of Understanding
By and Between
Banister's Leadership Academy
And
Council Bluffs 21st Century Community Learning Center Project**

Through the Council Bluffs 21st Century Community Learning Center Project, Banister's Leadership Academy will collaborate with Council Bluffs Community School District through:

Providing programming at the three sites (Longfellow, Franklin, and Rue Council Bluffs Community School District Elementary Schools) for career exploratory academies/clubs through pertaining to:

- Character Education
 - Leadership 101 programming on the 12 Pillars of Leadership
 - Student Empowerment
-
- By supplying Banister's Leadership Academy to lead a 6 week session in Character Education and Student Empowerment. At a minimum of the three year grant duration.
 - Provide educational hands on programs pertaining to (topics that could potentially be covered).
 - Provide field trip opportunities for clubs and exploratory academies sponsored by Banister's Leadership Academy.
 - Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by Banister's Leadership Academy

A handwritten signature in black ink that reads "Akile J. Banister". The signature is written in a cursive, flowing style.

Akile Banister, CEO/President
Banister's Leadership Academy
of Nebraska and Utah
402-991-9330
abanister@blaomaha.org



**AFRICAN CULTURE
CONNECTION**

8031 West Center Road, Suite 322
Omaha, Nebraska 68124
(402) 556-5143

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, (business name) will work with Council Bluffs Community School District through:

- Providing programming at the three sites (**Longfellow, Franklin, and Rue Council Bluffs Community School District Elementary Schools**) for career exploratory academies/clubs in social studies, history and geography, physical education, music, and world cultures related to the after school programming needs. By supplying an African Culture Connection staff member to lead a minimum of a 6-week session in the industry. At a minimum of the three year grant duration.
- Provide educational hands on programs pertaining to: A.) Increase knowledge of and cultural pride in traditional and modern African cultures, B.) Build skills in African dance, drumming, arts, and storytelling, C.) Build self-esteem, confidence and social skills, D.) Increase motivation and enthusiasm for participation in the arts and other academic learning activities
- Provide field trip opportunities for clubs and exploratory academies sponsored by African Culture Connection.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by African Culture through traditional dance, drumming and crafts.

Sincerely,

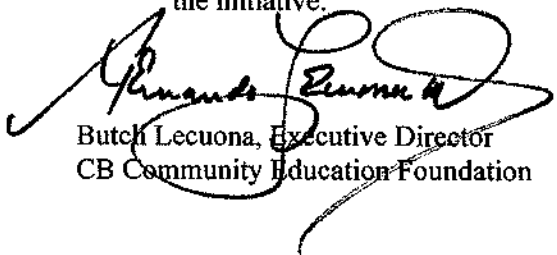
Artistic/Executive Director
African Culture Connection
12/03/2014

CB Community Education
FOUNDATION

**Memorandum of Understanding
Community Education Foundation**

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

- Coordination of the 21st Century Community Learning Center before & after-school programming at Rue, Longfellow and Franklin Elementary School in compliance with the rules and regulations governing the sponsoring program as stated in the Request For Applications issued by the Iowa Department of Education;
- Maintaining DHS childcare licensing standards at all times, including staff:child ratios, behavior expectations for children, enrollment paperwork, staff requirements, etc.
- Financial sustainability funding will be the CBCSD responsibility.
- 21st Century staff will be employed by CBCSD, including benefits, workers comp, liability, etc.
- Coordination of programming addressing the three core elements of the 21st Century Community Learning Center Project to include academic assistance, educational enrichment and family literacy services;
- Continued membership and participation in the Council Bluffs 21st Century Community Learning Center Project;
- Administrative and management of site-specific activities at Rue, Longfellow and Franklin Elementary School;
- Coordination of activities as set forth in the proposal, including collection of data and provision of data necessary for the evaluation to the local evaluator.
- Assistance in the design, development and implementation of systems to further increase communication among stakeholders in the effort to respond to the needs of the children served in a timely, coordinated and appropriate manner;
- Coordination of resources with other 21st CCLC partners to enhance the availability of services through the Project;
- Release time for the Foundation Executive Director and or the Program Director of Kids & Company and all other designees to serve on the Project Advisory Council, to provide leadership and management support for the initiative.



Butch Lecuona, Executive Director
CB Community Education Foundation



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

**Memorandum of Understanding
YMCA of Greater Omaha**

Through the Council Bluffs 21st Century Community Learning Center Project, YMCA of Greater Omaha will work with its partnering agencies through:

- Providing programming if available at the three sites (Franklin, Longfellow, Rue Elementary Schools) for enrichment activities related to the after school programming needs.
- Provide the following educational programs pertaining to;
 - **Swimming Opportunities:** Provide lifeguards for up to two swimming field trips for each site a year. Explore possible swim lessons schedules for all three sites (part of School District/YMCA Partnership)
 - **Sport Clinics:** Provide fundamental based sport clinics in a variety of sports (basketball, football, volleyball, soccer, and running) for all three sites. (Fee per 1 hour session \$15 for instructor)
 - **Family Fitness:** Provide family fitness instruction during health fairs, family nights, etc. Including but not limited to Zumba, Yoga, Aerobics, etc (Fee per 1 hour session \$20 per hour for instructor)
 - **YMCA Family Events:** Participants will receive a free monthly family physical activity conducted by the YMCA (ie Free run, bike ride, family triathlon, etc)
 - **Incentive Prizes:** YMCA will offer free incentive prizes for students and families in the program.
- Provide information to families about opportunities for family events and programs offered by YMCA of Greater Omaha.

Leo McIntosh, Group Vice President
YMCA of Greater Omaha, Council Bluffs



PARKS, RECREATION AND PUBLIC PROPERTY
(712) 328-4650

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, the City of Council Bluffs Parks & Recreation Department will work with the Council Bluffs Community School District through:

- Providing park locations within the city for field trip opportunities for clubs and recreation.
- Providing information to students and families about further physical fitness and recreation opportunities offered by the City of Council Bluffs.
- Provide Fundamental sport clinics for the various sports (soccer, basketball, volleyball, softball / baseball, and football) with the help of other community partners. Fee to not exceed \$25/hr.
- Assist with incentive plans for reading incentives where needed.

Geoff Hubbard
Recreation Superintendent
Council Bluffs Parks & Recreation



IOWA STATE UNIVERSITY
Extension and Outreach

West Pottawattamie County Extension and Outreach
1705 McPherson Ave. Suite 200
Council Bluffs, IA 51503
PHONE: 712-366-7070
FAX: 712-366-7024
www.extension.iastate.edu/westpottawattamie

Memorandum of Understanding

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

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

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

Rate for services rendered will be billed at \$40/hour.

Mary Kramer
4-H Youth Program Specialist
mkramer@iastate.edu



IOWA STATE UNIVERSITY
Extension and Outreach

Mary Kramer

Iowa State University Extension and Outreach programs are available to all without regard to race, color, age, religion, national origin, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Inquiries can be directed to the Director of Equal Opportunity and Compliance, 3280 Beardshear Hall, (515) 294-7612.



UNION PACIFIC
RAILROAD MUSEUM

December 2014

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, Union Pacific Railroad Museum would partner with Council Bluffs Community School District through the following opportunities:

- Provide family engagement activities for students from the three elementary sites **(Longfellow, Franklin, and Rue Schools in the Council Bluffs Community School District)** in the areas of history, reading, and hands on experiences.
- Provide educational hands on programs pertaining to:
 - A) Increase knowledge of community history
 - B) Build skills gained from historical knowledge
 - C) Build self-esteem, confidence and social skills
 - D) Increase motivation and enthusiasm for their community!
- Provide information to students and families about further educational opportunities including but not limited to programs, special events, etc.

Sincerely,

Beth Maynes

Beth Maynes
Coordinator for
Education and Volunteer Outreach

Is this an application for a continuation grant? (Check yes or no): Yes No

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: <u>42-6001281</u> OR Enter School District Code _____

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: All three elementary schools included in this proposal are designated as Schools In Need of Assistance (SINA) for the third year in 2014. Franklin is designated SINA 3 Reading & SINA 1 Math; Longfellow is SINA 2 Reading, SINA 3 Math; and Rue is SINA 3 Reading and Delay 1 Math.

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

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

Documentation: MOUs included from the Council Bluffs Community Education Foundation, African Culture Connection, Banister's Leadership Academy, YMCA of Greater Omaha, Council Bluffs Parks & Recreation, Iowa State University Extension & Outreach, and Union Pacific Railroad Museum.

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

FORM A: SITE INFORMATION

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

21CCLC Site Name: Franklin Elementary		
Site Address: 3130 Avenue C		
City, State, Zip: Council Bluffs, IA 51503		
Phone: (712) 328-6469		
Site Contact Person: Ms. Lori Swanson, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Franklin Elementary	1220	150
21CCLC Site Name: Longfellow Elementary		
Site Address: 2011 S. 10 th Street		
City, State, Zip: Council Bluffs, IA 51501		
Phone: (712) 328-6522		
Site Contact Person: Mr. Gary Milbourn, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Longfellow Elementary	1310	150
21CCLC Site Name: Rue Elementary		
Site Address: 3326 6 th Avenue		
City, State, Zip: Council Bluffs, IA 51501		
Phone: (712) 328-6540		
Site Contact Person: Mrs. Trudy Evans, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Rue Elementary	1380	104
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<i>Martha Bruckner</i>	Council Bluffs Community School District

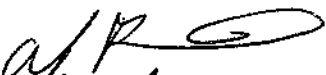

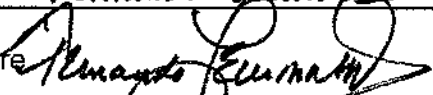


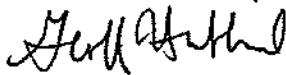
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Martha Bruckner</i>	Council Bluffs Community Schools Dr. Martha Bruckner
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>L Swanson</i>	Franklin Elementary Ms. Lori Swanson
<i>Gary Milbourn</i>	Longfellow Elementary Mr. Gary Milbourn
<i>Trudy Evans</i>	Rue Elementary Mrs. Trudy Evans

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Akile Banister, President/CEO	Agency	Banister's Leadership Academy
Signature		Address	3802 Leavenworth Street
		City/Zip	Omaha, NE 68104 Phone 702-991-9990 Ext 2
Name/Title	Charles Alonzo Ed	Agency	African Culture Connection
Signature		Address	2031 West Center Road, Suite 322
		City/Zip	Omaha NE 68114 Phone 402-556-5143
Name/Title	Fernando Leonardo III	Agency	CB Community Education Foundation
Signature		Address	300 West Broadway, Ste. 212
		City/Zip	Council Bluffs, IA 51503 Phone 712-322-8800
Name/Title	Cory Smith - Program Director Kids + Co	Agency	CB Community Education Foundation - Kids + Co
Signature		Address	300 West Broadway, Ste 212
		City/Zip	Council Bluffs, IA 51503 Phone 712-322-8800
Name/Title	Group Vice President YMCA	Agency	YMCA of Omaha
Signature		Address	7 So. 4th St.
		City/Zip	CB 51502 Phone 712-322-6606
Name/Title	Geoff Hubbard, Recreation Department	Agency	CB Parks & Recreation
Signature		Address	209 Pearl St, #103
		City/Zip	Council Bluffs Phone 712-328-4650
Name/Title	Mary Kramer, Youth Specialist	Agency	West Pottawattamie Co. Extension
Signature	Mary Kramer	Address	1705 McPherson Ave Suite 200
		City/Zip	Council Bluffs 51503 Phone 712-366-7070
Name/Title	Beth Maynes, Outreach UPRRM	Agency	Union Pacific Railroad Museum
Signature	Beth Maynes	Address	800 Pearl St
		City/Zip	Council Bluffs 51503 Phone 712-329-8307
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
3	403	\$299,873.63	\$899,620.89

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
Franklin Elementary	\$104,955.77	\$104,955.77	\$104,955.77	\$314,867.31	150
Longfellow Elementary	\$104,955.77	\$104,955.77	\$104,955.77	\$314,867.31	150
Rue Elementary	\$89,962.09	\$89,962.09	\$89,962.09	\$269,886.27	103
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 403

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: Council Bluffs Community School District **Site: Franklin 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: 150

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$63,365.77	\$7,500	\$66,200.40	\$7,500	\$69,148.41	\$7,500	\$221,214.58
Staff Travel	--	--	--	--	--	--	
Materials	\$17,300	\$3,000	\$15,465.37	\$3,000	\$13,517.36	\$3,000	\$55,282.73
Professional Development (minimum 4% per year)	\$5,250		\$5,250		\$5,250		\$15,750
Student Access, Transportation etc. (maximum 8% per year)	\$7,000		\$6,000		\$5,000		\$18,000
Evaluation (about 4% per year)	\$1,540		\$1,540		\$1,540		\$4,620
Administrative/ Indirect Costs (maximum 8% per year)	--	--	--	--	--	--	
Totals	\$94,455.77	\$10,500	\$94,455.77	\$10,500	\$94,455.77	\$10,500	

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

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: Council Bluffs Community School District **Site: Longfellow 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: 150

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$63,365.77	\$7,500	\$66,200.40	\$7,500	\$69,148.41	\$7,500	\$221,214.58
Staff Travel	--	--	--	--	--	--	
Materials	\$17,300	\$3,000	\$15,465.37	\$3,000	\$13,517.36	\$3,000	\$55,282.73
Professional Development (minimum 4% per year)	\$5,250		\$5,250		\$5,250		\$15,750
Student Access, Transportation etc. (maximum 8% per year)	\$7,000		\$6,000		\$5,000		\$18,000
Evaluation (about 4% per year)	\$1,540		\$1,540		\$1,540		\$4,620
Administrative/ Indirect Costs (maximum 8% per year)	--	--	--	--	--	--	
Totals	\$94,455.77	\$10,500	\$94,455.77	\$10,500	\$94,455.77	\$10,500	

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

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

Applicant Agency: Council Bluffs Community

School District

Site: Rue 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: 103

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$53,742.09	\$7,000	\$56,171.77	\$7,000	\$58,698.64	\$7,000	\$189,612.50
Staff Travel	--	--	--	--	--	--	
Materials	\$15,400	\$2,000	\$13,470.32	\$2,000	\$11,443.45	\$2,000	\$46,313.77
Professional Development (minimum 4% per year)	\$4,500		\$4,500		\$4,500		\$13,500
Student Access, Transportation etc. (maximum 8% per year)	\$6,000		\$5,500		\$5,000		\$16,500
Evaluation (about 4% per year)	\$1,320		\$1,320		\$1,320		\$3,960
Administrative/ Indirect Costs (maximum 8% per year)							
Totals	\$80,962.09	\$9,000	\$80,962.09	\$9,000	\$80,962.09	\$9,000	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

10-0025-1200-140-4646-00323

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

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

The Council Bluffs Community School District has seen an increase in diversity over the last fifteen years; minority enrollment has grown from 6% in 1999 to 21.6% today. Minority enrollment is comprised of two primary groups at 15% Latino and 6% black; these numbers are reflected in our proposed CLC sites. The Council Bluffs Elementary School CLC will have a POSITIVE impact on our minority students. The one-on-one academic remediation and support along with the enhanced and/or new partner-led enrichment activities will provide additional opportunity for development of social skills as well as promote academic achievement for all. We anticipate closing achievement gaps between our minority student subgroups with the targeted academic interventions planned. Students will be exposed to new and exciting interests in enrichment clubs and family programs that may otherwise be cost-prohibitive.

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

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

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: Jennifer Barnett
Title: Executive Director of Student & Family Services

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

	Private School Consultation Meeting Log
	<p>NO MEETING WAS HELD DUE TO NO PRIVATE SCHOOLS IN ATTENDANCE BOUNDARY LINES OF THE PROPOSED 3 ELEMENTARY SCHOOLS.</p> <p>Date _____ Time _____ Location _____</p>

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____ —	<u>Person responsible:</u> _____ —	<u>Deadline:</u> _____ —
Questions All Staff [Insert time allocation]		
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____ —	<u>Person responsible:</u> _____ —	<u>Deadline:</u> _____ —

Other Information

Resource persons:	
Special notes:	

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

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

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AGENDA SUMMARY SHEET

Agenda Item: Adequate Yearly Progress (AYP)
Meeting Date: August 26, 2014
Department: Teaching & Learning
Action Desired: _____ Approval; X Discussion; _____ Information Only

Overview:

Iowa Assessments are the state required assessments that are used to determine Adequate Yearly Progress (AYP) for federal No Child Left Behind (NCLB) requirements.

Council Bluffs Community School District met AYP for participation, attendance, and graduation rates, but did not meet AYP in reading and mathematics. All four secondary schools did not meet AYP in mathematics. Wilson Middle School met AYP in reading. In addition, Thomas Jefferson did not meet other academic indicator for the ALL subgroup. Crescent is the only elementary school that made AYP in both reading and math. Carter Lake, College View, Roosevelt, and Rue met AYP in math, but not in reading.

Schools that do not meet proficiency for two years in a row are identified as a School In Need of Assistance (SINA). There are several “sanctions” that are associated with being identified as SINA if the building is identified as a Title I school. They are as follows:

SINA Year 1- The first year that a school is identified as a SINA school the school must offer school choice. This means that parents are offered the option to attend another school in the district that has met AYP. The school district is required to provide transportation to the families who request this option.

SINA 1 schools for 2014-15: none

SINA Year 2- In addition to offering school choice if a school is designated SINA 2 the district must offer supplemental educational services. Supplemental services are programs offered outside school time and must be offered by a state provider.

SINA 2 schools for 2014-15: Bloomer, Carter Lake, Edison

SINA Year 3- In addition to offering school choice and supplemental services SINA 3 schools must take corrective action. Corrective action options include, replace staff, new curriculum, decrease autonomy, use/hire outside expert, extend school year/ day and restructure.

SINA 3 schools for 2014-15: Franklin, Longfellow, Rue

SINA Year 4- In addition to offering school choice, supplemental services, and continuing corrective action SINA 4 schools must develop a plan for restructuring which would be implemented the following year. Restructuring options include charter school, replace staff, private management or other fundamental reform.

SINA 4 school for 2014-15: Roosevelt

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SINA Year 5 - In addition to offering school choice, supplemental services, and continuing corrective action SINA 5 schools must implement the restructuring plan.

SINA 5 schools for 2014-15: none

SINA Year 5+ - Schools in year 5+ need to offer school choice and supplemental services.

SINA 5 schools for 2014-15: Wilson

Schools that are not identified as Title, but did not meet AYP and are designated as SINA schools must notify parents why the school missed AYP and share plans to address achievement issues. Schools in this category for the current school year include Abraham Lincoln, Thomas Jefferson, Kirn, College View, Hoover, and Lewis & Clark.

Future Plans:

- Continue to implement the district level improvement plan in order to improve achievement and meet the Iowa Department of Education DINA requirements.
- Work with buildings that did not meet AYP so that areas that need improvement are addressed in school improvement plans (SIP).

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**AYP Status Overview
SINA/ DINA Status**

School	Status	Sanctions
District	DINA Reading DINA Math	Develop DINA Corrective Action Plan
Abraham Lincoln	SINA Reading SINA Math	SINA 5+ Notify parents only as not designated as Title I building
Thomas Jefferson	SINA Reading SINA Math	SINA 5+ Notify parents only as not designated as Title I building
Kirn	SINA Reading SINA Math	SINA 5+ Notify parents only as not designated as Title I building
Wilson	SINA 5 Delay Reading SINA 6 Math	SINA 5+ <ul style="list-style-type: none"> • Notify parents • Provide supplemental services before and/or after school • Offer school choice (none available)
Bloomer	SINA 2 Reading SINA 1 Math	SINA 2 <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school
Carter Lake	Watch Reading SINA 2 Delay Math	SINA 2 <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school
College View	SINA Reading	<ul style="list-style-type: none"> • Notify parents only as not designated as Title I building
Edison	SINA 1 Reading SINA 2 Math	SINA 1 <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school
Franklin	SINA 3 Reading SINA 1 Math	SINA 3 <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school • Identify corrective action • Provide parents and teachers with notice of the decision, and an opportunity to comment before the corrective action is taken
Hoover	SINA Reading SINA Math	<ul style="list-style-type: none"> • Notify parents only as not designated as Title I building
Lewis & Clark	Watch Reading SINA 2 Math	SINA 2 <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school

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<p>Longfellow</p>	<p>SINA 2 Reading SINA 3 Math</p>	<p>SINA 3</p> <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school • Identify corrective action • Provide parents and teachers with notice of the decision, and an opportunity to comment before the corrective action is taken
<p>Roosevelt</p>	<p>SINA 4 Reading SINA 2 Delay Math</p>	<p>SINA 4</p> <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school • Plan for restructuring • Notify parents and teachers of the decision to restructure • Provide parents and teachers with an opportunity to comment before restructuring action is taken • Invite parents and teachers to participate in the development of the school's restructuring plan
<p>Rue</p>	<p>SINA 3 Reading SINA 1 Delay Math</p>	<p>SINA 3</p> <ul style="list-style-type: none"> • Notify parents • Offer school choice • Provide supplemental services before and/or after school • Identify corrective action • Provide parents and teachers with notice of the decision, and an opportunity to comment before the corrective action is taken

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Number of AYP MET vs. Total AYP Categories & Subgroups
 *(Participation, Reading, Math, Other Academic Indicator)

	2008-2009		2009-2010		2010-11		2011-12		2012-13		2013-14	
	#	%	#	%	#	%	#	%	#	%	#	%
District	59/79	75%	58/86	67%	40/68	59%	54/87	62%	47/82	57%	53/80	66%
High School	19/34	56%	17/34	50%	7/34	21%	24/34	71%	19/32	59%	37/57	65%
Middle School	42/48	88%	33/58	57%	35/53	66%	27/53	51%	32/52	62%	64/69	93%
Elementary	174/188	93%	167/176	95%	140/160	88%	100/143	70%	107/168	64%	237/283	84%
TOTAL	294/349	84%	275/354	78%	222/315	70%	201/316	64%	205/334	61%	391/489	80%

AYP Longitudinal Data
 READING- Percent Proficient for All Students
 (Note only FAY students are included in AYP data)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades 3-5	72.49	78.52	77.61	79.15	73.24	72.06	69.52
Grades 6-8	69.63	75.46	66.19	67.98	58.29	59.24	68.16
Grades 11	72.76	66.02	69.62	64.57	78.44	76.86	65.62
Abraham Lincoln	80.3	74.91	73.38	69.83	81	82.68	65.71
Thomas Jefferson	66.52	58.96	66.03	58.27	77.78	75.20	67.27
Kim	73.68	83.24	68.17	71.17	61.26	64.40	70.89
Wilson	64.37	72.85	64.7	65.47	57.09	55.71	66.79
Bloomer	66.67	77.03	79.53	80.26	72.97	66.91	66.89
Carter Lake	72.16	72.96	76.73	81.94	76.12	78.51	59.02
Crescent	79.07	92.98	80.85	94.34	100	82.93	79.56
College View						79.47	89.80
Edison	57.76	78.62	90.27	81.45	68.75	66.43	60.96
Franklin	74.8	76.73	75.4	75.27	72.05	71.70	72.67
Hoover	86.82	87.73	85.42	87.42	86.11	86.03	78.69
Lewis & Clark	88.61	80.22	73.75	82.42	72.48	81.98	82.64
Longfellow	68.75	72	86.47	74.44	63.27	71.91	68.39
Roosevelt	72.07	77.4	71.52	73.79	73.04	68.25	67.86
Rue	73.1	79.87	78.52	77.12	75.83	64.93	63.78
Walnut Grove	62.67	62.26	62.93	81.55	59.81	61.26	45.05

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AYP Longitudinal Data
MATHEMATICS-Percent Proficient for All Students
(Note only FAY students are included in AYP data)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades 3-5	76.71	76.78	79.29	76.06	70.91	68.43	72.32
Grade 6-8	73.85	71.68	67.92	69.34	62.76	63.01	69.47
Grade 11	66.67	61.42	65.92	63.44	71.11	70.39	67.89
<i>Abridham Lincoln</i>	72.12	65.62	70.99	65.99	73.48	78.79	70.00
<i>Thomas Jefferson</i>	63.88	59.36	62.12	60.63	70.61	66.0	67.99
<i>Kirn</i>	76.37	76.44	69.2	70.13	65.05	66.54	72.88
<i>Wilson</i>	69.67	68.55	67.31	69.95	62.15	61.04	67.13
<i>Bloomer</i>	76.05	77.48	80.12	80.92	81.08	76.26	75.68
<i>Carter Lake</i>	76.29	73.6	75.32	74.48	64.44	64.46	70.25
<i>Crescent</i>	74.42	92.98	76.6	92.45	100	75.61	79.01
<i>College View</i>						73.51	93.88
<i>Edison</i>	76.47	73.79	92.92	79.03	65.75	67.14	63.70
<i>Franklin</i>	80.71	73.82	80.11	66.67	73.29	74.05	73.83
<i>Hoover</i>	87.98	88.49	85.64	78.48	86.11	81.01	79.78
<i>Lewis & Clark</i>	82.28	72.53	77.5	74.73	70.64	72.97	76.86
<i>Langfellow</i>	73.12	74	81.2	77.44	63.27	61.24	70.69
<i>Roosevelt</i>	79.78	72.12	73.25	74.48	62.61	63.49	73.19
<i>Rue</i>	83.56	79.87	85.19	78.81	70	72.59	77.95
<i>Walnut Grove</i>	59.04	68	77.78	70.83	58.88	54.95	41.76

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AYP Sub-Groups Not Met

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
Grades 3-5	Math Special Ed. ELL	Reading Low SES Special Ed. ELL Af. American	Math Low SES Special Ed. ELL A. American	Reading Low SES Special Ed. Af. American	Math All Students Low SES Special Ed. ELL	Reading All Students Low SES Special Ed. ELL Af. American
Grades 6-8	All Students Low SES Special Ed. Hispanic Multi Racial	All Students Low SES Special Ed. Hispanic Multi Racial	All Students Low SES White	All Students Low SES Special Ed. ELL Af. American Hispanic	All Students Low SES Special Ed. ELL Af. American Hispanic White Multi-Racial	All Students Low SES Special Ed. ELL Af. American Hispanic White Multi-Racial
Grade 11	Low SES Special Ed. White	Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. Hispanic White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. Hispanic White
Abraham Lincoln	Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White	Low SES Special Ed. Education	All Students Low SES Special Ed. White
Thomas Jefferson	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students Low SES Special Ed. Hispanic White
Kirn	Low SES Special Ed. ELL White	Low SES Special Ed. ELL Hispanic	All Students Low SES White	Special Ed. ELL Hispanic	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White

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	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Wilson	All Students Low SES Special Ed. ELL A. American White M. Racial	All Students Low SES Special Ed. ELL A. American White M. Racial	All Students Low SES ELL Af. American White	All Students Low SES Special Ed. ELL Af. American Hispanic White	All Students Low SES Special Ed. ELL Af. American Hispanic White Multi-Racial	All Students Low SES Special Ed. ELL Af. American Hispanic White Multi-Racial	All Students Low SES Special Ed ELL Hispanic White	All Students Low SES Special Ed ELL Hispanic White	Special Ed. ELL Hispanic	All Students Low SES ELL Hispanic
Bloomer			Low SES			All Students Low SES White	All Students Low SES White	All Students Low SES Hispanic White	All Students Low SES White	All Students Low SES White
Carter Lake			All Students Low SES Special Ed		All Students Low SES White	All Students Low SES White	All Students Low SES Special Ed White	All Students Low SES Special Ed White		All Students Low SES White
College View							All Students Low SES Special Ed White	All Students Low SES Special Ed Hispanic White		All Students Low SES White
Edison					All Students Low SES White	All Students Low SES Special Ed	All Students Low SES Special Ed White	All Students Low SES Special Ed Hispanic White	All Students Low SES Special Ed Hispanic White	All Students Low SES Special Ed White
Franklin			All Students Low SES White	All Students Low SES White	All Students White	All Students White	All Students Low SES White	All Students White	All Students White	All Students Low SES Hispanic
Hoover							All Students Low SES Special Ed. White	All Students Low SES White	All Students Low SES White	All Students Low SES White
Lewis & Clark					All Students Low SES White	All Students Low SES Special Ed	All Students White		Low SES	White
Longfellow			Low SES	Low SES	All Students Low SES Hispanic White	All Students Low SES Hispanic Special Ed.	All Students Low SES White		ELL	All Students Low SES ELL Hispanic

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August 26, 2014

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Roosevelt	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
		Low SES	All Students White	All Students White	All Students Low SES White	All Students Low SES White	All Students Hispanic	All Students Low SES Hispanic White		All Students Low SES White
Rue				Low SES	All Students Low SES Special Ed. White	All Students Low SES Special Ed. White	All Students	All Students Low SES Special Ed. White		All Students Low SES Special Ed. White
Walnut Grove	All Students Low SES White	All Students White			All Students Low SES White	All Students Low SES White	All Students Low SES White	All Students Low SES White		All Students Low SES White

