Council Bluffs CSD
Iowa 21st CCLC Local Evaluation Form
Reporting Data for the 2016-2017 School Year

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Cohorts 7-11 are to be included for reporting data for the 2016-2017 school year (Cohort 12 will report data next year). **Reported data will be from the Fall of 2016 and the Spring of 2017. Data will also be reported for the Summer of 2016.** The checklist, below, serves as a list of required elements and provides a tracking tool for completion. The completed form should be saved with the filename **Council Bluffs CSD 21st CCLC Local Evaluation Form 2016-2017**.

Local Evaluation Element		Complete
1.	**Title (Grantee Name) and File Saved with Correct Nomenclature**	✔
2.	**General Information**	✔
a.	*Basic Information Table*	✔
b.	*Center Information Table*	✔
3.	**Introduction/Executive Summary**	✔
4.	**Demographic Data**	✔
a.	*Attendance Summary Table (2016-2017 School Year and Summer 2016)*	✔
b.	*Attendance Discussion*	✔
c.	*Partnerships Summary Table*	✔
d.	*Partnerships Discussion*	✔
e.	*Parent Involvement*	✔
5.	**Objectives**	✔
a.	*GPRA Measures Data Table*	✔
b.	*GPRA Measures Discussion*	✔
c.	*Objective Summary Tables (all Cohorts)*	✔
d.	*Objectives Discussion (including Statistical Analysis)*	✔
6.	**Anecdotal Data**	✔
a.	*Success stories*	✔
b.	*Best Practices*	✔
c.	*Pictures*	✔
d.	*Student, teacher, parent, and community input*	✔
7.	**Sustainability plans**	✔
a.	*Formal sustainability plan, if available*	✔
b.	*Discussion on steps to be taken for the future of the program*	✔
8.	**Summary and recommendations**	✔
a.	*Short summary of the program.*	✔

b. Dissemination of local evaluation.	✔
c. Recommendations for objectives.	✔
d. Recommendations on future plans for change.	✔
9. Appendices	✔
a. External Evaluation	✔
b. Professional Development Plan	✔
c. One-page Executive Summary presented to CB's Board of Education	✔
d. Partner Contribution Table	✔

2. General Information

a. Basic Information Table

Required Information	Entered Information
Date Form Submitted	10/31/17
Grantee Name	Council Bluffs CSD
Program Director	Sandra Day, Ed.
E-mail	sday@cbcsd.org
Phone	712-328-6446
Evaluator Name	Sherry Huffman, Ed.S.
E-mail	shuffman@GHAEA.org
Phone	402-657-5194
Additional Information from Grantee (optional)	Jessie Stoffel, 21st CCLC Achievement Specialist, jstoffel@cbcsd.org 712-396-2302 ext. 11110

b. Center Information Table

Cohort	Centers
Cohort 9	Kirn Middle School, Wilson Middle School
Cohort 10	Franklin Elementary School, Longfellow Elementary School, Rue Elementary School
Cohort 11	Abraham Lincoln High School, Thomas Jefferson High School
Additional Information from Grantee (optional)	N/A

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 the healthy whole child initiative. Programs stress student health growth along a K-12 pathway. Out of school programming takes place on average one hour before school and two hours after school each school day. Family nights are organized a minimum of once per month. Site facilitators, community partners, teachers, and paraprofessionals work with the 21st CCLC Leadership Team to support families and students. Over the summer months, program offerings at middle school, Cohort IX, operates 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. Cohort XI, the high schools operated 30 days in June and July.

4. Executive Summary

During the 2016-2017 school year and summer of 2016, through the use of three grant awards from the 21st CCLC, seven (7) Council Bluffs Community Schools served 3,023 students with 718 regularly attending (more than 30 days) out-of school programming in some combination of before school, after school, and/or summer school programs. External evaluation shows these key findings:

1. Regular Attendees at the elementary and middle school showed a statistically significant higher in-school attendance rate than occasional attendees. What's more, regular attendees at all levels have a higher attendance rate than the 2015-16 state average of 95.7%.

2. In reading, while there was no significant difference in growth between regular attendees and occasional attendees on the state test, the percent of students proficient at the elementary increased from last year. Additionally, 46% of middle school regular attendees and 38% of high school regular attendees made more than expected growth in reading.

3. Elementary regular attendees demonstrated statistically significant growth in Math compared to occasional attendees. The percent of regular attendees proficient also increased. 53% of middle school regular attendees and 58% of high school regular attendees made more than expected growth in the state assessment in Math.

4. When it comes to discipline incidents, more than 85% of regular attendees at all levels had fewer disciplinary incidents than students not participating in CCLC programming. Our goal is that at least 80% of the regular attendees will have fewer discipline incidents than occasional attendees.

Students' growth is evident in attendance, grades, test scores, and school engagement. The needle is moving in the right direction

Nearly ninety (90) community partners – both paid and unpaid – joined forces with school teaching staff, paraprofessionals, and Youth Development Workers 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. 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 was aligned to compliment and not compete with existing summer offerings, thus utilizing existing sites, food, and transportation.

5. Demographic Data

a. Attendance Tables including disaggregated data

2016-2017 School Year Attendance

Data is from the Fall of 2016 and the Spring of 2017. There are separate tables for the Summer of 2016.

Council Bluffs Community Schools 21st CCLC Program Attendance Summary Table **2016-2017**

	Attendees		**Sex**	
Cohort		*Attendance*	*Male*	*Female*
9	All	1095	535	554
	Regular*	269	148	121
10	All	779	384	394
	Regular*	347	182	165
11	All	1149	549	594
	Regular*	92	48	44

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

Council Bluffs CSD 21st CCLC Program Attendance by Ethnicity Table **2016-2017**

		Ethnicity					
Cohort		*White*	*Hispanic/ Latino*	*American Indian/ Alaska Native*	*Black/ African American*	*Asian/ Pacific Islander*	*Unknown Race*
9	All	873	137	12	57	15	0
	Regular*	206	40	1	17	5	0
10	All	623	111	9	35	11	0
	Regular*	296	31	2	14	2	2
11	All	875	173	8	71	20	0
	Regular*	71	11	1	8	1	0

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

Council Bluffs CSD 21st CCLC Program Attendance by Special Needs Table **2016-2017**				
		Special Needs		
Cohort		*LEP*	*FRPL*	*Special Needs*
9	All	45	594	164
	Regular*	10	137	32
10	All	49	399	64
	Regular*	8	156	27
11	All	36	468	126
	Regular*	4	41	10

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

Summer of 2016 Attendance

Data is from the Summer of 2016 only. Data from the 2016-2017 school year is provided in the tables above.

Council Bluffs CSD 21st CCLC Program Attendance Summary Table **Summer 2016**				
	Attendees		**Sex**	
Cohort		*Attendance*	*Male*	*Female*
9	All	457	243	212
	Regular*	1	0	1
10	All	0	0	0
	Regular*	0	0	0
11	All	84	35	49
	Regular*	0	0	0

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

Council Bluffs CSD 21st CCLC Program Attendance by Ethnicity Table **Summer 2016**							
		Ethnicity					
Cohort		*White*	*Hispanic/ Latino*	*American Indian/ Alaska Native*	*Black/ African American*	*Asian/ Pacific Islander*	*Unknown Race*
9	All	378	40	4	25	4	6
	Regular*	1	0	0	0	0	0
10	All	0	0	0	0	0	0
	Regular*	0	0	0	0	0	0
11	All	56	17	0	10	1	0
	Regular*	0	0	0	0	0	0

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

Council Bluffs CSD 21st CCLC Program Attendance by Special Needs Table **Summer 2016**				
		Special Needs		
Cohort		*LEP*	*FRPL*	*Special Needs*
9	All	8	242	54
	Regular*	0	0	0
10	All	0	0	0
	Regular*	0	0	0
11	All	1	50	4
	Regular*	0	0	0

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

b. Attendance Discussion

In order to put the attendance data for 21st Century programs into perspective, we must first share data from the Council Bluffs CSD. There are over 9,000 students being served at eleven (11) elementary schools, two (2) middle schools, and two (2) high schools. Of these fifteen (15) schools, there were seven (7) 21st CCLC sites in the 2016-2017 school year. This includes 3 elementary schools, along with all of the middle (2) and high (2) schools. During before and after school programs funded by the 21st Century grant, there were 3,164 student participants throughout the year. Overall, the 21st Century programs served nearly one-third of the entire district's student population.

In regards to attendance, nearly half of the total student participants (1 or more days of attendance) receive FRPL, which was also true for the Regular Attendees (30 or more days of attendance). Of the participants who receive FRPL, Cohort 9 saw roughly 23% become Regular Attendees while Cohort 10 (3 elementary schools) had 39% reach 30 days or more of attendance. However, there was almost 9% for Cohort 11 (high school level). The Regular Attendee level for students with FRPL in Cohort 11 is significantly lower than the other two cohorts. Since this cohort involves two (2) high schools, it should double over this next year due to more recruitment efforts and strategies by the site staff. Overall, there were 716 students throughout the Council Bluffs CSD 21st Century programs who attended 30 days or more during the entire 2016-2017 year which includes summer programs. Of this amount of Regular Attendees, 63.64% are considered students who receive FRPL.

In regards to the lower attendance data for Regular Attendees within Cohort 11 (high school level), this age group is incredibly difficult to engage on a continuous basis since they are much more independent. However, this was also the first year for the cohort and hopefully students will naturally become more aware of the programs available to them, in combination with increased efforts by the site staff to recruit more student participants. Another component to consider when analyzing this data includes the various levels of participation below 30 days. They have been broken down in the table below for further analyzation and understanding.

Attendance Days	Total Students	Percentage of Overall Participation	Average District ADA	Average Behavior Incidents
1 day	290	24.7%	93.4%	0.82
2 - 5 days	389	33.1%	93.2%	1.1
6 - 10 days	179	15.2%	94.7%	0.81
11 - 20 days	151	12.9%	93.2%	1.28
21 - 29 days	48	4.1%	94.7%	0.74
30 - 59 days	73	6.2%	93.0%	1.24
60 - 107 days	19	1.6%	95.9%	0.53

After reviewing and analyzing this attendance data from Cohort 11 on a smaller scale, it is clear the first week or five days of programs students attend is the most important and ultimately determines whether or not they will continue to attend. Another important part to note is the way in which each level of 21st Century attendance correlates with each group's average daily attendance at school. Most often the highest percentage of average daily attendance is found with the most involved group, however this data displays a wave of varying percentages as the level of participation days increases. Regular Attendees at the elementary and middle school showed a statistically significant higher in-school attendance rate than occasional attendees. What's more, regular attendees at all levels have a higher attendance rate than the 2015-16 state average of 95.7%.

Another indicator of engagement includes the number of behavior incidents reported during the school day. This column reflects the average behavior incidents for the corresponding group. The same type of variance is shown among the behavior data as the average daily attendance, in that it has interesting peaks along the levels of participation. As predicted, the lowest average behavior incidents occurred for the students most involved in 21st Century programs. However, students who achieved or exceeded the 30 days had a much higher average than the students who attended 21 - 29 days of programs. When it comes to discipline incidents, more than 85% of regular attendees at all levels had fewer disciplinary incidents than students not participating in CCLC programming. Our goal is that at least 80% of the regular attendees will have fewer discipline incidents than occasional attendees.

Summer attendance for 2016 is incredibly low due to various reasons. For Cohort 9 (middle schools), the type of summer programs offered consisted of many recreation-centered activities with a handful of literacy and technology activities. Ideas for these programs were generated by the school district staff, as well as the 21st Century staff along with various community partners.

As for Cohort 10 (elementary schools), there were no summer programs written into the grant. However, this will change in the upcoming summer and school year in order to provide educational and elective

programs, as well as healthy nutrition to students during the summer months when resources of all kinds are not typically available to students and families on a daily basis.

For Cohort 11 (high schools), their grant term started July 1, 2016. Programs were being planned and created with partners once the grant was awarded that previous March. There is every reason to believe that program attendance will increase as awareness grows. As previously stated, these more recent summer program additions were also in competition with the district's summer learning experiences.

Another issue with all cohorts, was that the 21st Century summer programs were in competition with the Council Bluffs CSD's summer school for students to attend. In order to better serve students and families, an even more incredible partnership was formed specifically between 21st Century programs and the Council Bluffs CSD's summer learning programs which will start in the summer of 2017. With over 30 community partnerships, high school credit recovery using real-world, hands-on experiences, certified staff, pre- and post-evaluations for reading, and two meals per day for students, we are certain the attendance data will improve immensely in the following year.

All centers use Youth Services to enroll students, track attendance, and connect with students and parents regarding participation in 21st Century programs. This software is helpful in creating paper and electronic schedules for families, tracking the number of absences and connecting with parents and/or students about their lack of attendance, as well as quickly determining a student's level of participation to create student awareness of their attendance and achievement of incentives for reaching certain levels, especially when becoming a Regular Attendee (30 or more days). The use of student, parent, staff, and community partner surveys is also implemented at the end of each trimester so each center is able to gage the areas of success, and which components require more attention for possible changes. These surveys are disseminated through email with a link to a Google Form. Every site facilitator has access to their center's results from each group. Ideally, the result of hearing from all parties involved in 21st Century programs is that it will provide insight as to any necessary changes which would increase engagement and attendance.

At the middle and high school levels, recruitment efforts include youth participants creating posters to display in the schools, share about programs on the announcements, emails and phone calls to parents and students about upcoming programs, as well as daily communication with parents and students if a youth does not attend a program in which they are currently enrolled. Another form of recruitment, which may be the most valuable, is the teachers and staff leading programs who inform students about the program and encourage them to participate. This is typically the strongest and most influential form of recruitment. Paper and electronic schedules are also provided to students and parents in order to inform them of the programs they have enrolled in and are expected to attend. Many services are provided by partners, such as special field trips like the BizTown Club visiting the facility in Des Moines, Iowa as long as they attended a minimum amount of the program before the trip. Another example includes the Youth Leadership Council Bluffs which provides a monthly trip around the city to various partners' locations for students to experience their city from a different perspective.

In the elementary schools, youth participants are recruited through a variety of ways as well. Due to the difference in age, most parents determine their student's involvement. In order to recruit participants, the program uses School Messenger to send out phone calls, emails and flyers home with each students about the available opportunities. Since the elementary level has better attended parent-teacher conference nights, 21st Century staff attend to provide a presence for parents to ask questions about programs, learn how to enroll their child, and even have a community partner setup to visually display what type of opportunities are available.

c. Partnerships Summary Table

Data is from the Fall of 2016, the Spring of 2017 and the Summer of 2016.

Council Bluffs CSD 21st CCLC Program Partners for 2016-2017		
Total Number of Partners = 46		
Contribution Type*	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	1	0
Raise Funds	1	1
Provide Programming / Activity-Related Services	18	23
Provide Food	3	2
Provide Goods	6	5
Provide Volunteer Staffing	5	12
Provide Paid Staffing	10	2
Other	3	3

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

d. Partnerships Discussion

Although the Partnerships Summary Table displays only 46 community partners in 2016-2017, there are currently 87 organizations which are considered active partnerships. A detailed table with information about each of the partners from the 2016-2017 school year is displayed under the Sustainability Plan, 8.b. on pages 44-47. There are two community partners which assist programs with raising funds for their activities. They include Barnes & Noble and the Boy Scouts of America. The Boy Scouts of America have the option to raise funds as individuals in order to provide financial assistance for camp fees organized by the partner. Also, Barnes & Noble has a time frame when a percentage of items purchased go towards a fund for the Wilson Middle School Book Club to use towards reading materials for their program. Other examples of funding amounts involve any in-kind values from discounted prices or fees, to donations of tangible items for program participants. For the past four years, Bent Tree Golf Club has provided their

golf course and professional assistance to the middle school golf clubs at no cost. Most adults may never have the opportunity to experience such a high quality golf course, but our students are learning about this sport at an incredible facility. Another community partner which has been essential from the beginning is the YMCA of Council Bluffs. They have continuously provided access to their facility, staff, and program instruction. Their flexibility and willingness to include 21st Century CLC has provided our students with a vast assortment of knowledge and experiences. Other organizations which have been generous enough to offer discounted fees include the Omaha Henry Doorly Zoo & Aquarium, Ditmar's Orchard, The Block Yoga, Omaha Children's Museum, Habitat ReStore, and the Omaha Symphony. Lastly, one of the most innovative and impactful partnerships created in 2016-2017 school year was between 21st CCLC, the Council Bluffs CSD and the Iowa West Foundation in order to research, reflect and strategize an educational and engaging summer experience for students at every age, ethnicity, socioeconomic and academic status.

Council Bluffs CSD had 46 partners involved in its 21st CCLC programs. Of these 46, there were 5 which provided services to all seven 21st CCLC sites. One of them provided evaluation services, two raised funds for programs, five provided food items, eleven provided goods, and six provided other types of services as well. However, there were forty-one organizations which provided programming/activity related services, while there were seventeen contributed volunteers and twelve with paid staff.

e. Parent Involvement

Throughout the Summer, Fall and Spring there were numerous events for families and parents at each site. Below is a table displaying the number of events for parents and families for each cohort, along with the recorded attendance at the event. There were at least 26 events involving parents throughout the three different cohorts and seven schools within them. Overall, the attendance at these events totaled parent participation over one thousand. When broken down by cohort, there were 390 in Cohort 9, 724 from Cohort 10, and 206 in Cohort 11. These events involve a variety of locations, depth of engagement and opportunities ranging from involving parents only to including the entire family.

List of Events	Attendance	Cohort	Site
6th Grade Bootcamp	82	9	KIMS
Art Show	9	11	TJHS
Breaking Barriers Building Bridges	16	11	ALHS, TJHS
Carnival Night	71	10	FRES
Community Meeting	79	9	KIMS, WIMS
Conferences T1	20	11	ALHS
Conferences T2	6	11	ALHS
Durham Museum	25	10	FRES, LOES, RUES
Family Fitness Night	175	10	LOES

Family Painting Night	9	10	RUES
Fire Academy Graduation Dinner	8	9	KIMS
Fontenelle Forest	37	10	FRES, LOES, RUES
Interactive Art Club	64	11	ALHS
IWCC Adult Education	0	10	FRES
Kanesville Art Show	11	11	ALHS, TJHS
Kanesville Bingo Night	11	11	ALHS, TJHS
Lights On After School (ELE)	178	10	FRES, LOES, RUES
Lights On After School (HS)	62	11	ALHS, TJHS
Lights On After School (MS)	30	9	KIMS, WIMS
Lynx Family Wellness Night	191	9	KIMS
Omaha Children's Museum	41	10	FRES, LOES, RUES
Omaha Symphony	25	10	FRES, LOES, RUES
Pancake Breakfast	7	11	ALHS, TJHS
Read Under the Stars	86	10	LOES
Stormchaser's Baseball Game	77	10	FRES, LOES, RUES
TOTAL ATTENDANCE	**1,320**		

Each event uses the 21st CCLC and school specific Facebook pages, paper flyers in Spanish and English, School Messenger phone calls and emails, as well as the school websites, newsletters, and announcements for informing parents and students about each event.

In planning for the future, more preparation and focus has been placed upon providing more educational opportunities to parents regarding various topics surrounding parenting best practices, general and specific obstacles or challenges parents deal with on a daily basis, along with providing events which encourage families to have fun together and interact with other groups within their community.

6. Objectives

NEW FOR 2016-2017

To follow 21st CCLC Guidelines, grantee organizations are required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). **This is the same data reported online to the APR Data System.**

a. GPRA Measures Data Table

GPRA data intends to measure student improvement based on how many regular attendees needed improvement. Data will be from the Summer and Fall of 2016 and the Spring of 2017.

GPRA Measures Data Table for 2016-2017			
Item/GPRA Measures 1-3	**Number of Regular Attendees Needing Improvement**	**Number of Students Who Improved**	**Percentage of Students Who Improved**
GPRA Measures 1-3 - Improvement in Mathematics			
Assessment Tool: Mathematics grades			
1. The number of elementary 21st Century **regular** program participants who improved in mathematics from fall to spring.	24	13	54.17%
2. The number of middle/high school 21st Century **regular** program participants who improved in mathematics from fall to spring.	4	2	50%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	28	15	53.57%
GPRA Measures 4-6 - Improvement in English			
Assessment Tool: English grades			
4. The number of elementary 21st Century **regular** program participants who improved in English from fall to spring.	24	15	62.50%
5. The number of middle/high school 21st Century **regular** program participants who improved in English from fall to spring.	15	10	66.67%
6. The number of all 21st Century **regular** program participants who improved in English from fall to spring.	39	25	64.10%
Item/GPRA Measures 7-8	**Number of Regular Attendees Not Proficient**	**Number of Students Who Improved to Proficient**	**Percentage of Students Who Improved to Proficient**
GPRA Measures 7-8 - Improvement in Proficiency			
Assessment Tool: Iowa Assessment Reading/Math Scores			
7. The number of elementary 21st Century **regular** program participants who improve from not proficient to proficient or above in reading.	47	16	10.46%
8. The number of middle/high school 21st Century **regular** program participants who improve from not proficient to proficient or above in mathematics.	60	17	5.33%
Item/GPRA Measures 9-14	**Number of Regular Attendees**	**Number of Students Who**	**Percentage of Students Who**

	Needing Improvement	Improved.	Improved
GPRA Measures 9-11 - Homework and Class Participation			
9. The number of elementary 21st Century **regular** program participants with teacher-reported improvement in homework completion and class participation.	72	52	72.22%
10. The number of middle/high school 21st Century **regular** program participants with teacher-reported improvement in homework completion and class participation.	82	62	75.61%
11. The number of all 21st Century **regular** program participants with teacher-reported improvement in homework completion and class participation.	154	114	74.03%
GPRA Measures 12-14 - Student Behavior			
12. The number of elementary 21st Century **regular** participants with teacher-reported improvements in student behavior.	34	27	79.41%
13. The number of middle/high school 21st Century **regular** participants with teacher-reported improvements in student behavior.	34	26	76.47%
14. The number of all 21st Century **regular** participants with teacher-reported improvements in student behavior.	68	53	77.94%

b. GPRA Measures Discussion

Program Attendance

- In 2016-17, a total of 347 Elementary students participated in CCLC programs 30 days or more; approximately two-thirds of these students receive Free/ Reduced Lunch. The number of students participating for 29 or fewer days was 419. In 2016-17, a total of 369 middle and high school students participated in CCLC programs 30 days or more; approximately two-thirds of these students receive Free/ Reduced Lunch. The number of students participating for 29 or fewer days was 2007. In total, 716 students in the Council Bluffs District participated in CCLC programs for 30 or more days.

Measures 1-3: Improvement in Mathematics (Grades)

- Measure 1 - Data is based on 325 matched pairs where both fall and spring Mathematics grades were available; representing 93.95% of all regular attendees. Students with a grade of "1" in the fall were considered to be needing improvement and 54.17% of those students improved their grade. The following information is provided for additional perspective about all regular program participants with fall and spring scores available.

Grade Maintained	Decreased Grade	Increased Grade
176	30	**120**
53.99%	9.20%	**36.81%**

- Measure 2 - Data is based on 281 matched pairs where both fall and spring Mathematics grades were available; representing 76.15% of regular attendees. Students with a grade of "F" in the fall were considered to be needing improvement and 50.00% of those students improved their grade.The following information is provided for additional perspective about all regular program participants with fall and spring scores available.

Grade Maintained	Decreased Grade	Increased Grade
168	79	**34**
59.79%	28.11%	**12.10%**

- Measure 3 - Data is based on 606 matched pairs where both fall and spring Mathematics grades were available; representing 84.64% of regular attendees. Students with a grade of "1" or "F" in the fall were considered to be needing improvement; 53.57% of those students improved their grade. The following information is provided for additional perspective about all regular program participants with fall and spring scores available.

Grade Maintained	Decreased Grade	Increased Grade
344	109	**154**
56.77%	17.99%	**25.41%**

Measures 4-6: Improvement in English (Grades)

- Measure 4 - Data is based on 283 matched pairs where both fall and spring grades in English were available; representing 81.56% of regular attendees. Students with a grade of "1" in the fall were considered to be needing improvement and 62.50% of those students improved their grade. The following information is provided for additional perspective about all regular program participants with fall and spring scores available.

Grade Maintained	Decreased Grade	Increased Grade
137	53	**93**
48.41%	18.73%	**32.86%**

- Measure 5 - Data is based on 303 matched pairs where both fall and spring English grades were available; representing 82.11% of regular attendees. Students with a grade of "F" in the fall were considered to be needing improvement and 66.67% of those students improved their grade. The following information is provided for additional perspective about all regular program participants with fall and spring scores available.

Grade Maintained	Decreased Grade	Increased Grade

164	105	**83**
54.13%	34.65%	**27.39%**

- Measure 6 - Data based on 586 matched pairs where both fall and spring English grades were available; representing 81.84% of regular attendees. Students with a grade of "1" or "F" in the fall were considered to be needing improvement; 64.10% of those students improved their grade. The following information is provided for additional perspective about all regular program participants with fall and spring scores available.

Grade Maintained	Decreased Grade	Increased Grade
301	158	**176**
51.37%	26.96%	**30.03%**

Measures 7-8: Improvement in Proficiency (Iowa Assessment)

- Measure 7 - Data based on 153 matched pairs where Iowa Assessment Reading data was present for both 2015-16 and 2016-17. In 2015-16, 30.72% students were not proficient, therefore needing improvement. 71.90% of regular attendees either maintained proficiency in Reading or improved from not proficient to proficient.
    - Council Bluffs District administers the Iowa Assessment to students in grades 2 through 11. A total of 117 students in the regularly attending group would not have scores for 2015-16, because they were in a grade not assessed. The following proficiency count is provided for additional perspective. Data based on 157 students assessed in 2015-16 and 226 assessed in 2016-17.

Proficient in 2015-2016	Proficient in 2016-2017
108	158
68.79%	69.91%

- Measure 8 - Data based on 319 matched pairs where Iowa Assessment Reading data was present for both 2015-16 and 2016-17. In 2015-16, 18.81% of students were not proficient, therefore needing improvement. 76.80% of regular attendees either maintained proficiency in Reading or improved from not proficient to proficient. The following proficiency count is provided for additional perspective. Data based on 335 students assessed in 2015-16 and 343 assessed in 2016-17.

Proficient in 2015-2016	Proficient in 2016-2017
271	261

80.90%	76.09%

Measures 9-11: Homework & Class Participation

- Measure 9 - Data is based on information from 67 surveys returned for 247 regular attending students (19% return rate). Number of teacher responses indicating Significant Improvement, Moderate Improvement or Slight Improvement made divided by number of teacher responses indicating Improvement Warranted.
- Measure 10 - Data is based on information from 86 surveys returned for 369 regular attending students (23% return rate). Number of teacher responses indicating Significant Improvement, Moderate Improvement or Slight Improvement made divided by number of teacher responses indicating Improvement Warranted.
- Measure 11 - Data based on a combined total of 153 survey responses. Number of teacher responses indicating Significant Improvement, Moderate Improvement or Slight Improvement made divided by number of teacher responses indicating Improvement Warranted.

Measures 12-14: Student Behavior

- Measure 12 - Data is based on information from 67 survey responses. Number of teacher responses indicating Significant Improvement, Moderate Improvement or Slight Improvement made divided by number of teacher responses indicating Improvement Warranted.
- Measure 13 - Data is based on information from 86 survey responses. Number of teacher responses indicating Significant Improvement, Moderate Improvement or Slight Improvement made divided by number of teacher responses indicating Improvement Warranted.
- Measure 14 - Data is based on information from 153 survey responses. Number of teacher responses indicating Significant Improvement, Moderate Improvement or Slight Improvement made divided by number of teacher responses indicating Improvement Warranted.

Data Collection - Explanations & Difficulties

- GPRA Measure results consist of frequency counts and percentages to meet reporting requirements.
- Youth Services, which is operated by CitySpan, is the software the Council Bluffs CSD uses for tracking all participation such as daily attendance, community partners, staff participation, and family engagement. The reason for using this specific software is because of recommendations from other 21st CCLC sites, and the price is reasonable for how compatible it is with 21st CCLC reporting requests. Also, the program uses a very simple format and the customer service is prompt and flexible. Often times, specific reports or customizations are possible without any extra fee. One of the challenges faced each year includes the updating of participant records in order to make sure all emergency contacts, allergies, and other items are the most recent information available. In order to complete this merging of data from the school district's records, 21st CCLC must wait until the open registration process has been completed and

students' information has been entered. At times this will not be ready until mid-September. The most difficult part involves the students who are moving from 5th to 6th or 8th to 9th since they are transitioning to a different grade level at another location. A resolution for this issue is in the process of being determined between Youth Services, Council Bluffs CSD and 21st CCLC staff.

- PowerSchool is the educational technology platform the Council Bluffs CSD uses for all student and school operations. However, for 21st CCLC purposes this software produces student information which is merged into Youth Services each year. Other reports which use the PowerSchool data include pulling each student's school attendance, behavior incidents during the school day, English and Math grades, free or reduced lunch status, demographic information, limited english proficiency, as well as special needs.
- Google Forms is used to gather data for the Teacher Surveys. The participation from teachers was not ideal, especially at the secondary level. One of the recommendations from this school year involves making the survey completion process more efficient by asking three questions which are the only items referenced within the GPRA Measures.
- Insights software is used to provide Iowa Assessment scores for each student.

Program Assessment & Reflection - Highlights & Overall Evaluation

- Over 50% of all regular program participants who needed improvement in both Mathematics and English ended up improving from fall to spring at all grade levels. (Measures 1-6)
    - For Mathematics, the highest percentage was the primary grade levels (elementary school) for which 13 out of 24 students improved in English (54.17%).
    - For English, the highest percentage was the secondary grade levels (middle/high school) for which 10 out of 15 students improved (66.67%).
- As for proficiency, the elementary regular program participants had 10.46% of students improve in reading, while the middle/high school saw 5.33% improve in mathematics. (Measures 7 & 8)
- For all measures (9-14) regarding feedback from the teacher surveys, the percentage of students who improved in each measure was above 72%, with the highest being 79.41% for Measure 12 (elementary students who improved in students behavior).
- In reading, while there was no significant difference in growth between regular attendees and occasional attendees on the state test, the percent of students proficient at the elementary increased from last year. Additionally, 46% of middle school regular attendees and 38% of high school regular attendees made more than expected growth in reading.
- Elementary regular attendees demonstrated statistically significant growth in Math compared to occasional attendees. The percent of regular attendees proficient also increased. 53% of middle school regular attendees and 58% of high school regular attendees made more than expected growth in the state assessment in Math.

c. Objective Summary Tables (all Cohorts)

Objectives will be rated as one of four ways:

- **Met the stated objective.** *Methodology provided on how the objective was measured and justification for meeting the objective.*
- **Did not meet but made progress toward the stated objective.** *Methodology provided on how the objective was measured and what criteria was used to determine that progress was made.*
- **Did not meet and no progress was made toward the stated objective.** *Methodology provided on how the objective was measured what criteria was used to determine that no progress was made.*
- **Unable to measure the stated objective.** *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective is not measured, complete details on these circumstances should be provided in the Methodology/Justification column.*

Cohort 9 Table

Objective	Objective Rating	Methodology/Justification for Rating
Middle school 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants.	**Met stated objective** Paired two sample t-test to compare pre- and post-test means Independent samples t-test to compare means	There was a significant difference between Mathematics grades of Middle School regular attendees in the fall compared to grades in the spring. There was a significant difference between Mathematics grades of occasional attendees in the fall compared to grades in the spring. Both groups demonstrated similar changes in Mathematics grades from fall to spring.
Middle school 21st Century regular program participants whose english grades improved from fall to spring compared to occasional participants.	**Met stated objective** Paired two sample t-test to compare pre- and post-test means Independent samples t-test to compare means	There was a significant difference between English grades of Middle School regular attendees in the fall compared to grades in the spring. There was a significant difference between English grades of occasional attendees in the fall compared to grades in the spring. Both groups demonstrated similar changes in English grades from fall to spring.
Middle school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.	**Did not meet but made progress toward the stated objective** Independent samples t-test to compare means	There was no significant difference in the change in reading scores for middle school regular attendees and occasional attendees as measured by Iowa Assessments. The percent of middle school regular

	Frequency count of students meeting cut score for proficiency divided by total number assessed Change in national standard scores compared to Iowa Testing expected growth tables	attendees proficient in reading did not increase from 2015-16 to 2016-17. Compared to the average expected growth as defined by Iowa Testing, 45.7% of middle school regular attendees made more than expected growth in reading from 2015-16 to 2016-17. National standard score growth from 5th to 6th grade was farthest from the expected target.
Middle school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.	**Did not meet but made progress toward the stated objective** Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Change in national standard scores compared to Iowa Testing expected growth tables	While there was a positive change in average national standard score for regular attendees and occasional attendees, the growth of occasional attendees was significantly greater compared to the growth of regular attendees in mathematics as measured by Iowa Assessments. The percent of middle school regular attendees proficient in mathematics decreased from 83% in 2015-16 to 77% in 2016-17. The percent of middle school occasional attendees proficient in mathematics also decreased from 71% in 2015-16 to 68% in 2016-17. Compared to the average expected growth as defined by Iowa Testing, 52.9% of middle school regular attendees made more than expected growth from in mathematics 2015-16 to 2016-17. National standard score growth from 6th to 7th grade was farthest from the expected target.
By June of each year, middle school participants will show a greater annual school attendance rate than non-participants.	**Met stated objective** Independent samples t-test to compare means	There is a significant difference in the average daily attendance for middle school regular attendees compared to occasional attendees.

Cohort 10 Table

Objective	Objective Rating	Methodology/Justification for Rating
Elementary 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants.	**Met stated objective** Paired two sample t-test to compare pre- and post-test means Independent samples t-test to compare means	There was a significant difference between Mathematics grades of Elementary regular attendees in the fall compared to grades in the spring. There was a significant difference between Mathematics grades of occasional attendees in the fall compared to grades in the spring. Both groups demonstrated similar changes in Mathematics grades from fall to spring.
Elementary 21st Century regular program participants whose english grades improved from fall to spring compared to occasional participants.	**Met stated objective** Paired two sample t-test to compare pre- and post-test means Independent samples t-test to compare means	There was a significant difference between English grades of Elementary regular attendees in the fall compared to grades in the spring. There was a significant difference between grades of occasional attendees in the fall compared to grades in the spring. Both groups demonstrated similar changes in grades from fall to spring.
Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.	**Did not meet but made progress toward the stated objective** Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed	While there was no significant difference in the change in reading scores for elementary regular attendees and occasional attendees, the percent of students proficient in reading as measured by Iowa Assessments improved from 69% in 2015-16 to 70% in 2016-17 for regular attendees. Occasional attendees also demonstrated a growth in percent of elementary students proficient in reading from 62% to 64%.
Elementary 21st Century regular program participants who demonstrate growth in mathematics on state	**Met stated objective** Independent samples t-test to compare means	There is a significant difference in the mathematics growth of elementary regular attendees compared to occasional attendees as measured by Iowa Assessments.

assessments compared to occasional participants.	Frequency count of students meeting cut score for proficiency divided by total number assessed	Additionally, the percent of elementary regular attendees proficient in mathematics increased from 75% in 2015-16 to 76% in 2016-17.
By June of each year, elementary participants will show a greater annual school attendance rate than non-participants.	**Met stated objective** Independent samples t-test to compare means	There is a significant difference in the average daily attendance for elementary regular attendees compared to occasional attendees.

Cohort 11 Table

Objective	Objective Rating	Methodology/Justification for Rating
High school 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants.	**Did not meet but made progress toward the stated objective** Paired two sample t-test to compare pre- and post-test means Independent samples t-test to compare means	While there was no significant difference between Mathematics grades of High School regular attendees in the fall compared to grades in the spring, 53% of student maintained grades and 17% increased grades. There was a significant difference between grades of occasional attendees in the fall compared to grades in the spring. Both groups demonstrated similar changes in Mathematics grades.
High school 21st Century regular program participants whose english grades improved from fall to spring compared to occasional participants.	**Did not meet but made progress toward the stated objective** Paired two sample t-test to compare pre- and post-test means Independent samples t-test to compare means	While there was no significant difference between English grades of High School regular attendees in the fall compared to grades in the spring, 41% of student maintained grades and 37% increased grades. There was a significant difference between English grades of occasional attendees in the fall compared to grades in the spring. The mean change in English grades for regular attendees from fall to spring was significantly different than the mean change in English grades for occasional attendees.
High school 21st Century regular program	**Did not meet but made progress toward the stated**	There was no significant difference in the change in reading scores for high school

participants who demonstrate growth in reading on state assessments compared to occasional participants.	**objective** Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Change in national standard scores compared to Iowa Testing expected growth tables	regular attendees and occasional attendees as measured by Iowa Assessments. The percent of high school regular attendees proficient in reading did not increase from 2015-16 to 2016-17. Compared to the average expected growth as defined by Iowa Testing, 38.1% of high school regular attendees made more than expected growth in reading from 2015-16 to 2016-17. National standard score growth from 10th to 11th grade was farthest from the expected target.
High school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.	**Did not meet but made progress toward the stated objective** Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Change in national standard scores compared to Iowa Testing expected growth tables	There is no significant difference in the mathematics growth of high school regular attendees compared to occasional attendees as measured by Iowa Assessments. The percent of high school occasional attendees proficient in mathematics decreased from 74% in 2015-16 to 72% in 2016-17. The percent of high school occasional attendees proficient in mathematics also decreased from 71% in 2015-16 to 70% in 2016-17. Compared to the average expected growth as defined by Iowa Testing, 57.8% of high school regular attendees made more than expected growth from in mathematics 2015-16 to 2016-17. National standard score growth from 10th to 11th grade was farthest from the expected target.
By June of each year, high school participants will show a greater annual school attendance rate	**Did not meet but made progress toward the stated objective**	There is no significant difference in the average daily attendance for high school regular attendees compared to occasional attendees.

than non-participants.	Independent samples t-test to compare means	Disaggregation of data by grade suggests that 10th graders in 2016-17 had lowest average attendance. With limited number of regular attendees at the high school, however, generalization of these findings to the general population would not be appropriate. This was the first year of CCLC programming for the high school cohort. A larger impact on attendance rates is expected moving forward.
By June of each year, at least 90% of regular attendees will demonstrate improved proficiency in college and career readiness as compared to the previous year/ baseline (measured by the CBCSD Proficiency and College and Career Ready Growth Report).	**Unable to measure the stated objective**	Moving forward, the college and career readiness objective will target enrollment of students in postsecondary institutions and be tracked via the National Student Clearinghouse. Results will be pulled from the Postsecondary Enrollment Report provided by the Department of Education.
Annually, at least 95% of regular attendees will graduate with their 4-year cohort.	**Did not meet but made progress toward the stated objective** Frequency count of students graduating with their 4-year cohort divided by the total number of seniors graduating in 2016-17	65% of regular attending seniors are graduated with their 4-year cohort. 78% of occasional attending seniors graduated with their 4-year cohort in 2016-17. This was the first year of CCLC programming for the high school cohort. A larger impact on 4-year cohort graduation is expected moving forward.

NOTE: Cohort 12 will begin reporting data next year.

d. Objectives Discussion (including Statistical Analysis)

The discussion is in order by cohort (9, 10 & 11) addressing each objective as they are listed in the tables above. The statistical analysis provided was extracted from the external evaluation, which was done by our external evaluator, Sherry Huffman, and is attached as Appendix A.

COHORT XI - Kirn & Wilson Middle Schools

OBJECTIVE 1: Middle school 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants

	Matched Pairs (Fall to Spring)	Grade Maintained	Decreased Grade	Increased Grade
Regular Attendees	251	153	70	**31**
		60.96%	27.89%	**12.35%**
Occasional Attendees	850	495	221	**134**
		58.24%	26%	**15.76%**

A paired-samples t-test was conducted to compare mathematics grades of regular attendees in the fall (prior to participation in afterschool programs) and in the spring (after participating in afterschool programs). There was a significant difference in the grades for fall (M=3.08, SD= .83) and grades for spring (M= 2.89, SD=.97); t(250)= 4.39, p= .000

A paired-samples t-test was conducted to compare mathematics grades of occasional attendees in the fall and in the spring. There was a significant difference in the grades for fall (M=2.94, SD= .82) and grades for spring (M= 2.82, SD=.94); t(849)= 4.88, p= .000

An independent samples t-test was conducted to compare the change in mathematics grades from fall to spring for regular attendees and the change in mathematics grades for occasional attendees. There was not a significant difference in the change in mathematics grades for regular attendees (M= -.19, SD= .68) and occasional attendees (M= -.12, SD= .72); t(1099)= -1.32, p= .19

OBJECTIVE 2: Middle school 21st Century regular program participants whose english grades improved from fall to spring compared to occasional participants

	Matched Pairs (Fall to Spring)	Grade Maintained	Decreased Grade	Increased Grade
Regular Attendees	257	139	74	**49**
		54.09%	28.79%	**19.01%**
Occasional Attendees	855	478	262	**115**
		55.91%	30.64%	**13.45%**

A paired-samples t-test was conducted to compare English grades of regular attendees in the fall (prior to participation in afterschool programs) and in the spring (after participating in afterschool programs). There was a significant difference in the grades for fall (M=2.82, SD= .90) and grades for spring (M= 2.69, SD=.98); t(256)= 2.76, p= .006

A paired-samples t-test was conducted to compare English grades of occasional attendees in the fall and in the spring. There was a significant difference in the grades for fall (M=2.78, SD= .85) and grades for spring (M= 2.57, SD=.97); t(854)= 8.20, p= .000

An independent samples t-test was conducted to compare the change in English grades from fall to spring for regular attendees and the change in English grades from fall to spring for occasional attendees. There was not a significant difference in the change in mathematics grades for regular attendees (M= -.13, SD= .77) and occasional attendees (M= -.21, SD= .75); t(1110)= 1.44, p= .15

OBJECTIVE 3: Middle school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants

Middle School	Proficient in 2015-2016	Proficient in 2016-2017
Regular Attendee 258 assessed in 2015-16 269 assessed in 2016-17	194	191
	75.19%	71%
Occasional Attendee 865 assessed in 2015-16 898 assessed in 2016-17	603	619
	69.71%	68.93%

Middle School	Average NSS 2015-16	Average NSS 2016-17	Average NSS change
Regular Attendee	238.98	248.93	9.96
Occasional Attendee	233.59	246.03	12.46

An independent samples t-test was conducted to compare the change in Reading scores from 2015-16 to 2016-17 for regular attendees and the change in Reading scores from 2015-16 to 2016-17 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees (M=8.5, SD= 25.17) and occasional attendees (M=12.43, SD=23.3); t(1092)= -1.66, p= .09

Iowa Assessment Reading Growth	5th to 6th Grade	6th to 7th Grade	7th to 8th Grade
Average Expected Growth (Iowa Testing)	13	12	11
Median Observed Growth for Regular Attendees	9	10	12

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

OBJECTIVE 4: Middle school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants

Middle School	Proficient in 2015-2016	Proficient in 2016-2017
Regular Attendee 258 assessed in 2015-16 269 assessed in 2016-17	214	208
	82.95%	77.32%
Occasional Attendee 865 assessed in 2015-16 898 assessed in 2016-17	611	611
	70.64%	68.04%

Middle School	Average NSS 2015-16	Average NSS 2016-17	Average NSS change
Regular Attendee	234.91	248.93	14.02
Occasional Attendee	227.77	246.03	18.26

An independent samples t-test was conducted to compare the change in Mathematics scores from 2015-16 to 2016-17 for regular attendees and the change in Mathematics scores from 2015-16 to 2016-17 for occasional attendees. There was a significant difference in the change in Mathematics scores for regular attendees (M=14.41, SD=26.94) and occasional attendees (M=18.72, SD=27.96); t(1095)= -2.17, p= .03

Iowa Assessment Mathematics Growth	5th to 6th Grade	6th to 7th Grade	7th to 8th Grade
Average Expected Growth (Iowa Testing)	13	12	11
Median Observed Growth for Regular Attendees	13.5	9.5	15

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

OBJECTIVE 5: By June of each year, program participants will show a greater annual school attendance rate than non-participants.

Middle School	Median Annual School Attendance Rate
Regular Attendees	97.75%
Occasional Attendees	96.07%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. **There was a significant difference** in the average daily attendance for regular attendees (M=.96, SD=.05) and occasional attendees (M=.95, SD=.05); t(1178)= 3.03, p= .003

COHORT X - Franklin, Longfellow & Rue Elementary Schools

OBJECTIVE 1: Elementary 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants

	Matched Pairs (Fall to Spring)	Grade Maintained	Decreased Grade	Increased Grade
Regular Attendees	325	176	30	**119**
		53.99%	9.20%	**36.81%**
Occasional Attendees	373	209	41	**123**
		56.03%	10.99%	**32.62%**

A paired-samples t-test was conducted to compare mathematics grades of regular attendees in the fall (prior to participation in afterschool programs) and in the spring (after participating in afterschool programs). There was a significant difference in the grades for fall (M=2.76, SD= .84) and grades for spring (M= 3.06, SD=.80); t(324)= -7.73, p= .000

A paired-samples t-test was conducted to compare mathematics grades of occasional attendees in the fall and in the spring. There was a significant difference in the grades for fall (M=2.63, SD= .96) and grades for spring (M= 2.89, SD=.90); t(372)= -7.15, p= .000

An independent samples t-test was conducted to compare the change in mathematics grades from fall to spring for regular attendees and the change in mathematics grades for occasional attendees. There was not a significant difference in the change in mathematics grades for regular attendees (M= .30, SD= .69) and occasional attendees (M= .26, SD= .70); t(696)= .67, p= .50

OBJECTIVE 2: Elementary 21st Century regular program participants whose english grades improved from fall to spring compared to occasional participants

	Matched Pairs (Fall to Spring)	Grade Maintained	Decreased Grade	Increased Grade
Regular Attendees	283	137	53	**93**
		48.41%	18.73%	**32.86%**
Occasional Attendees	299	146	65	**89**
		48.67%	21.67%	**29.67%**

A paired-samples t-test was conducted to compare English grades of regular attendees in the fall (prior to participation in afterschool programs) and in the spring (after participating in afterschool programs). There was a significant difference in the scores for fall grades (M= 2.71, SD= .85) and spring grades (M=2.88, SD= .84); t(282)= -3.50, p= .000

A paired-samples t-test was conducted to compare English grades of occasional attendees in the fall and in the spring. There was a significant difference in the grades for fall (M=2.63, SD= .99) and grades for spring (M= 2.75, SD=.95); t(298)= -2.32, p= .02

An independent samples t-test was conducted to compare the change in English grades from fall to spring for regular attendees and the change in English grades from fall to spring for occasional attendees. There was not a significant difference in the change in mathematics grades for regular attendees (M= .17, SD= .80) and occasional attendees (M= .12, SD= .87); t(580)= .71, p= .48

OBJECTIVE 3: Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants

Council Bluffs administers the Iowa Assessment to students in grades 2 through 11. A total of 117 students in the regularly attending group would not have scores for last year, because they were in a grade not assessed.

Elementary	Proficient in 2015-2016	Proficient in 2016-2017
Regular Attendee **157 assessed in 2015-16** **226 assessed in 2016-17**	108	158
	68.79%	69.91%
Occasional Attendee **192 assessed in 2015-16** **267 assessed in 2016-17**	119	171
	61.98%	64.04%

Elementary	Average NSS 2015-16	Average NSS 2016-17	Average NSS change
Regular Attendee	188.84	199.57	10.73
Occasional Attendee	188.66	197.33	8.66

An independent samples t-test was conducted to compare the change in Reading scores from 2015-16 to 2016-17 for regular attendees and the change in Reading scores from 2015-16 to 2016-17 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees (M=20.91 SD= 19.32) and occasional attendees (M=19.68, SD=22.95); t(307)= .511, p= .61

OBJECTIVE 4: Elementary 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants

Council Bluffs administers the Iowa Assessment to students in grades 2 through 11. A total of 117 students in the regularly attending group would not have scores for last year, because they were in a grade not assessed.

Elementary	Proficient in 2015-2016	Proficient in 2016-2017

Regular Attendee **157 assessed in 2015-16** **226 assessed in 2016-17**	117	171
	74.52%	75.66%
Occasional Attendee **192 assessed in 2015-16** **267 assessed in 2016-17**	124	162
	64.58%	60.67%

Elementary	**Average NSS 2015-16**	**Average NSS 2016-17**	**Average NSS change**
Regular Attendee	185.44	199.58	14.14
Occasional Attendee	186.58	191.39	4.81

An independent samples t-test was conducted to compare the change in Mathematics scores from 2015-16 to 2016-17 for regular attendees and the change in Mathematics scores from 2015-16 to 2016-17 for occasional attendees. There was a significant difference in the change in Mathematics scores for regular attendees (M=22.21, SD=24.43) and occasional attendees (M=13.04, SD=14.58); t(212)= 3.87, p= .000

OBJECTIVE 5: By June of each year, program participants will show a greater annual school attendance rate than non-participants.

Elementary	**Median Annual School Attendance Rate**
Regular Attendees	97.19%
Occasional Attendees	96.91%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. **There was a significant difference** in the average daily attendance for regular attendees (M=.97, SD=.02) and occasional attendees (M=.96, SD=.03); t(747)= 4.01, p= .000

COHORT XI - Abraham Lincoln & Thomas Jefferson High Schools

OBJECTIVE 1: High school 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants

	Matched Pairs (Fall to Spring)	**Grade Maintained**	**Decreased Grade**	**Increased Grade**
Regular Attendees	30	16	9	**5**
		53.33%	30.00%	**16.67%**
Occasional Attendees	352	180	110	**62**

		51.14%	31.25%	**31.25%**

A paired-samples t-test was conducted to compare mathematics grades of regular attendees in the fall (prior to participation in afterschool programs) and in the spring (after participating in afterschool programs). There was not a significant difference in the grades for fall (M=2.37, SD= 1.47) and grades for spring (M= 2.27, SD=1.39); t(29)= .55, p= .59

A paired-samples t-test was conducted to compare mathematics grades of occasional attendees in the fall and in the spring. There was a significant difference in the grades for fall (M=2.39, SD= 1.23) and grades for spring (M= 2.24, SD=1.28); t(351)= 3.00, p= .002

An independent samples t-test was conducted to compare the change in mathematics grades from fall to spring for regular attendees and the change in mathematics grades from fall to spring for occasional attendees. There was not a significant difference in the change in mathematics grades for regular attendees (M= -0.1, SD= .99) and occasional attendees (M= -0.15, SD= .94); t(380)= .28, p= .78

OBJECTIVE 2: High school 21st Century regular program participants whose english grades improved from fall to spring compared to occasional participants

	Matched Pairs (Fall to Spring)	**Grade Maintained**	**Decreased Grade**	**Increased Grade**
Regular Attendees	46	19	10	**17**
		41.3%	21.74%	**36.96%**
Occasional Attendees	484	227	145	**110**
		46.90%	29.96%	**22.73%**

A paired-samples t-test was conducted to compare English grades of regular attendees in the fall (prior to participation in afterschool programs) and in the spring (after participating in afterschool programs). There was not a significant difference in the grades for fall (M=1.98, SD= 1.44) and grades for spring (M=2.30, SD= 1.36); t(45)= -1.82, p= .07

A paired-samples t-test was conducted to compare English grades of occasional attendees in the fall and in the spring. There was a significant difference in the grades for fall (M=2.39, SD= 1.20) and grades for spring (M= 2.27, SD= 1.23); t(483)= 2.67, p= .01

An independent samples t-test was conducted to compare the change in English grades from fall to spring for regular attendees and the change in English grades from fall to spring for occasional attendees. There was a significant difference in the change in English grades for regular attendees (M=.33, SD= 1.21) and occasional attendees (M= -.12, SD= 1.0); t(51)=2.43, p= .018

OBJECTIVE 3: High school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants

High School	Proficient in 2015-2016	Proficient in 2016-2017
Regular Attendee 77 assessed in 2015-16 74 assessed in 2016-17	60	48
	77.92%	64.86%
Occasional Attendee 963 assessed in 2015-16 773 assessed in 2016-17	730	574
	75.8%	74.26%

High School	Average NSS 2015-16	Average NSS 2016-17	Average NSS change
Regular Attendee	278.78	279	.22
Occasional Attendee	275.51	278.62	3.11

An independent samples t-test was conducted to compare the change in Reading scores from 2015-16 to 2016-17 for regular attendees and the change in Reading scores from 2015-16 to 2016-17 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees (M=-1.41, SD= 32.92) and occasional attendees (M=2.95, SD=26.48); t(69)=-1.02, p= .31

Iowa Assessment Reading Growth	8th to 9th Grade	9th to 10th Grade	10th to 11th Grade
Average Expected Growth (Iowa Testing)	10	8	7
Median Observed Growth for Regular Attendees	11	10	-24

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

OBJECTIVE 4: High school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.

High School	Proficient in 2015-2016	Proficient in 2016-2017
Regular Attendee 77 assessed in 2015-16 74 assessed in 2016-17	57	53
	74.03%	71.62%
Occasional Attendee 963 assessed in 2015-16 773 assessed in 2016-17	681	543
	70.72%	70.25%

High School	Average NSS 2015-16	Average NSS 2016-17	Average NSS change
Regular Attendee	272.79	279	6.21
Occasional Attendee	268.64	278.62	9.98

An independent samples t-test was conducted to compare the change in Mathematics scores from 2015-16 to 2016-17 for regular attendees and the change in Mathematics scores from 2015-16 to 2016-17 for occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees (M=11.09, SD=31.56) and occasional attendees (M=13.14, SD=31.28); t(779)= -.50, p= .62

Iowa Assessment Mathematics Growth	8th to 9th Grade	9th to 10th Grade	10th to 11th Grade
Average Expected Growth (Iowa Testing)	10	8	7
Median Observed Growth for Regular Attendees	19	18	5

Iowa Testing provides average expected growth targets represented in National Standard Score gains. Median observed growth is provided (as opposed to mean) to eliminate skew from outliers.

OBJECTIVE 5: By June of each year, program participants will show a greater annual school attendance rate than non-participants.

High School	Median Annual School Attendance Rate
Regular Attendees	96.63%
Occasional Attendees	96.63%

An independent samples t-test was conducted to compare attendance rates for regular attendees and attendance rates for occasional attendees. **There was not a significant difference** in the average daily attendance for regular attendees (M=.94, SD=.11) and occasional attendees (M=.94, SD=.09); t(102)= -.24, p= .81

	Grade 9	Grade 10	Grade 11	Grade 12
Average Daily Attendance	96.5%	90.5%	93.5%	93%
Number of Regular Attendees with attendance records	21	20	34	16

Attendance records disaggregated by grade.

OBJECTIVE 7: By June of each year, at least 90% of regular attendees will demonstrate improved proficiency in college and career readiness as compared to the previous year/ baseline (measured by the CBCSD Proficiency and College and Career Ready Growth Report)

Outcome not measured in 2016-17. Instead, information from the Postsecondary Enrollment Report provided to Council Bluffs Community School District by the Iowa Department of Education. The report uses National Student Clearinghouse's Student Tracker service and reports on the percent of students enrolled in a postsecondary institution the fall immediately after high school, any time during the first year after high school, any time during the first two years after high school. Additionally, it tracks students enrolled in a postsecondary institution the first year after high school who return for a second year and the percent of the high school class who complete a degree within six years.

The 2016 information provided in the Postsecondary Enrollment Report can serve as baseline for future CCLC College and Career Readiness objectives.

OBJECTIVE 8: Annually, at least 95% of regular attendees will graduate with their 4-year cohort

High School	Number	Percent
Regular Attendee	11	64.71%
Occasional Attendee	189	78.10%

Data based on 17 regular attending seniors and 242 occasionally attending seniors.

NEW LOCAL OBJECTIVE - ALL COHORTS

An additional objective has been added regarding school engagement. This objective tracks the effect of participation in 21st Century out-of-school programs on the number of behavior incidents recorded during the school day. It compares the occasional participants (1-29 days of attendance) with the regular attendees (30 or more days of attendance). Non-participants' data has also been added to provide more perspective. In relation to the objective wording, the only cohort which "Met stated objective" was Cohort 10 at the elementary level. However, when compared to non-participants, all cohorts exceeded the 80% goal. The findings are as follows for all three (3) cohorts as determined by our External Evaluator.

OBJECTIVE 6: 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.

	Elementary	Middle School	High School
Regular Attendees	1.79	1.77	1.11
Occasional Attendees	2.03	1.3	.97
Students Not Attending	6.97	3.88	3.22

Average number of disciplinary incidents for each cohort.

	Elementary	Middle School	High School
Percent of Regular Attendees with Fewer Disciplinary Incidents than Occasional Attendees	86.74%	76.17%	65.22%

Percent of Regular Attendees with Fewer Disciplinary Incidents than Non Attendees	95.51%	85.92%	89.13%

Based on 347 regular attendees at the elementary, 277 regular attendees at the middle school, and 92 regular attendees at the high school.

7. <u>Anecdotal Data</u>

a. Success Stories

Cohort IX - CB DREAMS

- Kirn Middle School
    - Parent quote: My girls had a blast this week. A special thanks to Gene for showing the kids the planes and helicopters. *(Drone Zone @ IWCC)*
- Wilson Middle School
    - Parent quote: Absolutely love the programs offered through CB Dreams! Both of my boys have made plenty of use of them and have walked away with some great stories and skills.
    - Staff quote: After attending KANEKO Art Academy and Scouts & Exploring, one student in particular has shown tremendous growth in his overall attitude and demeanor throughout school. At the beginning of the school year he had a very negative attitude and was getting into trouble pretty frequently and his grades were C's, D's, and F's. Now, after attending Homework Help on the days he does not have KANEKO or Scouts, his grades are up to A's and B's. He is always so eager for his activities and has been such a pleasure to have around!
    - Parent quote: I appreciate the reminders of Alysa's clubs. Thanks for the opportunities you've given her to grow.
    - Student quote: Disappointed her NASA Club was ending she said,"This makes me sad. I finally had something to look forward to everyday." She was encouraged to join another club the following trimester. (*Brittany, 8th Grade*)
    - Parent quote: I have thoroughly enjoyed having something extra for the boys to do after school and remain involved. I do not 'NEED' somewhere for them to be as I work from home but I'm grateful for the opportunity they have to keep busy and learn of new hobbies, careers and technology as the future becomes so advanced in that field.

Cohort X - SUPER Kids

- Franklin Elementary School
    - Principal quote: I have a student who just loves horseback riding club! He dresses like a cowboy every Wednesday in order to play the part!
- Longfellow Elementary School

- Parent quote: I love these programs. My girls look forward to them. It's not only fun, but they are learning practical skills for life!

- Rue Elementary School
  - Parent quote: I love the family engagement events. Taking the whole family to the Omaha Symphony was a great opportunity.

Cohort XI - CB Ready by 21

- Abraham Lincoln High School
  - From Samantha Adams - Sponsor of ALHS Cosmetology Club: I met one of my club attendees as a student in the Summer Success Seminar at Abraham Lincoln. In that program, she was a shy girl with very low self-esteem. She was always covering her face, could not accept compliments, and always described herself as "ugly" and "stupid". Luckily, I was able to bond with her and she began attending Cosmetology Club twice a week during the school year. In the last few months, I have noticed huge changes in her. She has begun taking pride in her appearance, becoming more social with her peers and her confidence has soared. She is more outgoing and does not put herself down anymore. She talks about having positive relationships with her teachers and other students. She seems genuinely proud of who she is and has seemed to really find her niche at Abraham Lincoln.
- Thomas Jefferson High School
  - "I want to thank you for allowing us the opportunity to have you students here to work. They have taught me a few things, as well as help our store in our presentation of what we have. I work with a lot of people that are here just for the reason of the people in control of their lives at the time say that they have to be. These kids actually showed a lot of incentive and genuine desire to be here. You're doing a great thing with them and I want to give you and the kids the praise they deserve. My hats off to your whole program. Thank you." -Rick, Manager Mohm's Thrift Store
- ALHS, TJHS, & Kanesville (Alternative High School):
  - "Just wanted to say thank you again for allowing me to do this after school group, Teens & Tots. Some days I get frustrated with the low numbers who attend like today I only had 1 student with her 2yr old. However, this gave us a chance to really talk. She said to me would it be okay if I had extra snack today. My car broke down on the 3rd and I only get $360 a month it was $325 to fix so we have really been strapped this month. Her daughter played and we chatted some more. She said this was her favorite day of the week because of this group. A chance to actually talk to people and not feel like an outcast. I had some diapers

and wipes to give her from the diaper drive and sent them home with the rest of the snack. Because of 21st CCLC programs and willingness to let me think outside the box we get to make an impact on these kids even if it's just one at a time. She will graduate in a few short weeks and head to IWCC to get a nursing degree. Thank you!!!" -Heidi Klement, Student Navigator for Pregnant and Parenting Teen Advocate email to Sandra Day, Program Director

b. Best Practices

The most important best practice that CB Cohort Schools has implemented specifically to impact attendance is to secure student input from in-person meeting, surveys, and emails. These student ideas are then proposed to staff and/or Youth Development Workers to secure sponsors. Additionally, the district's volunteer team of 700+ volunteers has been recruited. And finally, community partners step in to provide on-site learning at a school or open their doors to a field trip.



Another best practice that has evolved in CB Schools is after school transition timing which includes our healthy snack, timing, and contents of the actual snack. We have found that students eat better, interact more socially, and are generally more on task in after school programming if we begin the afternoon with physical exercise and then move onto snack. In addition, we have been able to add a protein to our 100% fruit and grain snack traditionally used. Items such as milk, cheese and meat sticks have been added to after school snacks and our kids are literally eating it up! There are some after school sessions where the order of events must be modified due to field trip timing or community partner visit constraints.

Finally, in the area of professional development, several components have come together to assist us as we prepare staff to work with young people. The first was the creation of a professional development template that was provided by our state consultant. This document becomes a focus for the team as we organize our thinking and preparation to offer cutting edge programming for families. On this document one will find a listing of all of the conference calls, webinars, conferences, and other sessions including online resources such as those found at You 4 Youth. Within that resource, modules on Citizen Science, STEM, Literacy, Project Based Learning, and Family Engagement have been invaluable. Summary notes

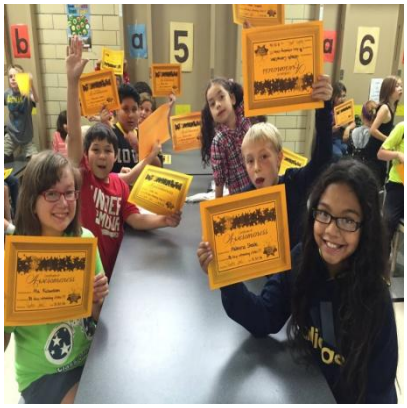
are housed on the template in order to share information with staff who were unable to attend the PD event. A copy of the current plan is found in Appendix B.

c. Pictures

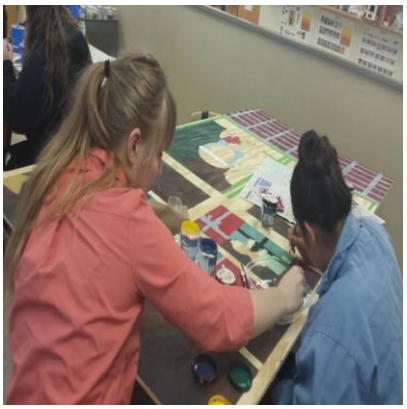










d. Student, teacher, parent, and community input

Community Input			
Cohort	Role	Organization	Comments about Programs

9	Community	Council Bluffs Police Department	Ability to engage the children and show them several aspects of the Criminal Justice System was one of the most successful components of the program..
All	Community	KANEKO	The collaborative efforts with the 21st Century Learning Center was by far the most successful aspect of the program. The team at 21st Century was extremely helpful in conceptualizing and developing the program with KANEKO. We were able to utilize each organization's strengths to provide the most impactful experience possible to the students. KANEKO was completely thrilled with the results of our collaboration with 21st Century Learning Centers in Council Bluffs.
9	Staff	CBCSD Teacher	Students gained confidence in their physical fitness level and they worked on staying motivated and pushing through difficulties.
9	Staff	CBCSD Teacher	Interaction with students, to view the excitement of students learning and trying new things, to watch students interact, learn and grow from one another
10	Community	Fontenelle Forest	We really love getting to visit the kids and enjoy their company a lot! I would just say that we need to keep working to have engaging programs for students who have been in school all day long (approach it with that in mind) - and know what the policies are for dealing with behaviors after school.
11	Community	Council Bluffs Chamber of Commerce	I love it that the partnership provides transportation for students at AL & TJ. Without transportation, several students would not be able to participate in the Youth Leadership program. We are looking forward to growing the Youth Leadership program in the future.
9	Parent	Wilson MS	I have thoroughly enjoyed having something extra for the boys to do after school and remain involved. I do not 'NEED' somewhere for them to be as I work from home but I'm grateful for the opportunity they have to keep busy and learn of new hobbies, careers and technology as the future becomes so advanced in that field.
11	Staff &	Council Bluffs CSD	Just wanted to say thank you again for allowing me to

	Student		do this after school group, Teens & Tots. Some days I get frustrated with the low numbers who attend like today I only had 1 student with her 2yr old. However, this gave us a chance to really talk. She said to me would it be okay if I had extra snack today. My car broke down on the 3rd and I only get $360 a month it was $325 to fix so we have really been strapped this month. Her daughter played and we chatted some more. She said this was her favorite day of the week because of this group. A chance to actually talk to people and not feel like an outcast. I had some diapers and wipes to give her from the diaper drive and sent them home with the rest of the snack. Because of 21st CCLC programs and willingness to let me think outside the box we get to make an impact on these kids even if it's just one at a time. She will graduate in a few short weeks and head to IWCC to get a nursing degree. Thank you!!!
10	Parent	Longfellow ES	I love these programs. My girls look forward to them. It's not only fun, but they are learning practical skills for life!

8. <u>Sustainability Plan</u>

a. *Sustainability Plan.* A summary of plans for sustaining the afterschool program after the end of the 21st CCLC grant.

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

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

There are three components to our sustainability plan.

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

At the core of our programs are qualified staff members who work with our young people on a daily basis. Currently, the majority of our after school program providers are licensed teachers working with the school in each cohort. While this is optimum for certain logistical details, relationship building components of the after school world not to mention their expertise in Iowa CORE standards and lesson

delivery, this workforce is expensive. Our teachers earn $25.00 per hour for planning and $30.00 per hour for actual program delivery with students. On average our schools run 5 clubs each day, which calculates to $450 per day and $2,250 per week per site. Modifications to our plan include diversifying our after school staff to include trained and or certified after school employees. In concert with CBCSD's Human Resources Department we have developed a new category of employee has been created specifically for 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 or these courses may be offered in an on-line environment. In both new employee categories, projections indicate that this one personnel change may save as much as thirty-five percent (35%) over current personnel expenditures. In addition, regular email communications are being sent to internal staff such as paraprofessionals to encourage them to volunteer or propose a club for compensation. Paraprofessionals have the same advantages as teachers in that they know the student body very well and yet they are about one-third as expensive as teachers to compensate.

In the previous section, a chart was created to demonstrate the depth of **community partner development** in Council Bluffs. Comparing this chart with the initial partner list, also above, it is clear that partner development has been a high priority of the 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 school year, staff, students, and parents were able to cast their vote for the "After School Community Partner of the Year." The goal of this award was to seek input from various stakeholders in order to shine a spotlight on dedicated commitment to students over an entire school year.

Two modifications to the **Management Plan** have been made which will increase efficiencies and reduce expenditures. The first included adopting a program model that reflects 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.

New 21st CCLC Community Partners for 2016-2017 and beyond:

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Boystown Iowa	**Common Sense Parenting (CSP)** is a parenting program that can be applied to every family. The program's easy-to-learn techniques address issues of communication, discipline, decision making, relationships, self-control and school success. Classes are taught throughout Omaha and Bellevue. The proactive skills and techniques taught in Common Sense Parenting classes have helped parents from diverse backgrounds create healthy family relationships that foster safety and well-being at home, in school and in the community **Voluntary In-Home Family Services,** offered by Boystown Iowa, is our fourth level of family support and engagement.	Training Staff TDB and Patrick Garcia as BI specialist and coordinator	$10,000 $15,000	ALL (7)

	In the program, Boys Town Family Consultants go to the homes of Iowa families who are in or near crisis and in danger of having a child removed from the home. No matter what the underlying cause – economic hardship, substance abuse, marital issues, family conflicts, health challenges or others – the goal is to prevent children from being taken from their home or to reunify them with their family if outside placement is necessary.			
Council Bluffs Community Schools and Iowa West Foundation	Summer School Initiative, beginning 2017, these partners will join with 21st CCLC to offer K-12 summer experiences for 580 elementary students, 400 MS, and 300 HS students throughout the 7 weeks of summer	Site Supervisors (4 sites) Teachers (56) Youth Development Workers (10) Paraeducators (8) Health Aides (4) Secretaries (4) Behavioral Specialists (4)	$750,000 from CBCSD and Iowa West Foundation	ALL (7)
Google	Fashionology - Fashion Meets Technology - 9-week club fall 2017, Sept – Nov where females grades 8-12 learn how coding and fashion intersect	Google Coder, Curriculum, technology, contest set up and prizes donated by Google for 20-40 females.	$25,000	Kirn, Wilson, AL and TJ

GenCyber Security - National Security Agency, National Science Foundation, and AIM for Brilliance (Omaha)	GenCyber Security Camp for MS girls and teachers to be held June 12-16, 2017 at ALHS. Applications are being taken.	Lead Teacher	$99, 747	Kirn and Wilson
Girls Who Code	Will provide sponsor training, material and support for secondary clubs at each of the four sites.	Staff at schools will conduct a Girls Who Code club in at least one trimester of the school year.	$85,000	Kirn, Wilson, ALHS, & TJHS
Habitat ReStore – Council Bluffs, IA	Will provide a location for weekly clubs as well as supplies for community projects.	Staff members work with club sponsors to provide activities for students on a quarterly, trimesterly, and summer basis.	$5,000	Kirn & Wilson
IWCC – Adult Education	Iowa Western Community College - is a partner offering a wide variety of educational supports for parents including a Literacy Program, English as a Second Language courses, Basic Skills, HiSET preparation and testing, Computer literacy, and a volunteer program.	Teresa Cooley-Daniels, Coordinator	$12,500	ALL 7

Legislative Aides: Senator Ernst Senator Grassley State Rep. Charlie McConkey	Provide an avenue so sharing information about program results	Aides Emily McKern (Ernst) and Donna Barry (Grassley) have been our contacts Rep. McConkey participates himself	Invaluable	ALL 7
Omaha Symphony	Provides Discounts for students (and families for Family Night events)		To date: $1,120	Franklin, Longfellow, and Rue

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 any cohort, subsequent the Team is confident that these modifications will reduce costs and allow the same amount or more students to be served by the grant. Of course, this plan is a living document and will be modified as new partners and resources are secured for the CLC Cohorts.

b. Partner Contributions.

Partner Contribution Table for Sustainability Plan 2016-2017

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Advanced Air, Inc	Programming/Activity Related Services			KIMS, WIMS, FRES, LOES, RUES
AIM Institute	Programming/Activity Related Services			TJHS, WIMS
American Red Cross	Programming/Activity Related Services, Paid Staff	Certified Training Facilitator		ALL
Barnes & Noble	Raise Funds, Goods		$200	WIMS
Bent Tree Golf Course	Programming/Activity Related Services, Volunteer Staff	Golf Pro	$2,500	KIMS, WIMS
Boy Scouts of America	Raise Funds, Programming/Activity Related Services, Goods, Volunteer Staff	District Executive		KIMS, WIMS, LOES, RUES
Consultant	Evaluation Services, Paid Staff	External Evaluator		ALHS, TJHS, KIMS, WIMS, FRES, LOES, RUES

Council Bluffs Chamber of Commerce	Programming/Activity Related Services			ALHS, TJHS
Council Bluffs CSD & Iowa West Foundation	Programming/Activity Related Services, Provide Food, Goods, Paid Staff	Site Supervisors (4 sites), Teachers (56), Youth Development Workers (10), Paraeducators (8), Health Aides (4), Secretaries (4), Behavioral Specialists (4)	$750,000	ALHS, TJHS, KIMS, WIMS, FRES, LOES, RUES
Council Bluffs Fire Department	Programming/Activity Related Services, Volunteer Staff	Firefighter		KIMS, WIMS
Council Bluffs Police Department	Programming/Activity Related Services			ALHS, TJHS, KIMS, WIMS
Council Bluffs Public Library	Programming/Activity Related Services, Goods, Volunteer Staff, Other	Program Staff		ALHS, TJHS, KIMS, WIMS, FRES, LOES, RUES
Council Bluffs Soccer Club	Programming/Activity Related Services			FRES, LOES, RUES
Ditmar's Orchard	Programming/Activity Related Services		$900	KIMS, FRES, LOES, RUES
Durham Museum	Programming/Activity Related Services, Other			FRES, LOES, RUES
Exploring	Programming/Activity Related Services, Provide Food, Volunteer Staff	Career Experts		ALHS, TJHS
Fontenelle Forest	Programming/Activity Related Services, Volunteer Staff, Paid Staff, Other	Program Staff		FRES, LOES, RUES
Girl Scouts of America	Programming/Activity Related Services, Volunteer Staff	Parent		LOES
Habitat ReStore	Programming/Activity Related Services, Goods, Volunteer Staff	Director	$5,000	KIMS, WIMS
Hitchcock Nature Center	Programming/Activity Related Services, Goods, Volunteer Staff	Program Staff		KIMS, WIMS, FRES, LOES, RUES
HyVee - Broadway	Programming/Activity Related Services, Goods, Paid Staff	Dietitian		TJHS, WIMS, FRES, RUES
HyVee - Madison	Programming/Activity Related Services, Goods, Paid Staff	Dietitian		ALHS, KIMS, LOES

Iowa College Access Network	Programming/Activity Related Services			ALHS, TJHS
IWCC - Adult Education	Programming/Activity Related Services, Volunteer Staff, Other	Program Staff	$12,500	ALL
IWCC - Career Exploration	Programming/Activity Related Services, Volunteer Staff	Program Staff		ALHS, TJHS, KIMS, WIMS
IWCC - Nursing Department	Programming/Activity Related Services, Volunteer Staff	Program Staff		ALHS, TJHS, KIMS, WIMS
KANEKO	Programming/Activity Related Services, Paid Staff	Various Experts, Program Staff		ALHS, TJHS, KIMS, WIMS
Kids & Company	Programming/Activity Related Services			FRES, LOES, RUES
Lauritzen Gardens	Programming/Activity Related Services			KIMS, WIMS, FRES, LOES, RUES
Legislative Aides: Senator Ernst, Senator Grassley, State Rep. Charlie McConkey	Other			ALL
Midlands Humane Society	Programming/Activity Related Services, Volunteer Staff	Program Staff		TJHS, LOES
Omaha Children's Museum	Programming/Activity Related Services, Paid Staff, Other	Customer Service	$1,000	FRES, LOES, RUES
Omaha Henry Doorly Zoo - Clubs	Programming/Activity Related Services		$100/per session	FRES, RUES
Omaha Symphony	Programming/Activity Related Services		$1,120	FRES, LOES, RUES
Papa Johns	Provide Food		$500	KIMS, WIMS
Pottawattamie County Department of Natural Resources	Programming/Activity Related Services, Volunteer Staff	Ranger		KIMS, WIMS, FRES, LOES, RUES
Sanders Martial Arts	Programming/Activity Related Services, Paid Staff	Senior Master	$1,750	WIMS, LOES, RUES
Seefus Riding Stables	Programming/Activity Related Services, Paid Staff	Owner/Operator		ALHS, KIMS, WIMS, LOES
Shady Lane Ranch	Programming/Activity Related Services, Provide Food, Goods, Paid Staff	Owner/Operator		ALHS
The 712 Initiative	Goods			TJHS
The Block	Programming/Activity Related Services, Paid Staff	Instructor	$500	KIMS, WIMS, FRES, LOES,

				RUES
Thunderbowl	Programming/Activity Related Services, Paid Staff	Program Staff		ALL
Treynor State Bank	Programming/Activity Related Services, Provide Food, Goods, Volunteer Staff	Program Staff		KIMS, WIMS, FRES, RUES
UMBA Hall	Programming/Activity Related Services			KIMS, WIMS
Whispering Roots	Programming/Activity Related Services, Goods			TJHS
YMCA	Programming/Activity Related Services, Paid Staff	Lifeguards, Program Staff	$2,500	ALL

9. Summary and Recommendations

a. Short summary of the program.

The 21st Century Community Learning Centers (CCLC) program in Iowa implements before and after school enrichment opportunities designed to positively impact the academic and behavioral development of students, especially for those identified as being at risk. The Council Bluffs School District partners with its community to provide diverse activities from interest-based clubs, career exploration, and academic assistance to field trips, sports and family events. As of 2016-17, CCLC programming is available at all grade levels.

- At the Elementary, SUPER Kids (Student University Promoting Education and Recreation) includes the Franklin, Longfellow and Rue buildings (Cohort 10).
- CB D.R.E.A.M.S (Developing Relationships Engaging All Middle Schoolers) includes both Kirn and Wilson Middle Schools (Cohort 9).
- The most recent addition to the CCLC grant involvement includes Abraham Lincoln and Thomas Jefferson High Schools titled Ready by 21 (Cohort 11).

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 the healthy whole child initiative. Programs stress student health growth along a K-12 pathway. Out of school programming takes place on average one hour before school and two hours after school each school day. Family nights are organized a minimum of once per month. Site facilitators, community partners, teachers, and paraprofessionals work with the 21st CCLC Leadership Team to support families and students. Over the summer months, program offerings at middle school, Cohort IX, operates 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. Cohort XI, the high schools operated 30 days in June and July.

This evaluation includes a summary of findings for each of the three cohorts as outlined by the required Government Performance and Results Act (GPRA) measures, a report regarding local objectives, along with anecdotal data, demographic information and sustainability plan.

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:

Other avenues for sharing the evaluation are through 21st CCLC program websites, Facebook pages, email messages to parents, and family engagement events. Hard copies are available in the Student & Family Services department at the district office. A face-to-face school board meeting is planned for November 28, 2017 which is shown on public television. In addition, a one page document was created which includes the history of 21st Century grant in Council Bluffs CSD, along with four main items from the most recent local evaluation for 2016-17 school year will be shared in person with all Cohort Stakeholders at the December 2017 regularly scheduled meetings.

c. Recommendations for objectives.

Objectives which were not met:

- Cohort 9
  - Objective 3: Middle school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.
    - Plan: Revision of objective will be used to better measure academic growth of 21st CCLC participants. New objective regarding this measure is listed below.
  - Objective 4: Middle school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.
    - Plan: Revision of objective will be used to better measure academic growth of 21st CCLC participants. New objective regarding this measure is listed below.
- Cohort 10
  - Objective 3: Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.
    - Plan: Revision of objective will be used to better measure academic growth of 21st CCLC participants. New objective regarding this measure is listed below.
- Cohort 11
  - Objective 1: High school 21st Century regular program participants whose mathematics grades improved from fall to spring compared to occasional participants.
    - Plan: Revision of objective will be used to better measure academic growth of 21st CCLC participants. New objective regarding this measure is listed below.
  - Objective 2: High school 21st Century regular program participants whose english grades improved from fall to spring compared to occasional participants.
    - Plan: Revision of objective will be used to better measure academic growth of 21st CCLC participants. New objective regarding this measure is listed below.
  - Objective 3: High school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.

        - Plan: Revision of objective will be used to better measure academic growth of 21st CCLC participants. New objective regarding this measure is listed below.
    - Objective 4: High school 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.
        - Plan: Revision of objective will be used to better measure academic growth of 21st CCLC participants. New objective regarding this measure is listed below.
    - Objective 5: By June of each year, high school participants will show a greater annual school attendance rate than non-participants.
        - Plan: Revision of objective will be used to better measure attendance of 21st CCLC participants. New objective regarding this measure is listed below.
    - Objective 7: By June of each year, at least 90% of regular attendees will demonstrate improved proficiency in college and career readiness as compared to the previous year/ baseline (measured by the CBCSD Proficiency and College and Career Ready Growth Report).
        - Plan: Moving forward, the college and career readiness objective will target enrollment of students in postsecondary institutions and be tracked via the National Student Clearinghouse. Results will be pulled from the Postsecondary Enrollment Report provided by the Department of Education.
    - Objective 8: Annually, at least 95% of regular attendees will graduate with their 4-year cohort.
        - Plan: Cohort 11 is in first year of implementation of CCLC programming in 2016-17. The grant may observe a larger impact on the graduation indicator after several years of implementation. Strategies such as peer recruitment might increase attendance in CCLC programming at the highschool level and ensure maximized impact of the program on attendance and graduation rates. A larger impact on 4-year cohort graduation is expected moving forward. Consider an examination of common characteristics of students who do not graduate with their 4-year cohort peers and common characteristics of students who have lowest average daily attendance rates in order to best target CCLC opportunities.

In order to provide more consistency across all cohorts, the Council Bluffs CSD local objectives have been changed to address similar goals with more appropriate wording to provide a better measure of each cohort's current condition.

- 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 and/or grade point average as compared to non-participating students after accounting for at-risk factors.
    - Due to the differences in grading scales across grades, GPA will be a more consistent indicator for achievement.
- 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 and/or grade point average as compared to non-participating students after accounting for at-risk factors.

- Due to the differences in grading scales across grades, GPA will be a more consistent indicator for achievement.

- Objective 3: 90% of participants will complete homework assignments at least 80% of the time.
  - Data collection for this objective will involve the teacher surveys. The dissemination of the online surveys will be sent to staff via site principals, and a paper copy will be provided to staff for which the online surveys were not completed. The time frame will also begin earlier to provide more time for completion.
- 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.
  - Plan for 21st CCLC site facilitators to monitor short-term attendance indicators on an ongoing basis, which will be key in decision-making on a quarterly basis, as recommended by external evaluator.
- 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 less than 30 days.
  - Plan for 21st CCLC site facilitators to monitor short-term behavior indicators on an ongoing basis, which will be key in decision-making on a quarterly basis, as recommended by external evaluator.
- 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.
  - Plan for 21st CCLC site facilitators to monitor parent survey responses regarding the impact of programs.

d. Recommendations on future plans for change.

a. Evaluate student and staff survey items in regard to their role in program adjustment and outcome determinations. Modifying the survey or its presentation that might increase the response rate to provide the most valuable input.

b. Survey occasional attendees to identify what barriers exist that may be preventing more frequent attendance in CCLC opportunities.