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

Appendix A – Required Forms

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1. PROPOSAL ABSTRACT

Absolute Priority

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

Competitive Priority Status

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

Needs Assessment

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

The Project

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

Research Base

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

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

Management Plan

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

Communication Plan

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

Partnerships

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

Evaluation

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

Budget

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

2. STUDENT NEEDS ASSESSMENT

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

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

Source: US Census 2012-16 Community Survey, www.educateiowa.gov, CBCSD Educational Service Center

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

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

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

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

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

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

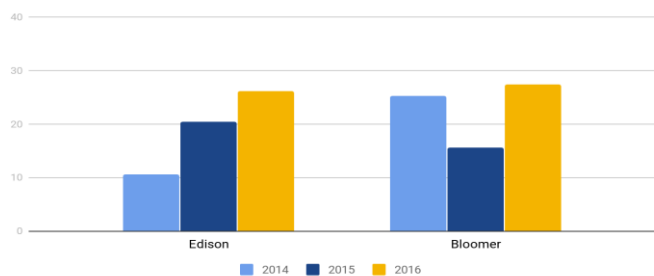
Table 3 describes the difference in mathematics achievement between the proposed CCLC site elementary schools, the district, and the state as measured by the Iowa Assessments. The percent of students proficient at Bloomer and Edison in 2015-16 and 2016-17 was lower than the percent of students proficient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

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

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

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

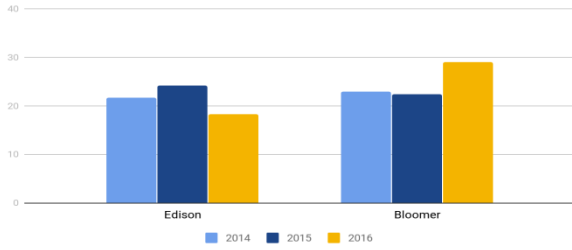
Chart 1- Gap in Proficiency between FRL/IEP/ELL and Not FRL/IEP/ELL: Iowa Assessment Reading and Mathematics (Grades K-5)



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

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

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



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

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

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

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

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

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

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

3. PROJECT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. RESEARCH BASE

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

(https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. MANAGEMENT AND SUSTAINABILITY PLAN

5.1 Plan to Ensure Effective Staffing

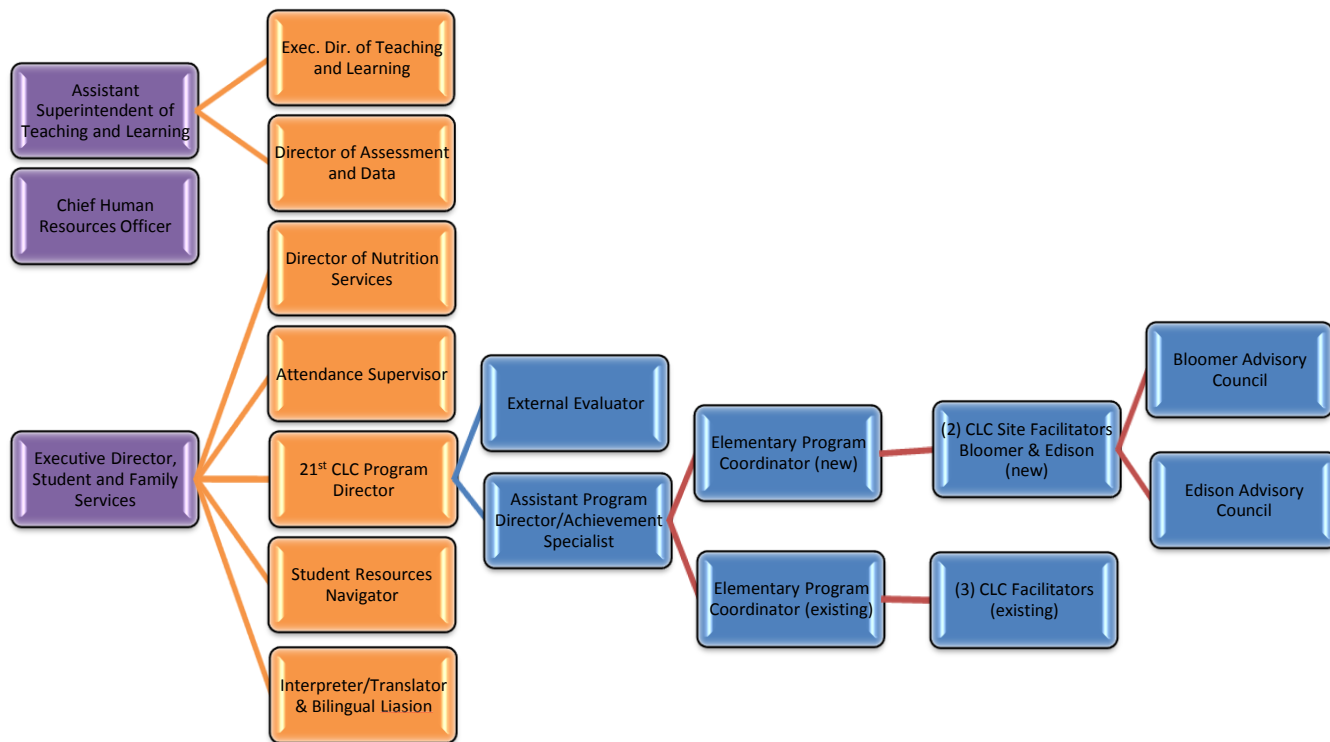
Effectiveness--Bloomer and Edison Elementary will be the sixth and seventh elementary CLCs in the CBCSD, bringing the district total to eleven CLCs including middle and high school sites. The CLC Program director will continue to utilize a staffing model that has grown since the district's first CLC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

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

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

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

Graphic 1: 21st CLC Organizational Leadership Chart



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

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

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

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

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

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

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

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

5.3 Organizational leadership and Sustainability

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

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

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

5.4 Plan for continuous program improvement and sustainability of the program

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

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

6. COMMUNICATION PLAN

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

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

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

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

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

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

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

7. PARTNERSHIPS

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

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

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

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

8. EVALUATION –

8.1 Experienced Evaluator

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

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

8.2 Use of Evaluation Results

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

Table 9: Evaluation Tasks/Procedures

EVALUATION PLANNING & DATA COLLECTION

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

PROCESS ASSESSMENT AND CONTINUOUS IMPROVEMENT

- Process analysis (semi-annually): completion of analysis & trend results reporting of district measures for process improvement and sustainability
- Site and District consultation (as needed/requested): consultation with sites for idea generation based on trend results or identified challenges; consultation with district data point person and grant administrator
- Review of alignment (quarterly): facilitation of communication between CLC staff and Achievement Specialist and/or program director to align site program to current academic focus and/or identified student needs

REPORTING

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

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

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

9. BUDGET NARRATIVE

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

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

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

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

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

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

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

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

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

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

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

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