

Council Bluffs Community School District
Iowa 21st CCLC Local Evaluation Form
2015-2016 School Year

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2. General Information*a. Basic Information Table*

Entered Information	Required Information
Monday, November 21, 2016	Date Form Submitted
Council Bluffs Community School District	Grantee Name
Sandra Day	Program Director
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712-328-6423	Phone
Hanover Research, Inc.	Evaluator Name
jdeogracias@hanoverresearch.com	E-mail
202-517-6254	Phone
Jessie Stoffel, 21st CCLC Achievement Specialist, jstoffel@cbcsd.org 712-396-2302 ext. 11110	Additional Information from Grantee (optional)

b. Center Information Table

Centers	Cohort
Kirn Middle School, Wilson Middle School	Cohort 9
Franklin Elementary School, Longfellow Elementary School, Rue Elementary School	Cohort 10
Jessie Stoffel, 21st CCLC Achievement Specialist, jstoffel@cbcsd.org 712-396-2302 ext. 11110	Additional Information from Grantee (optional)

3. Introduction

The federal 21st Century Community Learning Centers (21st CCLC) grant program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. This program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

In the Council Bluffs Community School District, 21st CCLC funds provide student opportunities in academic supports, enrichment learning experiences in the way of field trips, healthy snacks and other foods, career exploration experiences, community and civic engagement activities, fitness activities, and family literacy and engagement activities. These overarching categories facilitate healthy family and student growth along a K-8 pathway. Out of school programming takes place on average one hour before school and two hours after school each school day. Over the summer months, program offerings at middle school, Cohort IX, operate 30-36 days. Cohort X, the elementary schools Franklin, Longfellow, and Rue was not designed with a summer program component. However, going forward in years 2 and 3, a summer component was approved by our state consultant. A full listing of program offerings can be found at the end of this evaluation.

Executive Summary

During the 2015-2016 school year and through the use of two grant awards from the 21st CCLC, five (5) Council Bluffs Community Schools served 2,053 students in out-of school programming in some combination of before school, after school, and summer school programs. Seven (7) of thirteen (13) objectives of the grant were met. Nearly ninety (90) community partners - both paid and unpaid - joined forces with school teaching staff to provide programming that as noted below was engaging, fun, and relevant to school students. Family engagement events provided parents and guardians with information about current programming as well as upcoming opportunities for students. Anecdotal data in the form of student, staff, and parent surveys demonstrate that valuable experiences were had and that participants would likely be involved in clubs and activities in the future. Both Cohorts' sustainability plans have been modified in three ways to prepare for decreased funding, should years four and five be granted. New partners have been added to the cadre in each cohort, and that list will continue to grow. Personnel costs, which account for approximately seventy percent (70%) of each cohort's budget, will be curtailed by utilizing more volunteers and Youth Development Workers, a new employee classification for the 2016-2017 school year. Finally, summer programming for 2017 will be aligned to compliment and not compete with existing summer offerings, thus utilizing existing sites, food, and transportation.

Data Analysis from Hanover Research

In the Data Analysis report provided by Hanover Research, an analysis of the objectives required to evaluate the 21st century before/after school program at the Council Bluffs Community School District (CBCSD). The before/after school program consists of academic assistance, athletics, career academies, student clubs, family events, field trips, intramural sports, and other programming.

We distinguish students by their participation levels and categorize students into three groups:

- Non-participants: Students who did not participate in the program
- Occasional participants: Students who participated in the program for 1 to 29 days in the past year
- Regular participants: Students who participated in the program for 30 or more days in the past year

We include our summary of findings below, followed by an explanation of our methodology in Section I and details of the results in Section II. Section III summarizes recommendations that arose from a high-level analysis of the parent surveys that were administered and collected by CBCSD.

4. Demographic Data*a. Attendance Summary Table including disaggregated data*

Council Bluffs Community School District 21st CCLC Program Attendance Summary Table													
Special Services			Ethnicity						Sex		Attendees		Ct
Needs	FR PL	LEP	Unk	A	B	I	H	W	F	M			
117	888	67	10	27	82	12	207	1120	711	738	1458	All	9
21	183	13	1	3	20	1	37	265	168	158	327	Regular*	
6	368	36	2	3	21	9	77	482	289	305	595	All	10
2	168	8	1	3	7	4	26	259	145	155	300	Regular*	

*Regular Attendees have attended the program for 30 or more days.

b. Attendance Discussion

For Cohort 9, the goal for regular attendees was 400 students overall, with 200 students at each middle school site. During the 2015-2016 service year, both middle school sites fell short of the goal with 173 at Kirn and 154 at Wilson. Although there were 19 more regular attendees at Kirn Middle School, there were 51 more occasional participants with 1 to 29 days of before or afterschool attendance at Wilson Middle School. This is why the difference between the two sites' total participants is only 32 students.

As for Cohort 10, one of the three elementary school sites exceeded their goal for regular attendees. Both Franklin and Longfellow elementary had a goal of 150 regular attendees, while Rue's goal was 104. Rue exceeded their goal with an overall 105 students reaching the level of regular attendee. The two other sites had 101 at Longfellow and 94 at Franklin. The site with the most occasional participants was Longfellow with 154 students. Almost 68% of the participants at Rue were regular attendees. This same percentage was 51% at Franklin and 39% at Longfellow.

As a whole, all 21st CCLC program sites had a combined total of 627 regular attendees and 1,425 occasional participants, which totals to over 2,000 participants.

According to the data analysis provided by Hanover Research, at the elementary level in 2015-2016 school year the "regular attendees and occasional attendees have higher attendance rates than non-participants" (2016, p. 3). Also within the data analysis the middle school level had the same outcome that, "regular attendees and occasional attendees have higher attendance rates than non-participants" (2016, p. 4). In order to compare the attendance rate of nonparticipants with occasional participants (1-29 days of before or after school attendance), and nonparticipants with regular attendees (30+ days of before or after school attendance), t-tests were used to compare the average daily attendance for each student.

c. *Partnerships Summary Table*

Council Bluffs Community School District 21 st CCLC Program Partners for 2015-2016		
Total Number of Partners = 86 (Cohort 9 - 73, Cohort 10 - 22)		
Unpaid Partners	Paid Partners	Contribution Type*
0	1	Provide Evaluation Services
2	0	Raise Funds
42	35	Provide Programming / Activity-Related Services
31	37	Provide Goods
1	1	Provide Volunteer Staffing
38	28	Provide Paid Staffing
2	1	Other

*Note: A partner can provide more than one type of service.

d. *Partnerships Discussion*

As can be seen in the chart above, there are many community partners involved in 21st CCLC programming in both CBCSD Cohorts. More partners are being sought on a daily basis. This is discussed more in depth in the sustainability section below. However, one of the types of partners not yet identified are ones who donate money for programming. In other communities across the state and country, large 501(C) 3 organizations donate large sums of money on a regular basis to help provide programming. One of the needs of this program is locating a partner who can assist in providing more of a substantial snack after school. Currently, we are being served by the federal food in school program for an after school snack which consists of some brand of chips and a drink. It is clear that young people need more than this for proper brain and body development. Partners are being sought to fulfill this need.

e. *Parent Involvement*

In the 2015-2016 school year, there were very few parent involvement session held at the 21st CCLC sites. Going forward modifications have been made. In addition to having a presence at all school-hosted evening or weekend events, a community theme-based set of events has been planned and is currently underway for the current school year. The overarching vision for these sessions is to assist parents in answering this important question, "[How can I help my child at home to be more successful in school?](#)" Found at this link is information about what is taught in school as well as ways to reinforce that learning in the home situation. All of these sessions are designed to help parents develop a relationship with the school and its staff. The 5:30-7PM sessions will be family dinner time, followed by

one or more of these activities: parent education time, child activity time (HS athletes and other high school students have volunteered to help), Parent and Student Safety, and parent-child creative time.

Here is a sample: Back-to School Night (August)

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

5. Objectives

a. Obj
ective Summary Tables (all Cohorts)

For each cohort table, Grantee will enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. To add a row to the table, press tab while in the last cell of the table and a new row will be added. Objective will be rated as one of four ways:

- Me
t the stated objective.
- Did
not meet but made progress toward the stated objective.
- Did
not meet and no progress was made toward the stated objective.
- Un
able to measure the stated objective.

Cohort 9 Table

Methodology/Justification for Rating	Objective Rating	Objective
Regular attendees and occasional attendees experience similar improvement in reading on the Iowa Assessment compared to growth of non-participants.	Not met	Objective 1: By June of each year, program participants will experience greater growth in reading as measured by performance on Iowa Assessments and/or district assessments as compared to non-participants after accounting for at-risk factors.
Regular attendees and occasional attendees experience similar improvement in math on the Iowa Assessment compared to growth of non-participants.	Not met	Objective 2: By June of each year, program participants will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participants after accounting for at-risk factors.
Regular attendees and occasional attendees have higher attendance rates than non-participants.	Met	Objective 3: By June of each year, participants will show a greater annual school attendance rate than non-participants.
This objective was unable to be measured as originally stated since the Gallup Student Poll is an anonymous poll. Making a pretest to posttest comparison is not possible. Instead, the project director and	Not Met	Objective 4: By June of each successive year, 75% of program participants who participate 30 or more days will show an increase in hope, engagement, and sense of

achievement specialist developed a survey that measures hope and engagement, using language that is similar to the Gallup Poll. This survey will use a secure student login so that responses can be matched pretest to posttest for each student. A summary of the questions for the student poll can be found in Appendix B.

well being measured by the Gallup Student Poll (2014-15 will be baseline year).

NEW Objective 4 wording:

By June of each successive year, 75% of program participants who participate 30 or more days will show an increase in hope, engagement, and sense of well being as measured by a district-developed survey.

All (100%) parents of occasional attendees state the program has had a positive impact on students' educational growth, and 98 percent of parents of regular attendees state the program has had a positive impact on students' educational growth.

Met

Objective 5: By June of each year, 75% of all parents will indicate on post-surveys that the program has had a significant positive impact on their child in the areas of educational, career focus, and social skill development.

Only 13.8% of program participants had family participation in at least one family engagement event or activity.

Not met

Objective 6: By June of each year, at least 50% of program participants will have had family participation in at least one of the family literacy or family community resource sessions.

Objectives 1-2

To compare the improvements in the Iowa math and reading assessments among non-participants, occasional participants, and regular participants, we use the same approach discussed in Objective 1 in the "Elementary School Objectives" subsection, with the exception being the population for this analysis is middle school students (Figures 2.10 to 2.17).

Objective 3

We compare the attendance rate of non-participants and occasional participants, and nonparticipants and regular participants using t-tests (Figure 2.18).

Objective 4

Objective four was unable to be measured as originally stated since the Gallup Student Poll is an anonymous poll. Making a pretest to posttest comparison is not possible. Instead, the project director and achievement specialist developed a survey that measures hope and engagement, using language that is similar to the Gallup Poll. This survey, found at in Appendix B, will use a secure student login so that responses can be matched pretest to posttest for each student. Students will complete the pretest survey in October of 2016 and the post test in May of 2017.

Objective 5

We use the response to the question, "The after school activities had a positive impact on my child (i.e., educational, career focus, and social skill development)," in the parent survey to examine this objective. The number of responses is 143, while the number of unique students is 97. After taking the average

across multiple responses and removing students who were not in the program participation data, the total number of responses is 94 (Figure 2.18).

Objective 6

Targeted family engagement events were not offered monthly for the 2015-2016 school year. It is suggested that a plan be developed in subsequent school years to offer family engagement sessions based on parent input. In the Recommendations section, suggestions for session topics are discussed.

Cohort 10 Table

Methodology/Justification for Rating	Objective Rating	Objective
Regular attendees and occasional attendees experience similar improvement in reading and math on the Iowa Assessments when compared to growth of non-participants.	Not met	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.
All (100%) parents of occasional attendees state their children complete homework at least 80 percent of the time, and 93 percent of parents of regular attendees state their children complete homework at least 80 percent of the time.	Met	Objective 2: 80% of students in grades 1-5 will complete homework assignments at least 80% of the time.
All (100%) parents of occasional attendees state their children identified two or more new interests, and 90 percent of parents of regular attendees state their children identified two or more new interests.	Met	Objective 3: By June of each year, 80% of regular attendees will identify two or more new interests and will demonstrate increased school engagement with a higher annual attendance rate than non-participating students.
Regular attendees and occasional attendees have higher attendance rates than non-participants.	Met	
After school offerings we not aligned to this objective. What's more, there was no pretest/posttest developed for this objective, thus it is impossible to measure as originally stated. New wording for this objective can be found in the discussion below.	Not Met	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.
All (100%) parents of occasional attendees state the program has had a positive impact on students' educational growth, and 95 percent of parents of regular attendees state the program has had a positive impact	Met	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

on students' educational growth.

Of the regular program attendees, 56.67% Met of program participants had family participation in at least one family engagement event or activity.

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 parents.

Objective 1

In order to compare the improvement in the Iowa math and reading assessments among non-participants, occasional participants, and regular participants, we calculate two outcomes. One outcome is the difference in scale scores from 2014-15 to 2015-16 (Figures 2.1 to 2.4). For example, average growth from Grade 3 (2014-15) to Grade 4 (2015-16) math for all regular participants is 16.58 points (Figure 2.1).

The second outcome is the net difference in the percentage of students who reached the "proficient" or "advanced" level from 2014-15 to 2015-16 (Figures 2.5 to 2.8). For example, based on Figure 2.5, 9.57 percent of Grade 3 reading students became proficient/advanced, as they were not in Grade 2. This result also takes into account those students that were proficient/advanced in Grade 2 and became non-proficient in Grade 3. In order to account for at-risk factors, we present these results by each at-risk student type. Specifically, we present the differences of 1) students who had "basic" or "below basic" proficiency level in 2014-15 (Figures 2.2 and 2.6), 2) students who had an attendance rate lower than 95 percent in 2015-16 (Figures 2.3 and 2.7), and 3) students who participate in free or reduced lunch (Figures 2.4 and 2.8).

Additionally, we conduct t-tests to compare the improvement of regular participants and occasional participants against the improvement of non-participants, in order to examine whether differences between participant groups were statistically significant. For example, Grade 4 math growth of all regular participants (16.58 points) is significantly higher than the growth experienced by non-participants in the same grade and subject test (Figure 2.1). Note that the non-participant group only includes students in participating schools (i.e., we do not draw non-participants from schools that did not implement the program).

Objective 2

We use the response to the question, "My child completes his/her homework at least 80% of the time," in the parent survey to examine this objective. The number of responses is 141, while the number of unique students is 93. After taking the average across multiple responses and removing students who were not included in the program participation data, the final number of observations is 91 (Figure 2.9).

Objective 3

We use the response to the question, "My child has identified TWO OR MORE new interests since attending clubs afterschool," in the parent survey to examine this objective. Similar to the above objective, we average across multiple responses and remove students who did not appear in the program participation data, leaving 91 observations (Figure 2.9).

Objective 4

Project leadership staff has opted to eliminate this objective for two reasons. First, student survey input has provided much more information on health, science and art expression. Second, since this grant award, the Council Bluff School District has adopted the Iowa CORE 21st Century Skills, grades K-12. These skills are developmentally aligned for students and address good hygiene, healthy food choices, social and emotional learning, and communication skills.

Objective 5

We use the response to the question, “The afterschool activities had a positive impact on my child (i.e., educational, career focus, and social skill development),” in parent survey data to examine this objective. Similar to Objectives 2 and 5, after taking the average across multiple responses and removing students who are not in the program participation data, the total number of responses is 91 (Figure 2.9).

Objective 6

Family engagement events were not offered regularly for the 2015-2016 school year. It is suggested a plan be developed in subsequent school years to offer family engagement sessions more regularly and based on parent input. In the Recommendations section, suggestions for session topics are discussed.

ANALYSIS OF OBJECTIVES

Cohort 9 - Middle School Objectives

Objectives 1 & 2

Figure 2.10: Comparison of Scale Scores Among All Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
7.62	133	6.89*	313	12.48	91	Grade 6	Reading
15.03	79	14.40	295	12.63	224	Grade 7	
13.55	93	14.57	303	14.40	172	Grade 8	
11.80	133	12.67	313	13.12	91	Grade 6	Math
18.13	78	17.87	295	18.24	225	Grade 7	
10.06	94	12.89**	304	8.64	173	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.11: Comparison of Scale Scores Among Students With Academic Gap

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
17.06	32	12.17*	100	19.91	34	Grade 6	Reading
18.13	15	19.04	93	16.01	87	Grade 7	
16.48	23	14.72	78	12.63	60	Grade 8	
15.47	30	15.49	99	16.17	35	Grade 6	Math
22.90	10	19.20	90	21.55	96	Grade 7	
8.40	15	9.35	66	8.67	54	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.12: Comparison of Scale Scores Among Students With Low Attendance Rate

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		

4.15	20	4.50*	78	15.25	20	Grade 6	Reading
9.53	17	18.30	80	14.23	64	Grade 7	
14.80	15	12.95	87	14.88	67	Grade 8	
11.25	20	11.55	78	16.30	20	Grade 6	Math
18.88	16	17.49	80	20.11	64	Grade 7	
6.40	15	11.67*	88	5.84	67	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.13: Comparison of Scale Scores Among Reduced or Free Lunch Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
5.68*	77	5.78***	190	15.37	70	Grade 6	Reading
13.25	36	14.56	185	10.91	160	Grade 7	
10.67	55	14.57	184	13.24	120	Grade 8	
10.81	77	11.92	190	13.34	70	Grade 6	Math
18.54	35	17.68	185	17.16	161	Grade 7	
6.80	55	12.01	185	8.89	120	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.14: Comparison of Percentage of Students with Proficient or Advanced Level Among All Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
-6.02%	133	-3.19%	313	3.30%	91	Grade 6	Reading
0.00%	79	1.02%	295	0.45%	224	Grade 7	
0.00%	93	-3.96%	303	1.16%	172	Grade 8	
-3.01%	133	-1.92%	313	1.10%	91	Grade 6	Math
6.41%	78	9.49%	295	12.44%	225	Grade 7	
-13.83%	94	-4.93%*	304	-12.79%	172	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.15: Comparison of Percentage of Students with Proficient or Advanced Level Among Students With Academic Gap

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
12.50%	32	15.00%*	100	32.35%	34	Grade 6	Reading
26.67%	15	24.73%	93	19.54%	87	Grade 7	
21.74%	23	20.51%	78	21.67%	60	Grade 8	
23.33%	30	19.19%	99	22.86%	35	Grade 6	Math
50.00%	10	35.56%	90	38.54%	96	Grade 7	
0.00%	15	15.15%	66	7.41%	54	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.16: Comparison of Percentage of Students with Proficient or Advanced Level Among Students With Low Attendance Rate

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
0.00%	20	-6.41%	78	5.00%	20	Grade 6	Reading
0.00%	17	6.25%	80	1.56%	64	Grade 7	
-6.67%	15	-9.20%	87	-1.49%	67	Grade 8	
-5.00%	20	-6.41%	78	0.00%	20	Grade 6	Math
6.25%	16	10.00%	80	12.50%	64	Grade 7	
-13.33%	15	-9.09%	88	-19.40%	67	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.17: Comparison of Percentage of Students with Proficient or Advanced Level Among Reduced or Free Lunch Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
-7.79%	77	-3.68%	190	5.71%	70	Grade 6	Reading
-5.56%	36	2.16%	185	-0.63%	160	Grade 7	
-3.64%	55	-3.26%	184	2.50%	120	Grade 8	
-7.79%	77	-3.68%	190	0.00%	70	Grade 6	Math
8.57%	35	11.35%	185	11.80%	161	Grade 7	
-18.18%	55	-3.24%*	185	-11.67%	120	Grade 8	

*** p<0.01, ** p<0.05, * p<0.1

Objectives 3 & 5**Figure 2.18: Percentage of Positive Responses¹**

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		VARIABLE
PERCENT	N	PERCENT	N	PERCENT	N	
98.21%	56	100%	37	--	--	The program had a positive impact on students' educational growth. ²
96.92%***	325	95.88%***	1,103	92.91%	688	School Attendance Rate

*** p<0.01, ** p<0.05, * p<0.1

¹ We did not conduct t-tests for the first survey question analysis to examine the difference between program participants and non-participants, since the children of all the parent respondents participated in the program.

² There is one student's parent response we did not include, as this student has two program attendance indicators in program participation data.

Cohort 10 - Elementary School Objectives
Objective 1

Figure 2.1: Comparison of Scale Scores Among All Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE ³	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
18.06	35	19.22	51	19.78	94	Grade 3	Reading
20.02	52	19.67	48	20.72	101	Grade 4	
18.36	36	23.98	55	22.74	101	Grade 5	
19.18	34	22.55	51	20.84	94	Grade 3	Math
16.58*	52	10.30	47	9.68	100	Grade 4	
18.00	36	13.51	55	16.41	101	Grade 5	

*** p<0.01, ** p<0.05, * p<0.1⁴

Figure 2.2: Comparison of Scale Scores Among Students With Academic Gap⁵

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
16.50	18	15.74	23	16.98	41	Grade 3	Reading
25.00	8	17.95	19	18.40	53	Grade 4	
13.11	9	24.83	18	27.14	42	Grade 5	
19.36	11	22.79	19	23.36	44	Grade 3	Math
21.00	6	18.00	9	12.12	41	Grade 4	
24.00	6	15.41	17	19.79	33	Grade 5	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.3: Comparison of Scale Scores Among Students With Low Attendance Rate

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
15.25	4	23.00	12	16.62	26	Grade 3	Reading
23.20	10	18.00	17	18.34	32	Grade 4	
20.11	9	31.36	14	20.96	27	Grade 5	
10.33	3	22.50	12	20.38	26	Grade 3	Math
12.40	10	7.31	16	8.25	32	Grade 4	
15.89	9	18.14	14	16.70	27	Grade 5	

*** p<0.01, ** p<0.05, * p<0.1

³ In Figures 2.1 through 2.8 and Figures 2.10 through 2.17, the “Grade” column indicates student grade level in 2015-16.

⁴ For all figures in this section, results for the first comparison (i.e., occasional participants vs. non-participants) are marked in the “occasional participants” column; results for the second comparison (i.e., regular participants vs. non-participants) are marked in the “regular participants” column.

⁵ In Figures 2.2, 2.6, 2.11 and 2.15, students with academic gap refer to the students who had “Basic” or “Below Basic” proficient level in 2014-15.

Figure 2.4: Comparison of Scale Scores Among Reduced or Free Lunch Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
13.38	16	15.22	32	18.80	65	Grade 3	Reading
19.36	33	17.97	37	18.81	72	Grade 4	
14.00	19	24.67	36	23.93	75	Grade 5	
15.50	16	22.09	32	19.46	65	Grade 3	Math
17.24**	33	10.36	36	8.45	71	Grade 4	
18.79	19	14.08	36	17.36	75	Grade 5	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.5: Comparison of Percentage of Students with Proficient/Advanced Level Among All Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
14.29%	35	9.80%	51	9.57%	94	Grade 3	Reading
-3.85%	52	2.08%	48	0.00%	101	Grade 4	
2.78%	36	7.27%	55	10.89%	101	Grade 5	
-2.94%	34	3.92%	51	13.83%	94	Grade 3	Math
0.00%	52	-10.64%	47	-5.00%	100	Grade 4	
-2.78%	36	0.00%	55	7.92%	101	Grade 5	

Note: *** p<0.01, ** p<0.05, * p<0.1

Figure 2.6: Comparison of Percentage of Students with Proficient or Advanced Level Among Students With Academic Gap

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
33.33%	18	30.43%	23	26.83%	41	Grade 3	Reading
50.00%*	8	26.32%	19	13.21%	53	Grade 4	
11.11%	9	33.33%	18	35.71%	42	Grade 5	
36.36%	11	21.05%	19	38.64%	44	Grade 3	Math
50.00%	6	22.22%	9	21.95%	41	Grade 4	
16.67%	6	17.65%	17	36.36%	33	Grade 5	

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.7: Comparison of Percentage of Students with Proficient or Advanced Level Among Students With Low Attendance Rate

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
0.00%	4	8.33%	12	19.23%	26	Grade 3	Reading
-10.00%	10	5.88%	17	0.00%	32	Grade 4	
0.00%	9	21.43%	14	3.70%	27	Grade 5	
-66.67%**	3	-8.33%	12	11.54%	26	Grade 3	Math
-20.00%	10	-6.25%	16	-12.50%	32	Grade 4	

-11.11% 9 0.00% 14 3.70% 27 Grade 5

*** p<0.01, ** p<0.05, * p<0.1

Figure 2.8: Comparison of Percentage of Students with Proficient or Advanced Level Among Reduced or Free Lunch Students

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		GRADE	SUBJECT
MEAN	N	MEAN	N	MEAN	N		
0.00%	16	6.25%	32	9.23%	65	Grade 3	Reading
-9.09%	33	5.41%	37	0.00%	72	Grade 4	
0.00%	19	11.11%	36	10.67%	75	Grade 5	
-18.75%*	16	0.00%	32	7.69%	65	Grade 3	Math
0.00%	33	-11.11%	36	-5.63%	71	Grade 4	
5.26%	19	0.00%	36	12.00%	75	Grade 5	

*** p<0.01, ** p<0.05, * p<0.1

Objectives 2, 3 and 5

Figure 2.9: Percentage of Positive Responses⁶

REGULAR PARTICIPANTS		OCCASIONAL PARTICIPANTS		NON-PARTICIPANTS		VARIABLE
PERCENT	N	PERCENT	N	PERCENT	N	
93.24%	74	100%	17	--	--	Students complete homework assignments at least 80 percent of the time.
90.54%	74	100%	17	--	--	Students identify two or more new interests.
94.59%	74	100%	17	--	--	The program has had a positive impact on students' educational growth.
96.82%***	300	95.69%***	294	94.46%	1,013	School Attendance Rate

*** p<0.01, ** p<0.05, * p<0.1

⁶ We did not conduct t-tests for the first three survey question analyses to examine the difference between program participants and non-participants, since the children of all the parent respondents participated in the program.

6. Anecdotal Data

a. *Success Stories*

Deb Hernandez, Media Specialist at Kirn Middle School (Cohort 9)

As a club leader of various, different clubs I enjoyed watching students grow academically, socially and behaviorally. For many students lots of these activities meant new learning, taking risks and working with others. Some students do not have the chance to work with others that they don't know. Many of these clubs give them the chance to share ideas, respectfully disagree, and try new things. Many students eagerly await the day of their club because of the things they can create, fun they have, and friends that they make.

- **Cooking Club:** *Students learned how to prepare meals and received recipes. During November we learned how to make things for Thanksgiving - mashed potatoes and gravy, cranberry salad, green bean casserole, etc. C. Hanson came back and shared with me that he made one of the dishes at their family Thanksgiving feast. Students were so excited about cooking, R. Lumley brought in the plastic guard for the mixer (since we didn't have one) so a few recipes would not be too messy. He also enjoyed making a 3-2-1 cake in a coffee mug and went home and made some for his entire family. Many students were able to learn about different ethnic foods, etc. During bread club besides preparing different breads the kids sampled breads from different cultures - naan, matzah, tortillas. A. James liked the naan with butter and garlic, she said it was a lot like what we would have for garlic bread but much different than a french bread.*
- **Tech Club:** *K. Richarson said he enjoyed using the cubelets because you could use 6 blocks or 20+ blocks and really design some cool robots. They could be controlled by motion, light, and had a variety of pieces that allowed the robot to drive, rotate, make noise, move due to the temperature, light up and more. Jimmie Johnson said he liked using and learning how to use the Wonder workshop dash and dot because he could download the app and control it with his phone. He could make it light up talk and do lots of other cool things.*

Tara Montenegro, Paraeducator at Wilson Middle School (Cohort 9)

I have been doing the after school programs for the last couple years doing a variety of clubs. One of my favorite clubs that I do is the Career Academies. Careers we have done are Health care, Police Academy, Firefighter academy, Transportation, Aviation and more. The experiences I have had with being able to take the students to the Academies have been unbelievable! The kids come to these clubs because they have an interest in that career and when they get to participate hands on and learn more about the career it is very rewarding to them! The pride and joy that I see on their faces is what makes me love working with the after-school clubs! Aviation Academy the kids get to see an Airport, climb in planes, see how they are built, listen to pilots speak and get a chance to actually fly in an airplane! Fire Academy they learn all the jobs of the Firefighter, EMT, they get to learn how to use the tools and equipment that the firefighters use daily and after learning some of the skills we go out to the training facility and they get to ride in the fire trucks and hookup hoses, spray the hoses like they are putting out the fire, and then going into a building with smoke to clear the building and pull out mannequins saving their lives! Police academy they get to look at the Police vehicles, see how the take fingerprints and collect evidence, and go to the training facility to do mock situations that could happen as a police Officer!

Donnette Kremke-Bastian, Counselor at Longfellow Elementary School (Cohort 10)

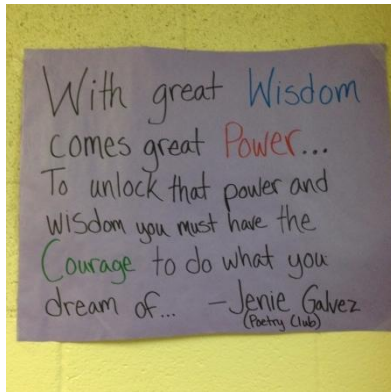
I have been doing the 21st Century Grant Program at Longfellow School. I have, over time, become very invested in the program. I started off by sponsoring one club the first round in the Fall of 2015. I currently do four nights a week of after school clubs. These clubs have included sewing, relaxation, baton, and games. My newest venture is on Fridays after school when I will host a homework helper club that we will begin in December 2016. [In 2015-16], we also started a morning physical activity club and this year [2017] we have expanded it to an hour and a half. During that time, we do a philanthropy activity, some reading and math, and a physical activity every morning. When I think about the successes we have seen at Longfellow, I think of one student in particular. We will call her Kay. As the counselor, I have been seeing Kay since kindergarten for things like girl bully behaviors and friendship issues. Kay has been participating since the beginning of this program during both the mornings and in the evenings, because she is a Kids and Company student. She has been with me every morning and in several of my evening clubs. I have seen tremendous growth in her socially and emotionally due to participating in clubs. I am starting to see her leadership skills evolve in a positive way for the first time and I am happy to say that I have not seen her in my office for any sort of bullying or friendship issue this entire [2016-17] year!!! I also think as a whole for me as the counselor it has helped our building become more successful. I see kids that struggled either socially or emotionally need less support from me since they joined clubs. I also think the students see me differently because of my work with the clubs.

b. Best Practices

Most after school programs offer centers or stations for students to participate in various activities throughout their time in an afterschool program. Although it requires much more work on the back end of planning and registration, students within our programs at both the elementary and middle school level choose their afterschool schedule by selecting their program(s) of interest during the registration process. Each day there are a variety of opportunities offered to students, which typically meet on a weekly basis. Over the course of a quarter (elementary) or trimester (middle) the students attend a different activity each day of programming. Throughout an entire school year, the students are able to engage in numerous types of programs and activities led by community partners, afterschool staff or school staff such as teacher, paraeducators, custodians and even administration.

Engaging school staff in leading afterschool programs is another best practice which has provided a positive impact upon our students involved in afterschool programs and their school cultures as well. This time with students out-of-school has provided teachers with the opportunity to build positive relationships with students during an interesting activity in which they share a common interest. When students are able to see and experience their teachers in a different realm outside of the classroom, relationships are more likely to improve. According to an article in *Child Trends* by Terzian, Moore & Hamilton (2009), programs which employ teachers with bachelor's degrees and a few years of teaching experience yield more positive outcomes than programs using college students or untrained instructors, (p. 3).

c. Pictures



d. Student, teacher, parent, and community input

Student Input

It is important to hear feedback from students in their own words. Therefore, middle school participants were asked various questions on an online survey. The middle school student responses are shown below along with the question from the survey.

In what ways do you feel extra-curricular activities allowed you to develop and use your strengths?

- *It helped me figure out all the money forms and the safe way to use it.*
- *I met new friends and learned to relate to characters in books that I've read in Novel Bunch.*
- *This also helped me to develop caring skills because we were doing this because we cared about the people that don't have very many clothes on their backs or very much food in their stomach.*
- *They challenged/encouraged me to think of my actions in the future.*
- *I think this helped me develop this strength by thinking about what I have learned in Language Arts and put that into my writing.*
- *Biztown has allowed me to think about the future and give me all I need to know about credit, debit, deposit cards. I really enjoy this after school activity.*
- *It helped me in ways I couldn't get from school.*
- *You hone in on these abilities and find new experiences that ultimately teach you a little more about yourself, as well as learning new things about the world and your peers.*
- *Cooking Class helps me learn and understand measurements and math.*

What did you like most about participating in the extra-curricular activities?

- *I go in the mornings and it's a nice way to get me pumped up and have a good day.*
- *I get away from home.*
- *There's this space (creative writing) where there aren't really any deadlines or pushes for creative. I don't have to be confined to a time slot, where in class it's always very rushed and the pacing is terrible.*
- *That my teacher likes it that we are there all the time.*
- *I can have fun with crafts and I get to be at school for a longer period of time. I can hang out with my friends and we can have fun together. I enjoy spending a little more time dedicated to what I love.*
- *Cyber Patriots - I am kind of a computer geek, I am building my own computer and know quite a bit about the components of a computer, but I loved this club. I was able to work with three other friends and learn about safe hacking, strengthening passwords, tweaking software, fixing errors, configuring firewalls, yet trying to be sure that while we strengthen one area it did not weaken another. We were also able to compete with others throughout the country. Next year I am in high school and I hope to be able to create a club like this and compete again.*

Parent Input

On a quarterly (elementary) and by trimester (middle), parents were asked for their input regarding their student(s) participation in before and afterschool programs. See questions and answers below. What did you like most about your student participating in the extra-curricular activities?

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- *I believe her participation in all these activities make her a more rounded student and play a role in her higher [academic] scores. Planning her schedule around these activities helped her learn to manage her time. I see how the activities helped her relieve stress as they gave her a creative outlet with her friends.*
- *Safe, reliable and structured place to go after school.*
- *I love the variety of activities.*
- *It engaged him in activities other than television and gives him opportunities he wouldn't engage in if he went home after school. He's learning about himself, his strengths, and areas of interest.*
- *The instructors/teachers are wonderful! She loved the interaction with people with like interests from different grades. Great opportunity for a new experience!*
- *Connections to other students and teachers.*

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- *I love that my students have structured activities that include learning and fun after school. I love that they have monthly field experiences that are high interest. My daughter has enjoyed all of her after school activities!*
- *She genuinely enjoyed learning new craft skills (knitting) while spending extra time with two of her favorite teachers.*
- *Garrick is excited to go to school thanks to the after school clubs, it is almost a reward for him to get to participate in them after the regular school day. I think he feels involved and connected to the school in an increased way due to his after school involvement and it adds to his positive feelings towards school in general.*
- *She enjoyed learning sign language and is able to practice it with some of our friends who are deaf. I like that they are doing more structured than just free play.*
- *I especially enjoyed when the teachers participated in running the activities.*
- *I love these programs. My girls look forward to them. It's not only fun but they learn a lot there.*

Staff & Partner Input

On a quarterly (elementary) and by trimester (middle), afterschool staff and community partners were asked for their input regarding their student(s) participation in before and afterschool programs.

Which component(s) of the extra-curricular activity did you find most successful?

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- *Students know they can come here to get help, have a quiet environment and do their work. I believe it helps build their self confidence to know they can get things done in a timely fashion.*
- *Students have an opportunity to work on their homework in a quiet inviting environment. It helps a great deal especially with new 6th graders who are trying to navigate their new classes and the amount of homework they have.*

Staff and partners were also asked several questions. The most compelling results are listed below.

- The extra-curricular activity provided an appropriate balance of fun and learning.
 - *Strongly Agree 50%, Agree 50%*
- I used my individual strengths to lead this activity.
 - *Strongly Agree 54.3%, Agree 43.5%, Disagree 2.2%*
- Students showed a more hopeful attitude toward school and learning while participating in the extracurricular activity.
 - *Strongly Agree 39.1%, Agree 58.7%, Disagree 2.2%*

➤ I would participate as a staff again in offering extra-curricular opportunities.

○ Strongly Agree 56.5%, Agree 37%, Disagree 4.3%, Strongly Disagree 2.2%

7. Sustainability Plans

Cohort 9 - CB DREAMS original sustainability plan

a. This chart summarizes the original sustainability plan for CB DREAMS

Role / Area of Significant Impact	Partner
Contribute staff time and expertise to literacy programs for all middle school participants and their families. Facilitate a family book club to encourage students and their parents to read and discuss books together. Provide other programs that inspire middle school students to read for pleasure. Expose our students and families to a great local resource for continued life-long learning: the public library. <i>Area of significant impact: Lifelong literacy and learning</i>	Council Bluffs Public Library
Provide programming at both sites for career exploratory academies/clubs in financial literacy related to student needs. Staff member will lead a minimum of a 6-week session in the industry, for a minimum of three years. Provide hands-on instructional programs (career development, savings and investing, needs vs. wants), field trip opportunities for clubs and exploratory academies sponsored by TS Bank Institute. Provide information to students and families about scholarships, job shadows and internships offered by TS Bank Institute. <i>Area of significant impact: Career exploration and financial literacy related instruction.</i>	TS Bank Institute
Utilize aviation experts at the airport for career exploratory academies/clubs. Staff member will lead a minimum of a 6-week session in the industry, for a minimum of three years. Introduce students to aviation-related careers through hands-on programs (becoming a pilot, air traffic controller, airplane mechanic or flying for the military). Offer field trip opportunities to the clubs and exploratory academies sponsored by Advanced Air. Provide students and families with information on further educational opportunities including programs, fields of study, scholarships, job shadows and internships with Advanced Air. <i>Area of significant impact: Hands-on career exploration in the aviation industry.</i>	Advanced Air, Inc.
Provide enrichment programming at the two CLC sites, including educational programs related to a Tri (Triathlon) Club, Swim Team Club, Water Sports Club, Health Club, and Art Club. Provide field trip opportunities for environmental YMCA projects. Provide a full-time Teen/Family Director that will help with running clubs, field trips and family events. Provide office-related equipment to support project elements. Provide Child Protection Background checks for all volunteers and employees unless previously approved by district. <i>Area of significant impact: Positive youth development through recreational programming.</i>	The YMCA of Greater Omaha/Council

<p>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 and education, and family literacy/engagement events. Families-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></p>	<p>Iowa State University Extension & Outreach (ISUEO) / West Pottawattamie County 4-H Program</p>
<p>Provide career exploratory academies/clubs at both CLC sites in the Fire Service and Emergency Medical Service fields. Lead a 6-week session in the Fire Service industry, at a minimum of the three-year grant duration. Provide educational hands-on programs in fire behavior, fire suppression gear/tools, fire alarm systems, fire suppression systems/ tactics, first aid and CPR basics. Provide field trip opportunities for clubs and exploratory academies sponsored by the Council Bluffs Fire Department. Provide information to students and families about further educational opportunities including but not limited to programs, fields to study and scholarships. <i>Area of significant impact: Hands-on career exploration in the fire prevention and safety fields.</i></p>	<p>Council Bluffs Fire Department</p>
<p>Lead parks & recreation-related career exploratory academies/clubs at both middle school CLC sites. Supply a Parks & Recreation staff member to lead a minimum of a six-week session in the industry for a minimum three-year grant duration. Offer hands-on programming such as sports officiating, lifeguarding, coaching, turf/field maintenance, golf course management, and other park/rec-related topics. Provide park locations with the city for field trip opportunities and exploratory academies. 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 the City of Council Bluffs. <i>Area of significant impact: Hands-on career exploration in outdoor/recreation-related careers; use of recreational areas.</i></p>	<p>Parks & Recreation Department, City of Council Bluffs</p>

Cohort 10 - SUPER Kids

b. This chart summarizes the original sustainability plan for SUPER Kids

Role / Area of Significant Impact	Partner
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 School District (CBCSD)
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 child care 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>	Council Bluffs Community Education Foundation
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>	Connections Area Agency on Aging
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>	The YMCA of Greater Omaha/ Council Bluffs
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	Iowa State University Extension & Outreach (ISUEO) /West Pottawattamie

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>	County 4-H Program
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>	Council Bluffs Fire Department
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: Winterfest, 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>	Parks & Recreation Department, City of Council Bluffs
Sponsor enrichment events in Police Services and Public Safety. Provide educational programs (walking/biking to school safety & bike rodeos, general 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>	Council Bluffs Police Department
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>	Hy-Vee Grocery
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>	Iowa Western Community College
Omaha-area museums (Squirrel Cage, 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>	Local Museums
Provide a staff member to 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	African Culture Connection

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>	
Provide a 6-week annual session in character education, Leadership 101, and student empowerment. Facilitate field trips and exploratory academies. <i>Area of significant impact: Positive youth development through enrichment, leadership skill development, and character education.</i>	Banister's Leadership Academy

c. *Partner Contributions.* Partner Contribution Table for Sustainability Plan

- a. An asterisk (*) notes the partner is a new addition for 2016-17 school year and is part of our program sustainability plan. There are 84 community partners listed below who are an integral part of our programs' sustainability in the future.

Sites Served	In-kind value	Staff Provided	Contribution (detail)	Community Partner
All		Unpaid	Aviation academy for middle schools; field trips for elementary	Advanced Air, Inc
Wilson		Unpaid	Funding	AIM
All		Paid/Unpaid	Babysitter Certification, Pillowcase project	*American Red Cross
Kirn, Wilson	\$42	Unpaid	Outdoor enrichment activities (canoeing, nature trails, service projects)	Arrowhead Park
Kirn, Wilson			Field trip, materials	Barnes & Noble
Longfellow	\$85	Paid	Programming, staff, supplies	Bass Pro Shop
Kirn, Wilson	\$174	Unpaid	Golf instruction and practice	Bent Tree Golf Course
Kirn, Wilson		N/A	Service opportunities	Bethany Lutheran Home
		Paid	Programming, staff, and Professional development	Blank Park Zoo
Franklin, Rue		Paid	Soccer and sportsmanship instruction	Bluffs United FC
Longfellow, Rue		Paid	Programming, staff, and awards/supplies	Boy Scouts of America
Kirn, Wilson		Unpaid	Healthcare Academy	CHI Health Mercy Hospital
All		N/A	Funding	Children's Hospital & Medical Center Grant
All		Unpaid/Paid	Funding, staff, facilities	Council Bluffs Community School

				District
Kirn, Wilson		Unpaid	Fire Academy	Council Bluffs Fire Department
Kirn, Wilson		Unpaid	Access to parks for programs	Council Bluffs Parks & Recreation
Kirn, Wilson		Unpaid	Police Academy	Council Bluffs Police Department
Kirn, Wilson		Unpaid	Programming, staff, facilities	Council Bluffs Public Library
Franklin, Longfellow, Rue	\$783	Paid	Field trip, snack, pick out pumpkin/apple	Ditmar's Apple Orchard
Kirn		Unpaid	Programming, staff, materials	Do Space
Kirn, Wilson		Unpaid	Programming, staff	Edward Jones
Kirn		Unpaid	Programming, staff	EQ School of Hair Design
Kirn, Wilson		Unpaid	Cooking club field trip	Fareway
All		Paid	Programming, staff, supplies and free admission	Fontenelle Forest
Kirn, Wilson		Paid	Programming, staff, materials	Full Draw Archery
All		N/A	Gallup Student Poll	Gallup
Kirn, Wilson		Unpaid	Programming, goods	Goodwill
All		N/A	Funding	Google
Longfellow		Unpaid	Programming, goods	Habitat for Humanity
All		N/A	External Evaluator	Hanover Research Inc
Kirn, Wilson		Unpaid	Service opportunities	Heartland Hope Mission
Kirn, Wilson		Paid	Programming, staff	Historic Dodge House
Kirn, Wilson		Paid	Facility, staff, and materials for ice skating	Hitchcock Ice Arena - Omaha Parks & Rec
Kirn, Wilson		Paid	Programming, staff	Hitchcock Nature Center
Kirn		Unpaid	Programming, staff, goods	Honey Creek Farm
All		Unpaid/Paid	Goods	Hy-Vee
Franklin, Rue		Paid	Programming, staff, goods, materials	Hy-Vee Dietitians
Rue		Paid	Staff, programming	Iowa School for the Deaf
ALHS, TJHS		N/A	Staff, programming	*Iowa West Foundation
Kirn, Wilson		Unpaid	College visit, staff	IWCC - Admissions
Kirn, Wilson		Unpaid	Facility	IWCC - Disc Golf Course
Kirn, Wilson		Unpaid	Healthcare Academy	IWCC - Nursing

		Unpaid	Healthcare Academy	Jennie Edmundson Hospital
Kirn		Paid	Art Career Academy	Joselyn Castle
Kirn, Wilson		N/A	Program supplies	Junior Achievement
All	\$450	Unpaid	Summer architecture camp, Art Career Academy for middle and high schools, field trip for elementary	*KANEKO
Franklin, Longfellow, Rue		N/A	Staff, programming	Kids & Company
Kirn, Wilson		N/A	Goods	Krispy Kreme
Franklin, Longfellow, Rue		Unpaid	Programming, staff	Lauritzen Gardens
Kirn		N/A	Service learning program	Mohm's Place
Rue		Unpaid	Service learning program	Midlands Humane Society
Kirn, Wilson		Paid	Programming, staff	Mobile Gaming Experience
Kirn, Wilson		Paid	Programming, staff	Morrill Hall Museum & Planetarium (UNL)
		Unpaid	Art Career Academy	MTRL Design
Kirn, Wilson		Unpaid	History and nature biking activity	National Park Services - Omaha
Franklin, Longfellow, Rue		Paid	Programming, staff	Omaha Children's Museum
All		Paid	Programming, staff, supplies	Omaha Henry Doorly Zoo
Franklin, Longfellow, Rue		Paid	Family engagement event, instrument petting zoo, special Q&A with the conductor	*Omaha Symphony
Kirn, Wilson		N/A	Goods	Papa John's
Kirn		Unpaid	Cooking Club trip	Pizza King
All		Unpaid	Fishing and natural resource education	Pottawattamie County DNR
Kirn		Unpaid	Cyber Patriot	Pottawattamie County Government
Wilson		Unpaid	Videography and editing	Right Idea Media
Longfellow, Rue		Paid	Martial arts instruction	Sanders Martial Arts

Kirn		N/A	Discounted books	Scholastic Books
Kirn, Wilson		Unpaid	Entrepreneurship camp	Scooters Coffee House
All		Paid	Horseback riding and animal care	*Seefus Stable
Kirn, Wilson		Unpaid	History program	Squirrel Cage Jail
Kirn, Wilson		Unpaid	Service learning program	St. Paul Lutheran Early Childhood Center
All		Paid	Yoga sessions, mental health workout breaks, art activities for families	*The Block
Kirn	\$250	N/A	Goods	The Disc Store
All		Paid	Programming, staff	Thunderbowl
Kirn, Wilson		Unpaid	Service learning opportunities	Together
Kirn, Wilson; Franklin, Rue		Unpaid	Financial Literacy program, staff, materials	TS Bank
Kirn, Wilson		Unpaid	Healthcare Academy	Tucker Career and College Center
Kirn	\$25	Unpaid	Goods for cosmetology club	Ulta Beauty Brands
Kirn, Wilson		Paid	Enrichment activity, staff	UMBA Hall
Kirn, Wilson		Unpaid	History program, staff	Union Pacific Railroad Museum
Kirn, Wilson		Unpaid	Programming, college visit, facility, staff	University of Nebraska at Omaha
All		Paid	Programming, staff	University of Nebraska at Omaha Planetarium
Kirn, Wilson		Unpaid	Programming, college visit, facility, staff	UNL Peter Kiewit Institute
Kirn		Unpaid	Guest speakers	UNO Professor
All		Paid	Programming, staff, facility	YMCA
Kirn, Wilson		Paid	Outdoor enrichment and team building activities	YMCA - Camp Kitaki

d. Prepare for Comprehensive Site Visit

This visit requires a meeting with Community Partners and an updated Sustainability Plan to guide you through 2 years of additional funding at 75%. Best practices note that in order to have solid sustainability, a clear vision for students and families must be articulated. In Council Bluffs:

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

At the core of our programs are qualified staff members who work with our young people. Currently, the majority of our after school program providers are licensed teachers working with the school in each cohort. While this is optimum for certain logistical details, relationship building components of the after school world not to mention their expertise in Iowa CORE standards and lesson delivery, this workforce is expensive. Our teachers earn \$25.00 per hour for planning and \$30.00 per hour for actual program delivery with students. On average our schools run 5 clubs each day, which calculates to \$450 per day and \$2,250 per week per site. Modifications to our plan include diversifying our after school staff to include trained and or certified after school employees. In concert with CBCSD's Human Resources Department we have developed a new category of employee has been created specifically for 21st CCLC sites in CBCSD. It is the **Youth Development Worker**. Project leadership staff has advertised and plan to hire high school graduates, college graduates, and college students who are seeking experience working with students in out-of-school times. In addition, we are working with our state consultant and officials at Iowa Western Community College to develop a **certification program for afterschool staff**. This certification will include training in the needs of the whole child K-12 as well as general education course that are standard at the college. A portion of these courses may be offered in an on-line environment. The vision for this certification is that is something that will help a person develop skills and knowledge about child development and education standards and be a step in the direction of a fully certified teacher should this worker decide to continue in this line of work. In both new employee categories, projections indicate that this one personnel change may save as much as thirty-five percent (35%) over current personnel expenditures.

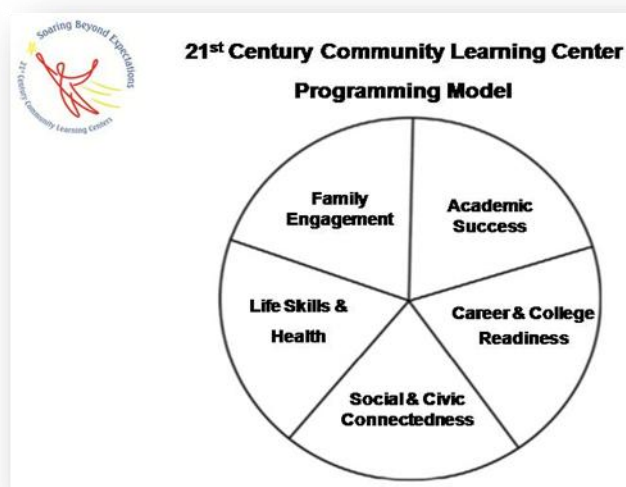
In the previous section, a chart was created to demonstrate the depth of **community partner development** in Council Bluffs. Comparing this chart with the initial partner list, also above, it is clear that partner development has been a high priority of the 21st CCLC Leadership Team; a seven-fold increase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

honor them, and allow them the chance to share with each other how they support students in our programs. This year, Policy Makers will be added to this event. Policy Makers ultimately control the messages that are shared in the legislative arena and that in turn influences funding for programming. At the conclusion of the 2015-2016 school year, staff, students, and parents were able to cast their vote for the “After School Community Partner of the Year.” The goal of this award was to seek input from various stakeholders in order to shine a spotlight on dedicated commitment to students over an entire school year. Every effort is being made to coordinate new funding streams for afterschool programming by the Leadership Team. New grant awards have been made by the Children’s Hospital for efforts to “Fight Childhood Obesity.” The Walmart Community Grant was awarded to 21st CCLC Leadership Staff in the spring of 2016. In addition, an AIM Institute grant for the National Security Administration’s 2017 Gen-Cyber Summer Camp was submitted in November 2016; awards will be announced next spring. Also, the Leadership Team is actively pursuing partnerships and projects made possible through our state office and the Iowa Afterschool Alliance. One example of this is the 2017 NASA Space Challenge Project.

Two modifications to the **Management Plan** have been made which will increase efficiencies and reduce expenditures. The first included adopting a program model that reflects 21st CCLC requirements and then aligning student offerings in proportional representation. Once this was completed, Leadership Team members could better balance offerings and eliminate duplicates. This was in place by second semester of the 2015-2016 school year. The second change will affect the summer school programming offerings. CBCSD offers summer school to “invited” students. These are students who are lacking in academic proficiency in at least one Core area. Middle School offerings run from the second week of June to mid-July

while elementary offerings started at the same time and ran until the last week day of July. Over the first two years of the grant, 21st CCLC Summer offerings were organized in a way that was in competition with CBCSD’s summer offerings. Not only was this arrangement fiscally inefficient, for the most part it did not serve the very population that 21st CCLC Grants aim to support, students of poverty and those with achievement gaps. The new summer program plan will complement CBCSD’s plan and operate one hour before regular summer school and three hours after. It will also run six hours on Fridays. Once CBCSD’s summer program ends mid to late July, 21st CCLC will provide a safety net of services 4-6 hours per day until school starts again in August 2017. Even with the extended student contact time in August, 21st the CCLC Leadership Team estimates the efficiencies of utilizing existing transportation, sources meal, and equipment will save approximately fifteen percent (15%) over last summer’s program related charges. What’s more, the program will actually be serving the students it was designed to serve and it is very likely that more students will be served.

In summary, the 21st CCLC Leadership Team has made modifications to its sustainability plan in three broad categories: Staffing after school programs, Community Partnerships, and the Management Plan.



Should CBCSD be approved for 75% funding for year's four (4) and five (5), for Cohort IX and subsequent Cohorts, the Team is confident that these modifications will reduce costs and allow the same amount or more students to be served by the grant.

8. Summary and Recommendations

a. Short summary of the program. Issues & solutions

During the 2015-2016 school year and through the use of two grant awards from the 21st CCLC, five (5) Council Bluffs Community Schools served 2,053 students in out-of school programming in some combination of before school, after school, and summer school programs. Seven (7) of thirteen (13) objectives of the grant were met. Attendance goals for regular attendees at each site in both Cohorts should be adjusted. The funding formula provided by the state office allows for a \$10 per day per student reimbursement for programs offering a before, after, and summer school program. The Community Partners list is growing. A main focus going forward will be to locate a partner or several who can commit to helping provide more of substantial snack after school, before clubs commence. Three modifications in the sustainability plan in the areas of staffing, community partners, and the summer program management plan will allow a reduction of 25% in 21st CCLC funding to be sustained and not negatively impact the numbers of student served or the quality of the program. A sample of the 25% budget reduction for Cohort IX is found in Appendix C.

b. Dissemination of local evaluation.

One of the ways in which the local evaluation is openly available to all district families, staff and the public community is through the school's district website: <http://www.cb-schools.org/parents-students/student-support/before-after-school-care/middle-school/cb-dreams-program/data-evaluation/>

Other avenues for sharing the evaluation are through 21st CCLC program websites, Facebook pages, email messages to parents, family engagement events, hard copies available in the Student & Family Services department at the district office, and face-to-face at a school board meeting which is shown on public television.

c. Recommendations for objectives

Overall, most of the original objectives stated in each project proposal were well thought out, reasonable, and easy to track. For Cohort IX, the 21st CCLC Leadership Team believes that the regular attendee goal of 200 per site is unreasonable and plans to change the goal to 150 regular attendees per site, serving 300 regular attendees in the before, after, and summer school program. Likewise, now that Cohort X will be serving elementary students in a summer program, modifying the regular attendee goal to Kirn (150), Wilson (150), Franklin (110), Longfellow (110), and Rue (80) seems reasonable. Furthermore, as noted above, both Cohorts' Objective 4's were unable to be assessed as originally stated in the project proposal. A custom Hope and Engagement Survey was developed by Leadership Staff and will be used going forward. The content of this survey is found in Appendix B. Cohort X's objective 4 has been eliminated completely as more detailed information is being collected on the issue of health in regular surveys to students and parents.

d. Recommendations on future plans for change.

Hanover Research provides a summary of the top five recommendations from parents based on the parent survey (Figure 3.1). They are based on the survey question, “What, if anything, would you change about the extra-curricular activities?” **For elementary school parents, the top 5 recommendations include improving club structure, more variety, release time, increase capacity, and more staff.** For those parents that either “disagree” or “strongly disagree” that the after school activities had a positive impact on their child, improving club structure and more staff were only two recommendations offered. **For middle school parents, the most common recommendations were to lengthen club time, regular communication with parents, quicker notification of changes or cancellations, more variety, and improve club structure.** When isolating parents that “disagree” or “strongly disagree” the after school activities had a positive impact on their child, the three recommendations offered were to improve club structure, improve supervision, and quicker notification of changes/cancellations.

Figure 3.1: Recommendations from Parents

COHORT 9 - MIDDLE SCHOOL		COHORT 10 - ELEMENTARY SCHOOL	
MENTIONED	RECOMMENDATIONS	MENTIONED	RECOMMENDATIONS
13	Longer length of club time	21	Improve club structure
9	Regular communication with parents	14	More variety
7	Quicker notification of changes/cancellations	11	Release time
5	More variety	8	Increase capacity
4	Improve club structure	6	More staff

APPENDIX A - List of Clubs by Site**Cohort 9**

Kirn Middle School - CB D.R.E.A.M.S. Club offerings for 2015-2016 school year were offered on a bi-monthly basis and included these programs which met weekly:

Ping Pong Club	Halloween Craft Club	Canoeing Trip	20+ Attendance Bash
Planetarium Trip	Health Care Academy	CB D.R.E.A.M.S. Leadership	6th Grade Holiday Visits
Police Academy	High Ropes	Chess Club	A Novel Bunch
Roller Skating Trip	History Days	College Visits	Adapted Bowling League
Running Club	Holiday Craft Club	Cooking Club	AM B.O.K.S.
Sign Language Club	Homework Help	Cosmetology	AM Board Games
Slacklining	Horseback Riding	Creative Writing Club	AM Book Club
SOCKtober	Ice Skating	Cursive Writing Club	AM Tech Club
Spring Craft Club	Intramural Soccer	Cyber Patriot	Archery Club
Swimming	Karaoke Club	Dance Team	Around the World
Tech Club	Kirn Cares!	Defy Gravity Trip	Art Career Academy
Tennis	Knitting Club	Disc Golf	Art Club
Theater Stage Crew	Leadership	Dungeons & Dragons	Aviation Academy
Ultimate Frisbee	Lynx Crew	Fire Academy	Battle of the Books
Winter Craft Club	Mobile Gaming Experience	Girls Basketball Seminar	Biz Town
Zip-lining Trip	Movin' Mondays	Golf	Board Games

Wilson Middle School - CB D.R.E.A.M.S. Club offerings for 2016-2016 school year were offered on a bi-monthly basis and included these programs which met weekly:

Musicology Club	Golf	College Visits	A Thanks to Veterans
Ping Pong	Halloween Celebration	Community Service	AM Fitness
Poet's Corner	Health Care Academy	Cooking Club	Archery
Police Academy	High Ropes	CRAFT CLUB	Art Club
PRODUCTION CLUB	Homework Help	CRAFT MANIA	Attendance Bash
Rollerskating	Horseback Riding	Creative Writing	Aviation Academy

Running Club	HOUR OF CODE	Cyber Patriot	AM B.O.K.S.
Science Club	Human Rights Group	Dance Team 2015	Become a Video Star!
Sphero & Ollie Robots	i-LEAD	Disc Golf	Bingo
Swimming	Ice Skating	PowerSchool Night	Biz Town
Taking the Road Less Traveled	Inside Out Dissection	FIRE ACADEMY	BOARD GAME CLUB
Top Teen Chef	Intramural Soccer	First Lego League	Calligraphy Club
UNO Planetarium	Karaoke Club	FRIENDSHIP CLUB	Calling All Book Lovers!
WI TECH	MAKER SPACE	FUTURE CITY	Canoeing
WILSON E-SPORTS	Mobile Gaming Experience	Game Club	CB DREAMS Leadership
Zip-Lining	MOVIN' MONDAY	Get Fit!	Chess/Checkers Club

Cohort 10

Franklin Elementary School - S.U.P.E.R. Kids Club offerings for 2015-2016 school year were offered on a quarterly basis and included these programs which met weekly:

Sports Club	Lego Club	Drama Club	Adventures in Art
Stock Market Club	Let's Be Healthy!	Experiment Club	Attendance Celebration
Student Council Club	Mallet Percussion	Fishing Activity	Bell Ensemble
Tech Club	No Bake Cooking Club	Fit Kids Club	Better Shake Rattle Snake
Tinikling	Omaha Zoo	Green Bugs	Board Game Club
Walking Club	Pinterest Palooza	Guitar Club	Book Club
What's Beneath our Feet?	Science Explosions	Happy Campers	Bowling Activity
Wildlife Encounters	Science of Nature	Hoop It UP!	Culture Club
Winter Wonderland	Shutter Bugs	Hy-Vee Cooking Club	Culture Quest
Work It Out!	Soccer Clinic	iCreate Club	Dance It Up!
YMCA Sports Club	Soccer Club	Jewelry Club	Ditmar's Orchard

Longfellow Elementary School - S.U.P.E.R. Kids Club offerings for 2015-2016 school year were offered on a quarterly basis and included these programs which met weekly:

Reading/Math Tutor	Happy Campers	Club Ayudamos	Adventures in Art
Running Club	Holiday Crafting	Crafting Club	Animal Activists
Science Explosions	Hoop It UP!	Cub Scout Pack Club	Art For You
Sewing is Fun	Investigating Science & Art	Cultures Club	Attendance Celebration

Show Your Spirit	Jewelry Club	Ditmar's Orchard	Baton Twirling
Shutter Bugs	Knitting & Crocheting	Drumming Club	Better Shake Rattle Snake
Soccer Clinic	Lauritzen Gardens	Empty Bowls Clay	Board Game Club
Spanish Club	Lego Club	Fishing Activity	Bowling Activity
UNO Planetarium	Lego Engineering	Fishing Club	Caring Club
Winter Wonderland	Math Tutoring	Game It Up!	Character Counts
YMCA Sports Club	Physical Activity Club	Green Bugs	Children's Museum

Rue Elementary School - S.U.P.E.R. Kids Club offerings for 2015-2016 school year were offered on a quarterly basis and included these programs which met weekly:

Soccer Clinic	Martial Arts Club	Ditmar's Orchard	Adventures in Art
Storytelling	Math Matters	Fishing Activity	Animal Rescue Groups
Team KC	Million Dollar Club	Game It Up!	Around the World
Tech Club	Omaha Zoo Club	Gardening Club	Art in Motion
UNO Planetarium	Reading Club	Green Bugs	Attendance Celebration
Winter Wonderland	Reading/Math Tutor	Happy Campers	Better Shake Rattle Snake
Writing Club	Running Club	Hoop It UP!	Bowling Activity
YMCA Sports Club	Science Explosions	iCreate Club	Character Counts
	Science of Nature	Lauritzen Gardens	Children's Museum
	Sign Language Club	Let's Be Healthy!	Cub Scout Pack Club

APPENDIX B New Pre- and Post-test on Hope and EngagementGoogle Form link - <https://goo.gl/forms/DJxwoZAX86B1tjbE2>**2016-2017 Middle School Engagement & Hope Survey Objective 4**

By June of each successive year, 75% of program participants who participate 30 or more days will show an increase in hope, engagement, and sense of well being measured by a district-developed survey. Pretests will be conducted in October 2016.

STUDENT INFORMATION: First & Last Name, School, Student ID**ENGAGEMENT***Please select the level to which you agree or disagree with the statement below on a scale of 1 to 5.**1 - Strongly Disagree, 2 - Disagree, 3 - Do not disagree or agree, 4 - Agree, 5 - Strongly Agree*

- 1) At this school, I get to do what I do best at least once per week.
- 2) My teacher makes me feel my schoolwork is important.
- 3) I feel safe in this school.
- 4) I have fun in this school.
- 5) I have a best friend in this school.
- 6) In the past seven days, someone has told me I have done good work at school.
- 7) In the past seven days, I have learned something interesting at school.
- 8) The adults in my school care about me.
- 9) I have at least one teacher who makes me feel excited about the future.

HOPE*Please select the level to which you agree or disagree with the statement below on a scale of 1 to 5.**1 - Strongly Disagree, 2 - Disagree, 3 - Do not disagree or agree, 4 - Agree, 5 - Strongly Agree*

- 1) I know I will graduate from high school.
- 2) I have a great future ahead of me.
- 3) I can think of many ways to get good grades.
- 4) I have set goals for myself.
- 5) I can find many ways around problems.
- 6) I have a significant adult in my life who encourages my development.
- 7) I feel like I will find a good job in the future.

Funds made possible by 21st Century Community Learning Center grant



SUBMIT

CB DREAMS 75% Funding for Through 2018
Wilson Middle School

	Student Program	Family Literacy		Student Program	Family Literacy	
Personnel	\$ 71,180.00	\$ 23,727.00	\$ 94,907.00	\$ 53,385.19	\$ 17,795.06	\$ 71,180.25
			\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
Supplies	\$ 21,070.00	\$ 7,023.00	\$ 28,093.00	\$ 15,802.31	\$ 5,267.44	\$ 21,069.75
			\$ -	\$ -	\$ -	\$ -
PD	\$ 5,625.00	\$ 1,875.00	\$ 7,500.00	\$ 4,218.75	\$ 1,406.25	\$ 5,625.00
			\$ -	\$ -	\$ -	\$ -
Bus	\$ 5,625.00	\$ 1,875.00	\$ 7,500.00	\$ 4,218.75	\$ 1,406.25	\$ 5,625.00
			\$ -	\$ -	\$ -	\$ -
Eval	\$ 4,500.00	\$ 1,500.00	\$ 6,000.00	\$ 3,375.00	\$ 1,125.00	\$ 4,500.00
			\$ -	\$ -	\$ -	\$ -
Admin	\$ 4,500.00	\$ 1,500.00	\$ 6,000.00	\$ 3,375.00	\$ 1,125.00	\$ 4,500.00
			\$ -	\$ -	\$ -	\$ -
Total	\$ 112,500.00	\$ 37,500.00	\$ 150,000.00	\$ 84,375.00	\$ 28,125.00	\$ 112,500.00

Years 4 and 5 funding, if approved

Student Program Family Literacy

Personnel	\$ 71,180.00	\$ 23,727.00	\$ 94,907.00	\$ 53,385.19	\$ 17,795.06	\$ 71,180.25
Travel			\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies			\$ -	\$ -	\$ -	\$ -
	\$ 21,070.00	\$ 7,023.00	\$ 28,093.00	\$ 15,802.31	\$ 5,267.44	\$ 21,069.75
PD			\$ -	\$ -	\$ -	\$ -
	\$ 5,625.00	\$ 1,875.00	\$ 7,500.00	\$ 4,218.75	\$ 1,406.25	\$ 5,625.00
Bus			\$ -	\$ -	\$ -	\$ -
	\$ 5,625.00	\$ 1,875.00	\$ 7,500.00	\$ 4,218.75	\$ 1,406.25	\$ 5,625.00
Eval			\$ -	\$ -	\$ -	\$ -
	\$ 4,500.00	\$ 1,500.00	\$ 6,000.00	\$ 3,375.00	\$ 1,125.00	\$ 4,500.00
Admin			\$ -	\$ -	\$ -	\$ -
	\$ 4,500.00	\$ 1,500.00	\$ 6,000.00	\$ 3,375.00	\$ 1,125.00	\$ 4,500.00
Total	\$ 112,500.00	\$ 37,500.00	\$ 150,000.00	\$ 84,375.00	\$ 28,125.00	\$ 112,500.00

Years 4 and 5 funding, if approved