

Local Evaluation for Council Bluffs Community School District
Iowa 21st CCLC for 2017-2018

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. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 8-12 are to be included for reporting data for the 2017-2018 school year. Reported data will be from the Fall of 2017 and the Spring of 2018. Data will also be reported for the Summer of 2017. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include.

Required Section	Complete
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. GPRA Measures	X
5. Local Objectives	X
6. Anecdotal Data	X
7. Sustainability Plans	X
8. Summary and Recommendations	X

1. General Information

General Information Required Elements	Complete
Basic Information Table	X
Center Information Table	X

Basic Information Table	
Item	Information
Date Form Submitted	January 2, 2019, extension granted
Grantee Name	Council Bluffs Community School District
Program Director Name	Dr. Sandra Day
Program Director E-mail	sday@cbcsd.org
Program Director Phone	712-328-6446
Evaluator Name	Sherry Huffman, Ed.S.
Evaluator E-mail	shuffman@ghaea.org
Evaluator Phone	844-366-0503
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
Cohort 8	
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
Cohort 12	Carter Lake Elementary School, Roosevelt Elementary School
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete
Program Implementation	
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

PROGRAM IMPLEMENTATION

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,130 K-12 students and their families in western Iowa's Pottawattamie County. Free/reduced lunch rates for each of the centers is noted below:

- Cohort 9: Kirn MS - 55.77%, Wilson MS - 72.98%
- Cohort 10: Franklin Elem. - 58.11%, Longfellow Elem. - 50.1%, Rue Elem. - 70.96%
- Cohort 11: Abraham Lincoln HS - 44.8%, Thomas Jefferson HS - 57.68%
- Cohort 12: Carter Lake Elem. - 78.26%, Roosevelt Elem. - 58.13%

An analysis of the 2017 Iowa Assessments reveals that students lag behind district average in 2nd-5th grade reading and math scores. Key people involved in the implementation of 21st CCLC programs in Council Bluffs CSD, would include the support of the school district, especially the superintendent, chief academic officer, director of student and family services, the director of assessment & data management, along with the supervisor of data systems support. Other crucial partnerships include the Council Bluffs Schools Foundation, which manages the main elementary level partnering organization, Kids & Company. The Iowa West Foundation has also played a key role in partnering for the summer programs with Council Bluffs CSD. As for the development of our local objectives, Cohort 9's objectives have provided a framework to use over time. However, as data is collected and studied we found there were specific objectives which were more measurable and reasonable than others. Also, objectives were rearranged correlate with the strategic plans of the 21st CCLC sites were adopted as well in collaboration with school administration. These objectives mainly included the in-school attendance of 21st CCLC program participants of all levels, as well as the average behavior incidents of students attending 21st CCLC programs. Both of these objectives reflect upon the level of school engagement by the students.

PROGRAM DESCRIPTION**Program Days & Hours**

Cohort 9 - Kirn & Wilson Middle Schools: Morning programs are available from 6:30 - 7:30 am (1 hour) every week day (5 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 12:50 - 4:30 pm at least, and sometimes 5 pm depending on the program for the day (3.67 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 2:30 - 4:30 pm, and sometimes 5 pm depending on the options for the day (2 hours per day or 8 per week). With all of these daily hours combined (16.67 per week) over a typical month of four weeks, a total of 66.68 hours of programs are offered to students. Please also note, this total does not include any of the extended times for longer activity days due to field trips (an extra hour), Saturday program opportunities (8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Cohort 10 - Franklin, Longfellow & Rue Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every week day (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:00 pm, as well as extended care from 5:00 - 6:00 pm (2.25 hours total per day or 9 per week). With all of these daily hours combined (20.02 per week) over a typical month of four weeks, a total of 80.08 hours of programs are offered to students. Please also note, this total does not include any of the extended care time (4 hours per week), longer activity days due to field trips (1 hour) or family engagement events (2-4 hours), which occur at least monthly for this cohort.

Cohort 11 - Abraham Lincoln & Thomas Jefferson High School: Morning programs are available from 6:45 - 8:10 am (1.42 hours) every week day (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 1:30 - 5:00 pm at least depending on the program for the day (3.5 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 3:10 - 5:00 pm at least depending on the options for the day (1.83 hours per day or 7.32 per week). With all of these daily hours combined (17.92 per week) over a typical month of four weeks, a total of 71.68 hours of programs are offered to students. Please also note, this total does not include any of the extended times for longer activity days due to field trips, Saturday program opportunities (usually 4-8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Cohort 12 - Carter Lake & Roosevelt Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every week day (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, as well as extended care from 5:00 - 6:00 pm (2.5 hours total per day or 10 per week). With all of these daily hours combined (21.02 per week) over a typical month of four weeks, a total of 84.08 hours of programs are offered to students. Please also note, this total does not include any of the extended care time (3 hours per week), longer activity days due to field trips or family engagement events (2-4 hours), which occur at least monthly for this cohort.

Lists of Activities

Within the Council Bluffs CSD, there are activities for kindergarten through high school seniors. All sites provide activities in a similar way by offering a healthy snack consisting of three components (fruit, grain, and an additional protein item at elementary sites). After their snack is consumed, students attend a variety of club opportunities, which are different each day. The club programs typically change each trimester to offer multiple opportunities throughout the year. However, there are some programs such as chess, crafts, robotics, service learning, morning literacy, and many others which may continue throughout the entire school year. These year-long programs may change their entire enrollment with each session, or they may need the entire year to accomplish a goal together. For example, the middle school club Kirn Cares meets all through the year, but each week or month they focus their efforts on a service learning project within the community. During October, they manage the school-wide clothing drive for a local organization called Mohm's Place, where families in need are able to stay when in between living situations. Another daily program is the Homework Help group which is available to students on an assigned, drop-in, or advance enrollment basis. Of course there are other programs which depend upon the weather conditions, such as fishing club in partnership with the Pottawattamie Department of Natural Resources, walking and running clubs where students calculate their heart rate, number of laps, and steps to achieve different levels, or even gardening clubs at numerous 21st CCLC schools which eventually benefits the mobile food pantry in the summer at Wilson Middle School.

Location of Centers

Cohort 9: Kirn Middle School (100 North Avenue, Council Bluffs, Iowa 51503), Wilson Middle School (715 North 21st Street, Council Bluffs, Iowa 51501)

Cohort 10: Franklin Elementary School (3130 Avenue C, Council Bluffs, Iowa 51501), Longfellow Elementary School (2011 S. 10th Street, Council Bluffs, 51503), Rue Elementary School (3326 6th Avenue, Council Bluffs, Iowa 51501)

Cohort 11: Abraham Lincoln High School (1205 Bonham, Council Bluffs, Iowa 51503), Thomas Jefferson High School (2501 West Broadway, Council Bluffs, Iowa 51501)

Cohort 12: Carter Lake Elementary School (1000 Willow Drive, Carter Lake, Iowa 51510), Roosevelt Elementary School (517 N. 17th Street, Council Bluffs, Iowa 51501)

Attendance Requirements

The Grant Application requires you to **serve 80% of the D1 number by the end of year 3.**

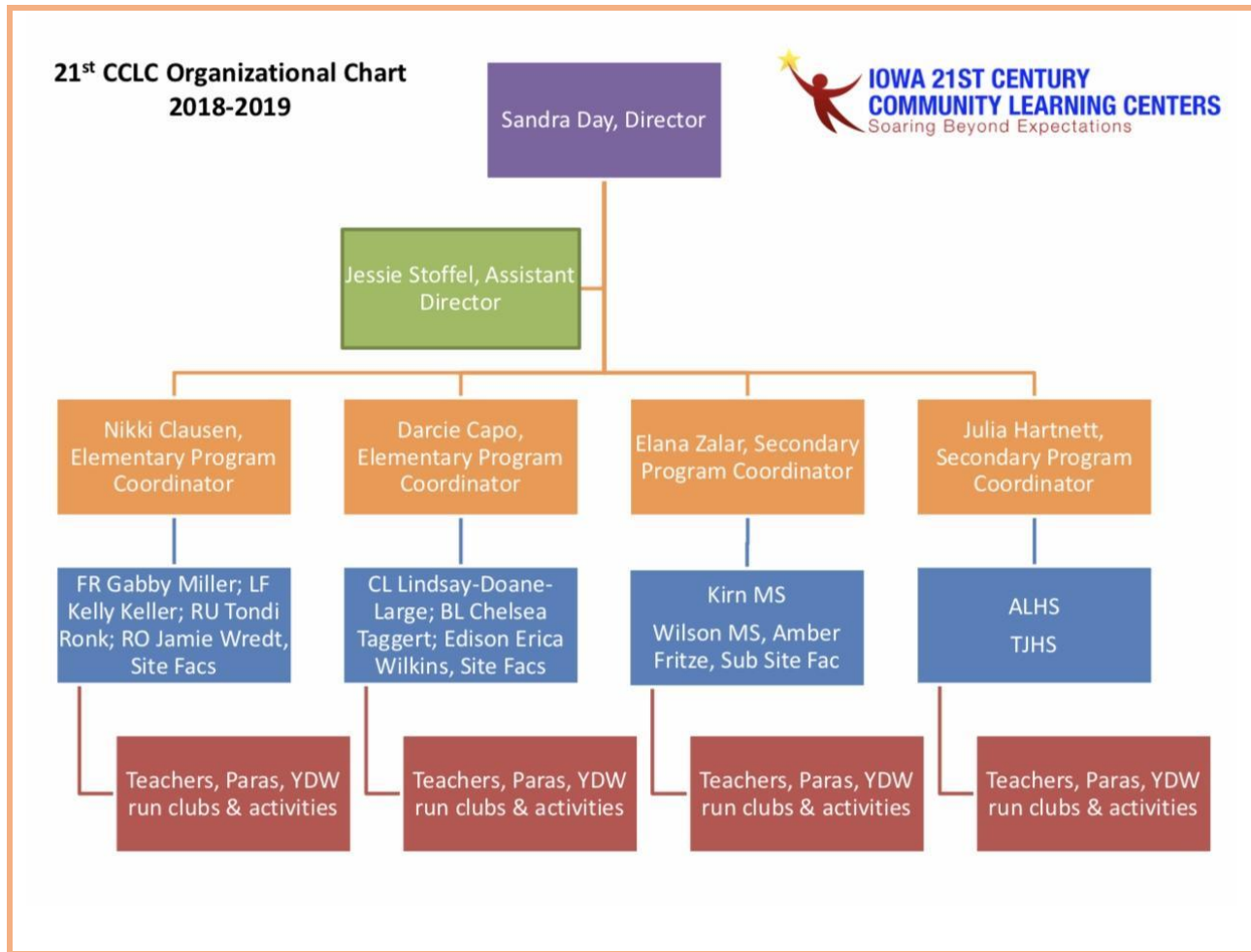
The Grant Application requires you to **serve 70% of the D1 number by the end of year 1.**

Cohort	SITE	Total Participants	Regular Attendees	D1 #	% by Site	% by Cohort
9	Kirn MS	706	218	150	145.3%	145.3%
9	Wilson MS	565	149	150	99.3%	
10	Franklin Elem	223	136	150	90.7%	90.7%

10	Longfellow Elem	287	170	150	113.3%	
10	Rue Elem	134	91	104	87.5%	
11	ALHS	809	152	160	95.0%	82.8%
11	TJHS	824	127	160	79.4%	
12	Carter Lake Elem	186	93	100	93.0%	93.0%
12	Roosevelt Elem	189	101	100	101.0%	
	Total	3,923	1,237	1,224	101.1%	

Governance

As part of the Council Bluffs CSD, the 21st CCLC program staff are categorized under the Student & Family Services department. The director who oversees the SFS department is Tim Hamilton. This department is overseen by the Council Bluffs CSD Superintendent, Dr. Vickie Murillo. The full time 21st CCLC program staff involved the program director, Dr. Sandra Day, assistant director, Jessie Stoffel, and program coordinators Nikki Clausen (elementary schools), and site facilitators Elana Zalar & Jessica Clark (middle school), along with Julia Hartnett & Darcie Capo (high school). Below is an organizational chart reflecting the Council Bluffs CSD 21st CCLC staff.



3. Demographic Data

Demographic Data Required Elements	Complete
2017-2018 School Year Attendance Tables	
• 2017-2018 School Year Attendance Summary Table	X
• 2017-2018 School Year Attendance Ethnicity Table	X
• 2017-2018 School Year Attendance Special Needs Table	X
Summer of 2017 Attendance Tables	
• Summer of 2017 Attendance Summary Table	X
• Summer of 2017 Attendance Ethnicity Table	X
• Summer of 2017 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X

● Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2017-2018 School Year Attendance.

21st CCLC Program 2017-2018 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
8	All			
	Regular*			
9	All	1118	567	549
	Regular*	325	174	151
10	All	557	280	272
	Regular*	356	182	171
11	All	1433	755	678
	Regular*	214	128	85
12	All	338	153	185
	Regular*	175	83	92

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

21st CCLC Program 2017-2018 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
8	All						
	Regular*						
9	All	862	154	5	74	16	7
	Regular*	254	41	1	25	4	0
10	All	437	73	9	30	5	3
	Regular*	297	31	5	19	1	3
11	All	1114	187	18	87	26	4
	Regular*	165	29	4	12	4	0
12	All	256	34	6	38	2	3
	Regular*	119	17	4	34	1	0

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

21st CCLC Program 2017-2018 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
8	All			
	Regular*			
9	All	111	559	193
	Regular*	27	145	49
10	All	48	185	75
	Regular*	15	110	41

11	All	164	447	212
	Regular*	24	70	36
12	All	30	167	76
	Regular*	16	88	33

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

Summer of 2017 Attendance.

21 st CCLC Program Summer 2017 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
8	All			
	Regular*			
9	All	483	216	261
	Regular*	13	8	5
10	All	166	86	80
	Regular*	41	23	18
11	All	571	338	231
	Regular*	0	0	0
12	All	71	43	28
	Regular*	13	10	3

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

21 st CCL Program Summer 2017 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian / Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
8	All						
	Regular*						
9	All	379	63	5	24	6	6
	Regular*	11	1	0	1	0	0
10	All	123	35	3	4	1	0
	Regular*	29	7	0	0	0	0
11	All	318	48	1	39	9	0
	Regular*	0	0	0	0	0	0
12	All	57	9	0	5	0	0
	Regular*	10	3	0	0	0	0

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

21 st CCLC Program Summer 2017 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
8	All			
	Regular*			
9	All	18	288	82
	Regular*	0	9	3
10	All	29	93	36

	Regular*	6	22	15
11	All	9	165	28
	Regular*	0	0	0
12	All	6	53	50
	Regular*	4	7	10

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete
General discussion on attendance including	
• Percentage of 21 st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i>	X

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 nine (9) 21st CCLC sites in the 2017-2018 school year. This includes five (5) elementary schools, along with all of the middle (2) and high (2) schools within the district.

Programs funded by the 21st Century grant reached over 3,900 student participants throughout the summer and school year, with 1,237 of them attending 30 or more days. Separately, there were 3,446 participants during the school year only, and a total of 1,291 during the summer session alone. Overall, the 21st Century programs served at least 40% of the entire district's student population in 2017-18. In regards to the FRPL attendance, the highest percentage of participants during the school year was in Cohort 9 (Kirn & Wilson Middle Schools) at 50%, with the highest regular attendee percentage for Cohort 12 (Carter Lake & Roosevelt Elementary Schools) peaking at 50.3%. However, the highest percentage of FRPL attendance during the summer programs was in Cohort 12 (Carter Lake & Roosevelt Elementary Schools) at 74.6% of participants, and in Cohort 9 (Kirn & Wilson Middle Schools) at 69.2% of regular attendees. During the summer programs, large differences are seen between all attendees versus the regular attendees. For example, in Cohort 9, there were 483 participants and only 13 regular attendees. This vast variance is due to the 6th Grade Boot Camps held at both middle school sites over the course of two days each, in order to provide a smoother, more welcoming transition for incoming 6th grade students into middle school. Similarly, for Cohort 11 there were zero regular attendees and 571 participants. For our summer high school programs, there are only thirty (30) days of summer

programs with two, 15-day sessions for credit recovery and career readiness. Therefore, the students would have to achieve 100% attendance in the summer in order to reach the regular attendee level. Overall, the total percentage of participants during the school year with FRPL qualification reached 39.4%, with the regular attendees close behind at 38.6%. Similarly, for the summer sessions 46.4% were participants which qualify for FRPL, but the summer regular attendees topped them all with 56.7%.

Overall, the largest increase compared to last year in attendance was seen in Cohort 11 (Abraham Lincoln & Thomas Jefferson High Schools). Previously, they had hardly 9% of participants reach the regular attendee level in 2016-17. In 2017-18, 14.9% attended 30 days or more. Also, they served 82.8% of the D1 number (280 of the 320 goal) for the grant cohort. With this level of increase, we plan to see continued growth again in year three to reach the 80% requirement.

All of the Council Bluffs CSD sites with 21st CCLC programs use the City Span software called Youth Services to enroll students, track attendance and snack, connect with students and parents regarding participation in 21st Century programs, as well as many other capabilities. This software is helpful in creating paper and electronic schedules for families, tracking the level of engagement by program services areas, and the ability to connect with parents and/or students about their lack of attendance. In hopes increase and keep attendance levels high, 21st CCLC program staff are continuously trained and encouraged utilize Youth Services reports for their site to determine any student's level of participation, create student awareness of their attendance and encourage achievement of higher levels of attendance for incentives, such as becoming a Regular Attendee (30 or more days).

Other efforts to constantly expand the reach of 21st CCLC programs is to survey all populations involved - student, parent, staff, and community partners - informally through conversation and site visits, but also officially at the end of each school year in order for each site to see feedback regarding the areas of struggle or success. These surveys are disseminated through an email with a link to a Google Form, a phone call reminder, and a paper flyer with a link. All of these forms of communication (phone, email, paper) are provided in both English and Spanish. Site visits and observations of programs occur weekly by full-time 21st CCLC program staff, which includes either Program Coordinators, the Assistant Program Director or the Program Director. Each 21st CCLC Site Facilitator has access to their program's observational feedback and survey results, which involves a followed up discussion with the Site Facilitator regarding best practices and areas of growth. Ideally, the result of hearing from all parties involved in 21st Century programs is for it to provide insight as to any necessary changes which would increase engagement and attendance overall. This survey data is also provided to our external evaluator to determine issues and successes.

For retainment efforts, middle level families receive a daily communication sent to parents and students regarding their current schedule or a notification when a student does not attend a program for which they are currently enrolled. Paper schedules are also provided to students and parents at the beginning of each trimester in order to inform them of the programs they have enrolled in and are expected to attend. Many services provided by partners are advertised through their organization or business as well. An example includes the Youth Leadership Council Bluffs organized and implemented by the Council Bluffs Chamber of Commerce, which provides a monthly trip around the city to various partners' locations for students to experience businesses and organizations within their city from an inside perspective.

In the elementary schools, youth participants are retained and recruited through similar but additional avenues. Due to the difference in age and parent involvement, most parents of elementary level students determine their student's enrollment. In order to recruit participants, 21st CCLC program staff uses School Messenger service through Council Bluffs CSD's PowerSchool program to send out phone calls, emails and flyers home with each student about the available opportunities, any program updates or reminders, along with any notifications of family events. All of these forms of communication (phone, email, paper) are provided in both English and Spanish. Since the elementary level has better attended parent-teacher conference nights, 21st CCLC program staff host a table at the school to provide a tangible presence for parents and staff to ask questions about programs, learn how to enroll their child, and often invite a community partner to setup a visual display of opportunities available during out-of-school program time.

In conjunction with the retainment of participation discussed above, each session of 21st CCLC programs at all eleven sites within the Council Bluffs CSD opens enrollment to all students at each site. At the middle and high school levels, recruitment efforts include youth participants or current student leadership groups creating posters to display in the schools, describe programs on the school announcements, emails and phone calls to parents and students about upcoming programs. All of these forms of communication (phone, email, paper) are provided in both English and Spanish. Another form of recruitment, which may be the most valuable, is the teachers and staff leading programs who inform students about the programs they are involved with and encourage students to participate. This is typically the strongest and most influential form of recruitment. For the elementary schools, recruitment involves our main partner, Kids & Company, to encourage their families to participate in 21st CCLC programs as well. An especially important recruitment even is the Open House Night at the very beginning of the school year for each 21st CCLC site. Our program staff are able to have a table of registration forms, pamphlet information about 21st CCLC funding, and connect face-to-face with parents, students, school staff and other community organizations present. Similar events held throughout the school year are incredible opportunities for 21st CCLC program staff to reconnect with parents and provide a 21st CCLC presence in support of school and family engagement.

The number of contact hours for each cohort vary depending on the grade level being served. A detailed description for each cohort is provided below. Each site provides morning programs which typically consist of a literacy or tutoring type of component combined with a physical activity or enrichment activity, such as board games.

Cohort 9 - Kirn & Wilson Middle Schools: Morning programs are available from 6:30 - 7:30 am (1 hour) every week day (5 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 12:50 - 4:30 pm at least, and sometimes 5 pm depending on the program for the day (3.67 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 2:30 - 4:30 pm, and sometimes 5 pm depending on the options for the day (2 hours per day or 8 per week). With all of these daily hours combined (16.67 per week) over a typical month of four weeks, a total of 66.68 hours of programs are offered to students. Please also note, this total does not include any of the extended times for longer activity days due to field trips (an extra hour), Saturday program opportunities (8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Cohort 10 - Franklin, Longfellow & Rue Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every week day (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:00 pm, as well as extended care from 5:00 - 6:00 pm (2.25 hours total per day or 9 per week). With all of these daily hours combined (20.02 per week) over a typical month of four weeks, a total of 80.08 hours of programs are offered to students. Please also note, this total does not include any of the extended care time (4 hours per week), longer activity days due to field trips (1 hour) or family engagement events (2-4 hours), which occur at least monthly for this cohort.

Cohort 11 - Abraham Lincoln & Thomas Jefferson High School: Morning programs are available from 6:45 - 8:10 am (1.42 hours) every week day (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 1:30 - 5:00 pm at least depending on the program for the day (3.5 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 3:10 - 5:00 pm at least depending on the options for the day (1.83 hours per day or 7.32 per week). With all of these daily hours combined (17.92 per week) over a typical month of four weeks, a total of 71.68 hours of programs are offered to students. Please also note, this total does not include any of the extended times for longer activity days due to field trips, Saturday program opportunities (usually 4-8 hours) or family engagement events (2-4 hours), which all usually occur at least quarterly for this cohort.

Cohort 12 - Carter Lake & Roosevelt Elementary Schools: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every week day (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 2:05 - 6:00 pm (3.92 hours). For the rest of the week, Tuesday through Friday, there are club program opportunities from 3:45 - 5:15 pm, as well as extended care from 5:00 - 6:00 pm (2.5 hours total per day or 10 per week). With all of these daily hours combined (21.02 per week) over a typical month of four weeks, a total of 84.08 hours of programs are offered to students. Please also note, this total does not include any of the extended care time (3 hours per week), longer activity days due to field trips or family engagement events (2-4 hours), which occur at least monthly for this cohort.

Partnerships Table. Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.

1. **Provide Evaluation Services**
2. **Raise Funds**
3. **Provide Programming / Activity-Related Services**
4. **Provide Food**
5. **Provide Goods**
6. **Provide Volunteer Staffing**
7. **Provide Paid Staffing**
8. **Other**

***In-Kind values were determined by averages of similar programming provided by paid partners.**

Partner Name	Paid / Unpaid	Contribution Type	Staff Provided	In-Kind Value*	# of Centers Served	In-Kind Total Value
Advanced Air, Inc	Unpaid	3,5,6	Coordination of career academy by Aviation professional, trips and tours of aviation related organizations and businesses, and costs involved in private flights (pilot time, use of plane/airway/etc)	3: \$1,500 5: \$500 6: \$720 Subtotal: \$2,720	5	\$13,600
AIM Institute	Unpaid	3,5		3: \$1,500 5: \$500 TTL: \$2,000	1	\$2,000
American Red Cross	Paid	3,7			9	
Barnes & Noble	Unpaid	2,3,5		2: \$2,000 3: \$1,500 5: \$500 TTL: \$4,000	1	\$4,000
Bent Tree Golf Course	Unpaid	3,5,6	Use of facility, equipment and professional instruction.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	2	\$5,440
Boy Scouts of America	Paid	3,5,7			5	
Boystown Iowa	Paid	3,5,7			9	
Camp Kitaki	Paid	3,7			2	

Canvas Concoctions	Unpaid	3,5		3: \$1,500 5: \$500 TTL: \$2,000	1	\$2,000
Capitol School of Hairstyling & Esthetics	Unpaid	3,5,6	Facilitate tour of facility and hands-on, cosmetic-related activity for career academy.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	4	\$10,880
Carpenter's Union	Unpaid	3,5,6	Facilitate tour of facility and hands-on, construction-related activity for career academy.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	2	\$5,440
Carter Lake Police Department	Unpaid	3,6	Facilitate tour of police and emergency equipment.	3: \$1,500 6: \$720 TTL: \$2,220	1	\$2,220
Carter Lake Volunteer Fire Department	Unpaid	3,6		3: \$1,500 6: \$720 TTL: \$2,220	1	\$2,220
CB Soccer Club	Paid	3,7			5	
CHI Health Mercy Hospital	Unpaid	3,6	Facilitate tour of facility and hands-on, health-related activity for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
CitySpan - Youth Services	Paid	8			9	

Common Sense Parenting	Paid	3,5,7			9	
Council Bluffs Chamber of Commerce	Unpaid	3,6	Facilitate youth leadership program and coordinate visits to local businesses and organizations within community.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
Council Bluffs Community School District	Unpaid	1,2,3,4,5,6,7,8	Averages from other partners here were quadrupled, as this partner participates in every quarter of the fiscal year.	1: \$4,000 2: \$8,000 3: \$6,000 4: \$2,000 5: \$2,000 6: \$5,040 7: \$5,040 8: \$2,000 Sub TTL: \$32,080	9	\$288,720
Council Bluffs Community School District - Nutrition Services	Paid	4			9	
Council Bluffs Fire Department	Unpaid	3,5,6	Facilitate tour of various fire houses and dispatch center. Lead hands-on activities for career academy.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	2	\$5,440
Council Bluffs Police Department	Unpaid	3,6	Facilitate tour of various branches of the police department. Lead hands-on activities for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440

Council Bluffs Public Library	Unpaid	3,5,6	Facilitate tour of facility and literacy-based programming. Provide supplies for activities.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	9	\$24,480
Council Bluffs Recreation	Unpaid	3,5		3: \$1,500 5: \$500 TTL: \$2,000	9	\$18,000
CountryHouse Residence	Unpaid	3,4,5,6	Facilitate hands-on group or partner activities with residents.	3: \$1,500 4: \$500 5: \$500 6: \$720 TTL: \$3,220	6	\$19,320
Creighton University - Career Exploration	Unpaid	3,6		3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
Creighton University - School of Pharmacy	Unpaid	3,6	Facilitate tour of facility and hands-on, health-related activity for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
Ditmar's Orchard	Paid	3,4,5			5	
Durham Museum	Paid	3			5	
Evaluation Consultant	Paid	1			9	
Exploring	Paid	3,5,6			2	
First Student	Paid	8			9	

Fontenelle Forest	Paid	3,7			5	
Food Bank for the Heartland	Unpaid	3,6	Facilitate tour of facility and hands-on, service-learning activity.	3: \$1,500 6: \$720 TTL: \$2,20	2	\$4,440
Gallup	Unpaid	3,5		3: \$1,500 5: \$500 TTL: \$2,000	9	\$18,000
GenCyber	Unpaid	2,3,5,6		2: \$2,000 3: \$1,500 5: \$500 6: \$720 TTL: \$4,720	2	\$9,440
Gifford Farms	Paid	3,7			5	
Girl Scouts of America	Paid	3,6			1	
Girls Who Code	Unpaid	3,5,6		3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	2	\$5,440
Google - Fashionology	Unpaid	3,6		3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
Green Hills AEA	Unpaid	3		3: \$1,500	9	\$13,500
Grief's Journey	Unpaid	8		8: \$500	9	\$4,500

Habitat for Humanity of Omaha	Unpaid	3		3: \$1,500	9	\$13,500
Habitat ReStore	Unpaid	3,5,6		3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	2	\$5,440
Hitchcock Nature Center	Paid	3,7			7	
Hopp Physical Therapy	Unpaid	3,6	Facilitate tour of facility and hands-on, health-related activity for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
Hot Shops Art Studio - Camp Summer Explore	Unpaid	3		3: \$1,500	2	\$3,000
HyVee Catering - Broadway Location	Paid	4,5			9	
HyVee Catering - Madison Ave Location	Paid	4,5			9	
HyVee Nutrition - Broadway Location	Paid	3,4,5,7			5	
HyVee Nutrition - Madison Ave Location	Paid	3,4,5,7			5	
Inclusive Communities	Unpaid	3,5,6		3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	4	\$10,880

Iowa College Access Network	Unpaid	3		3: \$1,500	2	\$3,000
Iowa Public Television	Unpaid	3,5		3: \$1,500 5: \$500 TTL: \$2,000	5	\$10,000
Iowa School for the Deaf	Unpaid	3,7	Facilitate Sign Language Club.	3: \$1,500 7: \$720 TTL: \$2,220	2	\$4,440
Iowa West Foundation	Unpaid	3,4,5,8		3: \$1,500 4: \$500 5: \$500 8: \$500 TTL: \$3,000	9	\$27,000
IWCC - Adult Education	Unpaid	6	Facilitate dissemination of program information to parents.	6: \$720	9	
IWCC - Career Exploration	Unpaid	3,6		3: \$1,500 6: \$720 TTL: \$2,220	4	\$4,440
IWCC - Construction Technology	Unpaid	3,6	Facilitate tour of facility and hands-on, construction-related activity for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
IWCC - Nursing Department	Unpaid	3,6	Facilitate tour of facility and hands-on, health-related activity for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440

Jennie Edmundson Hospital	Unpaid	3,6	Facilitate tour of facility and hands-on, health-related activity for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
Joslyn Art Museum	Unpaid	3,6	Facilitate tour of facility.	3: \$1,500 6: \$720 TTL: \$2,220	5	\$11,000
KANEKO	Unpaid	3,5,6	Facilitate tour of facility and hands-on, art-related activity for career academy.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	9	\$24,480
Kids & Company	Unpaid	6,8		6: \$720 8: \$500 TTL: \$1,220	4	\$4,880
Lauritzen Gardens	Unpaid	3,6	Facilitate tour of facility.	3: \$1,500 6: \$720 TTL: \$2,220	5	\$11,000
Legislative Aides: Senator Ernst, Senator Grassley, State Rep. Charlie McConkey	Unpaid	8		8: \$1,500	9	\$13,500
Midlands Humane Society	Unpaid	3,5,6	Facilitate tour of facility and hands-on activity.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	7	\$19,040

Midlands Living Center	Unpaid	3,4,5,6	Facilitate hands-on group or partner activities with residents.	3: \$1,500 4: \$500 5: \$500 7: \$720 TTL: \$3,220	2	\$6,440
Mobile Gaming Experience	Paid	3			7	
Mount Crescent	Paid	3			2	
Omaha Chess	Paid	3			4	
Omaha Children's Museum	Paid	3,7			5	
Omaha Henry Doorly Zoo - Camp Summer Explore	Paid	3,4			2	
Omaha Henry Doorly Zoo - Clubs	Paid	3,7			5	
Omaha Henry Doorly Zoo - Family Events	Paid	3,4,5			1	
Omaha Storm Chasers	Paid	3,4			5	
Omaha Symphony	Paid	3			5	
Omaha's Academy of Brazilian Jiu Jitsu	Paid	3,7			1	
Papa Johns	Paid	4			9	
Pottawattamie County WIC/CFRN	Unpaid	3,5,6		3: \$1,500 5: \$500 6: \$720	2	\$5,440

				TTL: \$2,720		
Pottawattamie County Department of Natural Resources	Unpaid	3,5,6	Facilitate outdoor activity (fishing, etc). Provide equipment/supplies needed.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	9	\$24,480
Raising Canes	Unpaid	4		4: \$500	9	\$4,500
Sanders Martial Arts	Paid	3,5,7			5	
Seefus Riding Stables	Paid	3,5,7			5	
Shady Lane Ranch	Paid	3,4,7			1	
Squirrel Cage Jail	Unpaid	3		3: \$1,500	9	\$13,500
That Pottery Place	Paid	3,5,7			1	
The 712 Initiative	Unpaid	3,6		3: \$1,500 6: \$720 TTL: \$2,220	9	\$19,980
The Block	Paid	3,7			7	
The Daily Nonpareil Newspaper	Unpaid	3,8		3: \$1,500 8: \$500 TTL: \$2,000	2	\$4,000
The Rose Theater	Paid	3,5,7			5	
Thunderbowl	Paid	3			7	
Treynor State Bank	Unpaid	3,5,6	Facilitate hands-on, finance- related activity.	3: \$1,500 5: \$500	5	\$13,600

				6: \$720 TTL: \$2,720		
TS Institute	Unpaid	3,5,6		3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	5	\$13,600
UMBA Hall	Paid	3			7	
UNL - Construction Management (Omaha)	Unpaid	3,6	Facilitate tour of facility and hands-on, construction-related activity for career academy.	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
UNO - Career Exploration	Unpaid	3,6		3: \$1,500 6: \$720 TTL: \$2,220	4	\$8,880
UNO - Planetarium	Paid	3			2	
UNO - Service Learning	Unpaid	3,6	Facilitate tour of facility and hands-on, service-learning activity.	3: \$1,500 6: \$720 TTL: \$2,220	4	\$8,880
Visiting Nurses Association - Cooking Matters Program	Unpaid	3,4,5,6	Facilitate health-related cooking program.	3: \$1,500 4: \$500 5: \$500 6: \$720 TTL: \$3,220	2	\$6,440
Visiting Nurses Association - Infant	Unpaid	3,5,6	Facilitate health-related program with parenting students.	3: \$1,500 5: \$500	2	\$5,440

to Toddler Visiting Nurses Program				6: \$720 TTL: \$2,720		
Water Rocks! - Iowa State University Extension Office	Paid	3,7			5	
Whispering Roots	Unpaid	3,5,6		3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	1	\$2,720
Wood's Sporting Goods	Unpaid	5		5: \$500	9	\$4,500
YMCA - General	Unpaid	3,6	Facilitate program (family event, swim safety, etc).	3: \$1,500 6: \$720 TTL: \$2,220	5	\$11,100
YMCA - Teen program	Unpaid	3,5,6	Facilitate daily program at middle schools.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	2	\$5,440
<i>Estimated total in-kind donations:</i>						\$828,024

Partnerships Discussion.

Partnerships Discussion Required Elements	Complete
General discussion on Partnerships including	
• Summary of partnerships table.	X
• Total unpaid and paid partners.	X

• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

In summary, the partnerships table provides a quick snapshot of the variety of organizations and businesses collaborating with 21st CCLC programs within the Council Bluffs CSD. Although we are located in Council Bluffs, there are also many organizations and businesses a few miles over the river into Omaha, Nebraska. The opportunities within the Council Bluffs community are immense, but another giving community neighboring our area has been beneficial to our 21st CCLC programs as well. On average, our partners serve almost 5 sites. Unfortunately, the detailed monetary value provided by all of these organizations is incredibly difficult to capture. In collaboration with current and future partners, it is a program goal for the 2018-19 school year to accurately determine the monetary value achieved by each partnership.

In the 2017-18 service year, there were 42 paid community partners along with another 65 unpaid community partners, which totals to 107 combined community partners and counting.

A variety of efforts are used in order to recruit new partnerships. On a daily basis our entire team of staff are always thinking of the organizations and businesses they directly or indirectly encounter, and if they would be a good fit for a partnership at one or many of our 21st CCLC program sites.

Recommendations from current partners is another reason for our growth in recruitment. One of the more official ways this information is collected is at our annual event to appreciate our current partners for the year. We provide each with a small card to complete with a spot at the bottom for any references for us to contact about being involved in 21st CCLC before and/or after school programs. Our area Chamber of Commerce events are another great way to make connections with local organizations and businesses to spread awareness about 21st CCLC programs within the community.

One of our most successful partnerships is with KANEKO, an arts-focused organization established in 1998 by international artist Jun Kaneko and his wife Ree. This institution's vision is to celebrate creativity and is committed to fostering it as the overriding mission with four major programming themes of design, ideas, performance, and innovation. With a large interactive gallery space, a state-of-the-art computer lab, and learning spaces for group collaboration and presentations, KANEKO hosts a variety of programs for all of our 21st CCLC sites. At the elementary level, students are able to visit the gallery space throughout the year. Once in the middle or high school, KANEKO leads our art academy for each level of secondary. This 6-week program exposes students to a wide range of careers within the arts. Actual professionals share their educational background and journey with the students while informing them of the various career paths available in the specific field. Then students perform a hands-on activity related to the career discussed by the professional guest. Our feedback from online student surveys, observational interviews of students, along with feedback from staff attending the art academy with students has been incredibly positive. This organization is a perfect example of a solid "full" partner.

The most significant way in which our partnerships help the Council Bluffs CSD 21st CCLC programs serve students is by making our grant funding stretch further than it would without them. Our level of

sustainability is grows as we gain more and more partnerships. Especially for “full” partners who serve our students at no cost to the program. The number of students we are able to serve is increased with organizations in this category. It also improves the quality of our programs because we are able to have the professionals within the field providing information to our students. This is especially true for our career academies at the secondary level. Another piece involves our “partial” partnerships who provide opportunities in-kind or at a discounted rate. They are able to contribute experiences which typically would not have been a possibility for our students, staff or their families.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete
Number and description of parent meetings and/or events.	X
Number of parents at each meeting and/or event.	X
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

DATE	List of Events	Attendance	Cohort	Site(s)
		992		
8/17/17	6th Grade Boot Camp AM Parent Meeting	5	9	KI
8/17/17	6th Grade Boot Camp PM Parent Meeting	8	9	KI
8/10/17	6th Grade Boot Camp Parent Meeting	38	9	WI
11/9/17	ADHD - Parent Cafe	10	12	CL
3/15/18	Breaking Barriers Building Bridges	28	11	AL, TJ
1/18/18	Common Sense Parenting - ADHD	4	10	LO
12/11/17	December Teens & Tots	15	11	AL, TJ
11/30/17	Durham Museum Family Night	22	10 & 12	CL, FR, LF, RO, RU
10/24/17	Lights on Afterschool	18	9	KI
10/24/17	Lights on Afterschool	34	11	AL
10/27/17	Lights on Afterschool	30	11	TJ
12/14/17	Children's Museum	125	10 & 12	CL, FR, LF, RO, RU
5/22/18	Stormchasers Baseball Game	75	10 & 12	CL, FR, LF, RO, RU
1/15/18	Omaha Symphony	18	10 & 12	CL, FR, LF, RO, RU
3/12/18	Family Fitness Night	354	10	LO
12/30/17	Penguins & Pancakes @ Omaha Zoo	16	12	CL
12/7/17	Read Under the Stars	182	10	LO
11/13/17	Teens & Tots - Friendsgiving	10	11	AL, TJ

In 2017-18 there were over 18 family events with nearly 1,000 participants.

Family Event Descriptions

6th Grade Boot Camp Parent Meeting - parents are invited to visit with the middle school administration while their incoming 6th grade students attend a variety of sessions to prepare them for the transition from 5th to 6th grade.

ADHD Parent Cafe & Common Sense Parenting Programs - in partnership with Boystown Iowa and Common Sense Parenting, families are encouraged to attend parenting courses while childcare is provided by 21st CCLC staff. These educational programs cover a variety of topics helpful to parents.

Breaking Barriers Building Bridges - a conference and resource fair for pregnant or parenting students within the Council Bluffs CSD. Organizations are setup to provide information about their resources during part of the day, while breakout sessions cover areas of interest and education for students who will soon be parents or already have children. Teens & Tots is the after school program which meets monthly to provide support and encouragement to the pregnant and parenting students as well.

Lights On After School Events - the main focus of these events was to provide parents with a special day to visit the after school programs and see exactly what their students were doing and sharing more information with them about 21st CCLC programs in the Council Bluffs CSD.

Family Fitness Night - in partnership with Longfellow Elementary and many local businesses related to health and fitness, families were encouraged to attend a YMCA zumba class, setup free dental consultations, and many other community health resources. A healthy snack and reusable water bottles were provided to families as well.

Penguins & Pancakes - students and a parent from the Omaha Zoo Club were provided an opportunity to attend an event at the zoo over winter break where they enjoyed breakfast and a meet and greet with the penguins at the zoo.

Read Under the Stars - families attended a Go Noodle activity in the auditorium, followed by a family style dinner, and a display of book donations for each student to read with their parents and take home.

Since our 21st CCLC programs have such a tight partnership with the Council Bluffs CSD, we are able to send out School Messenger emails and phone calls in both English and Spanish to share information with families about events at all sites. Hard copies of flyers in English and Spanish are also sent home with the students and displayed at the front desk at each school. Social media sites for the schools and the 21st CCLC sites are also great avenues for disseminating information about events, as well as the school websites which use a software program called Peach Jar. Through the use of Google Forms for families to register for events online or by phone through the Site Facilitator, we are able to check families in at the events much more efficiently. Another resource used at family events is the *Counter - Tally Counter* application on an iPhone or iPad. Various categories can be created to count students and/or children separately from parents and/or other family members.

At the educational events with Common Sense Parenting and other events in partnership with the schools, we were able to provide drawing prizes as incentives for families to attend. Educational

incentives such as books, or even board games to encourage family activities at home. Usually we are able to have a meal donated or provided at a discount which is a great incentive as well. For Common Sense Parenting cafe, the school where the parenting course was held had their Safe Sitter Club provide care for the children of families attending, with adult supervision from their club leader, in order to add a service-learning piece to their club program as well as gain actual experience caring for children.

4. GPRA Measures

GPRA Measures Required Elements	Complete
GPRA Measures Data Table	
• Name of Assessment Tools Used for Each Measure.	X
• Data Entered for all Applicable Measures.	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: Grade Reports			
1. The number of elementary 21 st Century regular program participants who improved in mathematics from fall to spring.	32	16	50.00%
2. The number of middle/high school 21 st Century regular program participants who improved in mathematics from fall to spring.	43	18	42.86%
3. The number of all 21 st Century regular program participants who improved in mathematics from fall to spring.	75	34	45.33%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Grade Reports			
4. The number of elementary 21 st Century regular program participants who improved in English from fall to spring.	57	37	64.91%
5. The number of middle/high school 21 st Century regular program participants who improved in English from fall to spring.	42	25	59.52%

6. The number of all 21 st Century regular program participants who improved in English from fall to spring.	99	62	62.62%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: Iowa Assessments			
7. The number of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading.	95	26	27.37%
8. The number of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics.	143	40	27.98%
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Teacher Surveys			
9. The number of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	380	76	20%
10. The number of middle/high school 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	264	48	18.18%
11. The number of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	644	124	19.25%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Teacher Surveys			
12. The number of elementary 21 st Century regular program participants with teacher-reported improvements in student behavior.	380	105	27.63%
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.	264	58	21.96%
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	644	163	25.31%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete
Total or Regular Attendance Used?	X
Discussion of high performing and low performing areas.	X

Description of data collecting instrument.	X
Discussion of difficulties on any GPRA Measure.	X
Assessment of 21st CCLC Program based solely on GPRA Measures.	X

Regular Attendance students were used in the GPRA measures. GPRA Measure results consist of frequency counts and percentages to meet reporting requirements.

High performing areas included half or more of the students improving in measure 1 (50% of elementary students improving their mathematics), measure 4 (64.91% of elementary students improving their English grades from fall to spring), and measure 5 (59.52% of middle and high school students improving their English grades from fall to spring). Lower areas of performance involved measure 10, "number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation," which had 18.18% of students improve. The other measure in this area were also the lowest percentages for the GPRA measures with measure 9 at 20% for "number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation."

When reviewing GPRA measures from 2016-17 compared to 2017-18, improvement between the percentages for the two years was especially noticeable for measures 7 and 8. For measure 7, "number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading," there was an increase of nearly 17% from 2016-17 to 2017-18 (10.46% to 27.37%). For measure 8, "number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics," over 22% increase occurred from the previous year (5.33% to 27.98%). The other area of increase involved measure 4 - "the number of elementary 21st Century regular program participants who improved in English from fall to spring" - where the increase of 2.41% occurred between the 2016-17 and 2017-18 service years.

Data collection instruments used were the Iowa Assessment scores for Mathematics (middle and high school) and Reading (elementary school), grades reported in Mathematics and English, along with the Teacher Surveys to determine homework completion in combination with class participation as well as student behavior in the classroom. Unfortunately for our elementary students, there is no assessment data for students from kindergarten through 2nd grade. Therefore if there are any regular attendees from this grade level, we would not be able to include them in our GPRA measures for proficiency. Another difficulty we found again this year was the combination of the homework completion with class participation. Since the GPRA measure asks for students who improved in both instead of separately, it demands much more from the students in order to show a positive change in these areas. Even if "maintained" was added to GPRA measures, it would provide a more realistic and positive impact along with the students who improved. For most at-risk or really any students, maintaining their average or above average grades, assessment scores, and positive classroom demeanor is an incredible feat to accomplish. For example, when calculated separately there were 95 students who improved their homework completion of the 380 teacher surveys returned at the elementary level (244 students maintained). Also at the elementary, 150 students improved their participation (203 students maintained). However, only 76 students improved in both areas. The same is true at the secondary level where 60 students improved their homework completion, and 85 students improved their participation.

Once combined, only 48 students improved in both homework completion and participation at the secondary level.

GPRA Measures 1 - 3

At the Middle and High School level, data is based on 399 matched pairs where both fall and spring Mathematics grades were available. Students with a grade of D, F or N in the fall were considered to be needing improvement; 42.86% of those students improved their grade.

At the Elementary level, data is based on 476 matched pairs where both fall and spring Mathematics grades were available. Students with a grade of D, F, 1, or 0 in the fall were considered to be needing improvement; 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 at the Middle and High School level (N= 399) and Elementary level (N=476).

Elementary School Mathematics - 287 (60.29%) Maintained grade, 69 (14.29%) Decreased, and 120 (25.21%) Increased grade.

Middle & High School Mathematics - 229 (57.39%) Maintained grade, 96 (24.06%) Decreased, and 74 (18.55%) Increased grade.

GPRA Measures 4-6

At the Middle and High School level, data is based on 435 matched pairs where both fall and spring English grades were available. Students with a grade of D, F or N in the fall were considered to be needing improvement; 59.52% of those students improved their grade.

At the Elementary level, data is based on 476 matched pairs where both fall and spring English grades were available. Students with a grade of D, F, 1, or 0 in the fall were considered to be needing improvement; 62.62% 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 at the Middle and High School level (N= 435) and Elementary level (N=476).

Elementary School English - 264 (55.46%) Maintained grade, 56 (11.76%) Decreased, and 156 (32.77%) Increased grade.

Middle & High School Mathematics - 246 (56.55%) Maintained grade, 99 (22.76%) Decreased, and 90 (20.69%) Increased grade.

GPRA Measures 7 - 8

Data based on 274 Elementary matched pairs where Iowa Assessment Reading data was present for both 2016-17 and 2017-18. In 2016-17, 34.67% of students were not proficient, therefore needing improvement at the Elementary. 67.52% of regular attendees either maintained proficiency in Reading or improved from not proficient to proficient.

At the Middle/ High School, Iowa Assessment Mathematics data was present for both 2016-17 in 537 matched pairs. In 2016-17, 26.63% of students were not proficient, therefore needing improvement at the Middle/ High School. 71.14% of regular attendees either maintained proficiency in Mathematics or improved from not proficient to proficient.

GPRA Measures 9 - 11

Of 380 teacher surveys at the elementary, 244 students maintained a satisfactory homework completion rate and 95 students improved their homework completion. This results in a positive rating for 89.21% for regular attendees on homework completion. Also at the elementary, 203 students maintained their class participation and 150 students improved their participation. This results in a positive rating for 92.9% of regular attendees on class participation.

Of 264 teacher surveys at the middle/ high school, 173 students maintained a satisfactory homework completion rate and 60 students improved their homework completion. This results in a positive rating for 88.26% of regular attendees on homework completion. Also at the middle/ high school, 154 students maintained their class participation and 85 students improved their participation. This results in a positive rating for 90.53% of regular attendees on class participation.

GPRA Measures 12 - 14

Of 380 teacher surveys at the elementary, 235 students were rated as “maintained” on the Behaving Well in Class item, and 105 students were rated as “improved.” This results in a positive rating for 89.47% for regular attendees on student behavior.

Of 264 teacher surveys at the middle/ high school, 180 students were rated as “maintained” on the Behaving Well in Class item, and 58 students were rated as “improved.” This results in a positive rating for 90.15% of regular attendees on student behavior.

5. Local Objectives

Local Objectives Required Elements	Complete
Local Objectives Data Tables	
• Rating of each Objective as listed below.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating
Middle school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.	<p>Objective not met, progress made toward stated objective</p> <p>Independent samples t-test to compare means</p> <p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p> <p>Frequency count of students meeting expected growth targets</p>	<p>While proficiency rates for regular attendees and occasional attendees did not increase, both populations showed a positive increase in the average national standard score.</p> <p>The median NSS growth for regular attendees exceeded the average expected growth from sixth to seventh grade and from seventh to eighth grade.</p>
By June of each year, middle school program participants will experience greater growth in math as measured by performance on Iowa Assessments and/or district assessments as compared to non-participants after accounting for at-risk factors.	<p>Did not meet objective, progress made toward stated objective</p> <p>Independent samples t-test to compare means</p> <p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p> <p>Frequency count of students meeting expected growth targets</p>	<p>There was not a significant difference in the change in mathematics scores for middle school regular attendees and occasional attendees as measured by Iowa Assessments.</p> <p>The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18.</p> <p>The median observed growth for regular attendees exceeded the expected growth targets as defined by Iowa Testing from sixth to seventh grade.</p>
By June of each year, middle school participants will show a greater annual school attendance rate than occasional participants.	<p>Met stated objective</p> <p>Independent samples t-test to compare means</p>	<p>There is a significant difference in the average daily attendance for middle school regular attendees compared to occasional attendees.</p>
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.	<p>Did not meet objective; progress made toward stated objective</p> <p>Frequency count of regularly attending students with fewer disciplinary incidents than occasional attendees divided by</p>	<p>At the middle school, 79% of regular attendees had fewer disciplinary incidents than occasional attendees.</p>

	total number of regular attendees	
By June of each year, 75% of all parents will indicate on post-surveys that the program has had a significant positive impact on their middle school child in the areas of educational, career focus, and social skill development.	Met stated objective Frequency count of positive responses to CLC impact question from parent surveys	A survey of parents of middle school regular attendees indicate that 99% agree or strongly agree that the activities had a positive impact on their child.

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating
Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.	Objective not met, progress made toward stated objective Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Frequency count of students meeting expected growth targets	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 67% in 2016-17 to 68% in 2017-18 for regular attendees. The average NSS change for regular attendees was greater than that for occasional attendees in reading.
Elementary 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.	Objective not met, progress made toward 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 mathematics scores for elementary regular attendees and occasional attendees, the percent of students proficient as measured by Iowa Assessments improved from 71% in 2016-17 to 74% in 2017-18 for regular attendees. The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18.

By June of each year, elementary school participants will show a greater annual school attendance rate than occasional 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.
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.	Did not meet objective; progress made toward stated objective Frequency count of regularly attending students with fewer disciplinary incidents than occasional attendees divided by total number of regular attendees	At the elementary, 81% of regular attendees had fewer disciplinary incidents than occasional attendees.

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
High school 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.	Did not meet objective; no progress made 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 Frequency count of students meeting expected growth targets	There was no significant difference in the change in reading scores for high school regular attendees and occasional attendees as measured by Iowa Assessments. The percent of high school regular attendees proficient in reading did not increase from 2016-17 to 2017-18. High school regular attendee growth was below the average expected growth in reading as defined by Iowa Testing. 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 objective; no progress made toward the stated objective Independent samples t-test to compare means	There was no significant difference in the change in mathematics scores for high school regular attendees and occasional attendees as measured by Iowa Assessments.

	<p>Frequency count of students meeting cut score for proficiency divided by total number assessed</p> <p>Frequency count of students meeting expected growth targets</p>	<p>The percent of high school regular attendees proficient in mathematics did not increase from 2016-17 to 2017-18.</p> <p>The average national standard score of regular attendees in mathematics was higher than that of occasional attendees in 2016-17 and 2017-18.</p> <p>High school regular attendee growth was below the average expected growth in mathematics with the exception from 10th to 11th grade. Here, median observed growth exceeded expected growth as defined by Iowa Testing.</p>
By June of each year, high school participants will show a greater annual school attendance rate than occasional participants.	<p>Met stated objective</p> <p>Independent samples t-test to compare means</p>	There is a significant difference in the average daily attendance for high school regular attendees compared to occasional attendees.
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.	<p>Did not meet objective; progress made toward stated objective</p> <p>Frequency count of regularly attending students with fewer disciplinary incidents than occasional attendees divided by total number of regular attendees</p>	At the high school, 70% of regular attendees had fewer disciplinary incidents than occasional attendees.
Regular attendees will demonstrate a higher percent of college enrollment during the first year after graduation than students attending fewer than 30 days.	<p>Did not meet but made progress toward stated objective</p> <p>Frequency count of 2018 graduates enrolling in a post secondary institution within one year of high school graduation</p> <p>z-Test for proportions; two samples</p>	55.4% of regular attending students graduating in 2018 enrolled in a post secondary institution. This is slightly higher than the 53.5% of occasional attendees who graduated in 2018 and enrolled in a post secondary institution within a year of graduation. This difference is not statistically significant.

Annually, at least 95% of regular attendees will graduate with their 4-year cohort.	Objective not met, progress made toward stated objective Frequency count of students graduating with their 4-year cohort divided by the total number of seniors graduating in 2017-18	87% of regular attending seniors are graduated with their 4-year cohort in 2017-18. This is an increase from 65% in 2016-17. 61% of occasional attending seniors graduated with their 4-year cohort in 2016-17.
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Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
Elementary 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.	Did not meet objective; progress made toward stated objective Independent samples t-test to compare means Frequency count of students meeting cut score for proficiency divided by total number assessed Frequency count of students meeting expected growth targets	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 increased from 59% in 2016-17 to 66% in 2017-18 for regular attendees. The average National Standard Score for regular attendees was higher than occasional attendees in 2016-17 and 2017-18. Regular attendees also demonstrated a greater change in average NSS compared to occasional attendees.
Elementary 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.	Did not meet objective, progress made toward 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 mathematics scores for elementary regular attendees and occasional attendees, the percent of students proficient as measured by Iowa Assessments improved from 65% in 2016-17 to 69% in 2017-18 for regular attendees. The average national standard score of regular attendees in mathematics was higher than

		that of occasional attendees in 2016-17 and 2017-18. The average national standard score change was also greater for regular attendees.
By June of each year, elementary school participants will show a greater annual school attendance rate than occasional 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.
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.	Did not meet objective; progress made toward stated objective Frequency count of regularly attending students with fewer disciplinary incidents than occasional attendees divided by total number of regular attendees	At the elementary, 81% of regular attendees had fewer disciplinary incidents than occasional attendees.

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

Statistical Analysis for Local Objectives - Iowa Assessment Scores**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 284 students in the regularly attending group would not have scores for last year, because they were in a grade not assessed.

Cohort 10	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee	127	133

190 assessed in 2016-17 196 assessed in 2017-18	66.84%	67.86%
Occasional Attendee	82	76
137 assessed in 2016-17 141 assessed in 2017-18	59.85%	53.9%

Cohort 10	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	184	203	19
Occasional Attendee	184	201	17

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for Cohort 10 regular attendees and the change in Reading scores from 2016-17 to 2017-18 for Cohort 10 occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees (M=19.37, SD=18.93) and occasional attendees (M=17.42, SD=18.36); $t(323)=.94$, $p=0.35$

Cohort 12	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee	72	84
123 assessed in 2016-17 128 assessed in 2017-18	58.54%	65.63%
Occasional Attendee	56	54
98 assessed in 2016-17 103 assessed in 2017-18	57.14%	52.43%

Cohort 12	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	181	199	18
Occasional Attendee	179	194	15

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for Cohort 12 regular attendees and the change in Reading scores from 2016-17 to 2017-18 for Cohort 12 occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees (M=18.75, SD=17.18) and occasional attendees (M=16.52, SD=18.96); $t(196)=.90$, $p=0.37$

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

Cohort 9 Middle School	Proficient in 2016-17	Proficient in 2017-18
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Regular Attendee 353 assessed in 2016-17 363 assessed in 2017-18	257	261
	72.8%	71.9%
Occasional Attendee 792 assessed in 2016-17 848 assessed in 2017-18	550	576
	69.44%	67.92%

Cohort 9 Middle School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	237	246	9
Occasional Attendee	232	243	11

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for regular attendees and the change in Reading scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees ($M = 9.05$, $SD = 23.67$) and occasional attendees ($M = 11.17$, $SD = 21.77$); $t(623) = -1.43$, $p = 0.15$

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	2	13	17

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.

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

Cohort 11 High School	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 251 assessed in 2016-17 198 assessed in 2017-18	186	146
	74.1%	73.74%
Occasional Attendee 1180 assessed in 2016-17 942 assessed in 2017-18	851	691
	72.12%	73.35%

Cohort 11 High School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	280	281	1
Occasional Attendee	275	278	3

An independent samples t-test was conducted to compare the change in Reading scores from 2016-17 to 2017-18 for regular attendees and the change in Reading scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Reading scores for regular attendees ($M = 2.57$, $SD = 26.01$) and occasional attendees ($M = 3.43$, $SD = 25.53$); $t(1079) = -.42$, $p = 0.68$

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	8	5	-6

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.

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.

Cohort 10 Elementary	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 190 assessed in 2016-17 197 assessed in 2017-18	135	145
	71.05%	73.6%
Occasional Attendee 137 assessed in 2016-17 141 assessed in 2017-18	79	85
	57.66%	60.28%

Cohort 10 Elementary	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	183	199	16
Occasional Attendee	181	196	15

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 10 regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 10 occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M=16.29$, $SD=13.07$) and occasional attendees ($M=14.41$, $SD=13.27$); $t(324)=1.27$, $p=0.20$

Cohort 12 Elementary	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 123 assessed in 2016-17 128 assessed in 2017-18	80	88
	65.04%	68.75%
Occasional Attendee 98 assessed in 2016-17 105 assessed in 2017-18	56	61
	57.14%	58.1%

Cohort 12 Elementary	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	183	197	14
Occasional Attendee	179	191	12

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 12 regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for Cohort 12 occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M=16.1$, $SD=21.77$) and occasional attendees ($M=14.14$, $SD=14.04$); $t(207)=.80$, $p=.42$

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

Cohort 9 Middle School	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 352 assessed in 2016-17 362 assessed in 2017-18	248	253
	70.45%	69.89%
Occasional Attendee 793 assessed in 2016-17 846 assessed in 2017-18	537	575
	67.72%	67.97%

Cohort 9 Middle School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	229	240	11
Occasional Attendee	225	236	11

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Mathematics scores for regular attendees ($M= 11.34$, $SD= 15.96$) and occasional attendees ($M= 11.15$, $SD= 15.39$); $t(1137)= .19$, $p=0.85$

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	8	18	8

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.

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

Cohort 11 High School	Proficient in 2016-17	Proficient in 2017-18
Regular Attendee 251 assessed in 2016-17 196 assessed in 2017-18	187	139
	74.5%	70.92%
Occasional Attendee 1176 assessed in 2016-17 936 assessed in 2017-18	822	632
	69.9%	67.52%

Cohort 11 High School	Average NSS 2016-17	Average NSS 2017-18	Average NSS change
Regular Attendee	274	278	4
Occasional Attendee	267	270	3

An independent samples t-test was conducted to compare the change in Mathematics scores from 2016-17 to 2017-18 for regular attendees and the change in Mathematics scores from 2016-17 to 2017-18 for occasional attendees. There was not a significant difference in the change in Mathematics scores

for regular attendees (M= 8.68, SD= 20.43) and occasional attendees (M= 7.55, SD= 23.21); $t(298) = .67$, $p=0.50$

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	8	3	11

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.

Statistical Analysis for Local Objectives - Attendance Rate

By June of each year, participants will show a greater annual school attendance rate than occasional participants.

Cohort 10 Elementary	Median Annual School Attendance Rate
Regular Attendees	97.17%
Occasional Attendees	96.33%

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=.03) and occasional attendees (M=.96, SD=.04); $t(364)=4.43$, $p<.001$

Cohort 12 Elementary	Median Annual School Attendance Rate
Regular Attendees	96.89%
Occasional Attendees	96.04%

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=.03) and occasional attendees (M=.95, SD=.04); $t(253)=4.62$, $p<.001$

Cohort 9 Middle School	Median Annual School Attendance Rate
Regular Attendees	96.62%
Occasional Attendees	95.53%

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 ($M = .95$, $SD = .08$) and occasional attendees ($M = .94$, $SD = .08$); $t(969) = 1.99$, $p = 0.05$

Cohort 11 High School	Median Annual School Attendance Rate
Regular Attendees	96.61%
Occasional Attendees	96.04%

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 ($M = .94$, $SD = .07$) and occasional attendees ($M = .93$, $SD = .10$); $t(495) = 2.96$, $p = 0.003$

Statistical Analysis for Local Objectives - School Engagement

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
Average Number of Disciplinary Incidents for Regular Attendees	1.8	2.32	.84
Average Number of Disciplinary Incidents for Occasional Attendees	1.99	2.02	.89
Percent of Regular Attendees with Fewer Disciplinary Incidents than Occasional Attendees	81.2%	78.51%	69.57%

At the elementary, 462 out of 569 regular attending students had fewer than 1.99 disciplinary incidents. At the middle school, 285 out of 363 regular attendees had fewer than 2.02 disciplinary incidents. At the high school, 192 out of 276 regular attending students had fewer than .89 disciplinary incidents.

Statistical Analysis for Local Objectives - College & Career Readiness

Regular attendees will demonstrate a higher percent of college enrollment during the first year after graduation than students attending fewer than 30 days.

Class of 2018	Graduating	Number Enrolling in Post-Secondary	Percent Enrolling in Post-Secondary
Regular Attendees	56	31	55.4%

Occasional Attendees	514	275	53.5%
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Data based on 570 students in the class in 2018. A z-Test for proportions was conducted to compare the enrollment ratio of regular attendees and occasional attendees. No statistical significant difference was found. $z = .263$, $p > .05$, two-tailed.

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

Cohort 11 High School	Number	Percent
Regular Attendee	39	86.67%
Occasional Attendee	161	60.75%

Data based on 45 regular attending seniors and 265 occasionally attending seniors.

Statistical Analysis for Local Objectives - Impact of CLC Programming

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

Parents responding "Agree" or "Strongly Agree" to the item: <i>The activities had a positive impact on my child (i.e. educational, career focus and social skill development).</i>	Number	Percent
Regular Attendee	135	98.5%

Out of 295 parent surveys returned, 137 indicated that their child enrolled in an activity at Kirn or Wilson Middle School.

6. Anecdotal Data

Anecdotal Data Required Elements	Complete
Success Stories	X
Best Practices	X
Pictures	X
Student, teacher, parent, and stakeholder input.	X

Success Stories

Success Stories Required Elements	Complete
Specific Examples.	X
Key People Involved	X
Quotes from participants, teachers, parents, etc.	X
Include objectives showing large increases.	X

Teen & Tots is an after school group for high school students in the Council Bluffs CSD who are pregnant or parenting teenagers. One of the best events is the FriendsGiving. According to the online dictionary, it is, "A Thanksgiving feast held by and for someone's friends." On this day, teens and their tots gathered at the Council Bluffs library for a meal to celebrate the Holiday season, and the end of first trimester of school. The layout of the afternoon was a hearty meal and a few festive activities. What it turned out to be was beyond a 2 hour peer support group! Students not only came but they came early, and many saying they have not been around other teen parents and their kids on a regular basis, if ever. With a floor space filled with age appropriate toys and lots of room to crawl and run, kids began to play and teen parents began to talk with each other. They discussed struggles and shared their parenting experiences so far. Other students offered suggestions or strategies, while they also complimented each other and their kids for being beautiful and smart. Once the room was full we moved to the table for a family style holiday feast complete with a turkey, ham, mashed potatoes, gravy, green bean casserole and pumpkin bars, which was all donated by local Hy-Vee catering. Three of our community partners joined in the event and volunteered to serve students' food and hold babies. Visiting Nurse Association, Council Bluffs Public Library, and Promise Partners were all helpful and caring adults for our students. Parents and kids gobbled down the meal and asked for seconds. We went around the table and shared what we were thankful for most in our lives. Several students said they are thankful for this group. It allows them to "feel normal" and that they are "not alone." Following the meal we had coloring pages and thankful jars to create. Some students used their creative skills, some rocked babies to sleep, but they all continued to talk and share stories with each other. They asked questions of our community partners, and this started to create relationships with their organizations' resources which will be extremely helpful to them for years to come. As students bundled kids up to head home, we packed up ToGo containers of leftovers. Students said the food would be used for lunches or dinners in the days to follow. Before students walked out the door, several exchanged information to continue their new friendships and support systems. As the leader of the club states, "Thank you for allowing me to provide this opportunity to these teen parents. It is priceless for many who don't see anyone outside of the school day. They are happy to share their kids and stories with each other, and people in our community, who are cheering them on to succeed as they continue their education. This program allows for our teen parents to participate in experiences they might not be able to share with their children on their own." This group also meets on a monthly basis, along with a visiting community partner, in order to best support each other on a regular basis.

Safe Sitters Club is a weekly program for students in grades third through fifth, which teaches students various skills of child care. As student progress through the program, they learn skills such as talking to parents of children they would take care of, what to do in the case of different types of emergencies, training for CPR and first aid, practicing how to change diapers, interactive games and activities for numerous age groups to do, and putting their learning into practice! For one of our family events at the school, families were provided with childcare for the class regarding parenting skills for children with ADHD. The students who attended Safe Sitter Club, along with their two adult club leaders, were able to care for children of various ages as a service learning experience. While volunteering their time, the students were able to practice the skills they learned and were prepared to provide quality care for families while supervised and guided through the experience. There was also a family event for the families of students involved in the program to present the students with a Certificate of Completion

and have them show their own parents what they learned throughout their time in the program. As one parent stated, "I thought the program was good for my kid. I liked that she successfully completed the safe sitter. The staff were great!" Staff leading programs noted the best aspect is, "The camaraderie you have with students in an extraordinary educational setting. You get to see students flourish in their strengths and interests in a smaller setting."

Best Practices

Best Practices Required Elements	Complete
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

Voyage to Proficiency is an after school program for Wilson Middle School students who were on the verge of achieving Proficiency on the Iowa State Assessment in one or all areas of science, math, english & time management or study skills. There were 10 students from the teaching team needed to gain proficiency. Many students in "bubble" group who were right on edge of proficiency. Teachers wanted to the students to understand "PURPOSE-GOAL-SUCCESS" throughout the program. Students received additional instruction revolving around 4 content areas: Reading Comprehension, Math, Science, and Attitude. Purposefully planned lessons focused on helping students learn strategies that will help them understand the content better. Students would also be offered opportunities to participate in educational and cultural experiences including field trips to local museums and universities. First, teachers looked at 6th grade Iowa Assessment of Skills (IAS) proficiency scores for core subjects. They evaluated rosters and looked at students that were within 15 points of proficiency (or gained proficiency last year, needed to gain proficiency this year) in a core subject. Teachers evaluated students across core subjects, along with their willingness to participate in afterschool club program. There were 30 students in V2P which met after school on Wednesdays. Students would come together for snack and motivational meeting, and then would split between 4 groups (Math, Science, ELA, Motivation). Students would spend 20-25 minutes in each subject, exceptions made if they were advanced in the subject area, and they would then go to motivation instead. Staff organized the team throughout different subject areas that would commit to planning and implementing the club after school (approximately 2 hours per week). They also would identify number of students within range of being proficient, select students that have the attitude to achieve, invite them to participate (permission slip, inform parents, work with 21st CCLC site facilitator), and then collaborate to plan curriculum and implement. Week 1: Pizza Lunch Bunch - Extend Invites to students, give permission slip for parents, make contact with parents to explain purpose. Week 2: review students baseline scores, field trip to Durham Museum. Weeks 3-5: Classroom instruction, and week 6: Field trip to Iowa Western Community College to refresh the WHY. Week 7-8: Classroom work. Week 9: TEST WEEK!! Weeks 10-12: Field trips to Omaha Henry Doorly Zoo & Aquarium and Joslyn Museum. Of the 30 students enrolled, 29 completed the V2P experience. Of those, 27 gained proficiency in at least one area of deficit. The overall concept this program was based upon was the fact that research shows when a child has one caring adult in their life, they are more likely to overcome adversity. Resilience researcher and psychologist Julius Segal

called this person a “charismatic” adult in a child’s life. He defined this person as ‘an adult from whom a child gathers strength.’

Pictures

Friendsgiving with Teens & Tots



Attendance Celebration at Rue



Game Club at Carter Lake

Middle School Fire Academy



Chess Club & Robotics Club at the Capitol



Zoo Club at Franklin



ALHS Culinary Club



TJHS Chess Club/AL Chess Club Duel



ALHS Guitar Club playing at Amelia Place

[Council Bluffs CSD 21st CCLC Video - https://vimeo.com/260117743](https://vimeo.com/260117743)

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete
Quotes from student, teacher, parent, and stakeholders.	X
Quotes from partners.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior and academic success.	X

Quotes from Student, Teacher, Parent & Stakeholders

"The after school programs have been wonderful for my family. It lets me know they are somewhere safe, having fun, and learning new things. Everyday they come home sharing all the things they have learned. My children have been involved in the programs for the last 4 years. We are very thankful for all programs."

- Parent at Longfellow Elementary School

"We have started a Community Garden Club at Wilson, and are building everything from the ground up... literally! One student, in particular, has taken a huge leadership role in getting this club started and the progress that has been made on the actual gardens. He is a student on student support, which means he is receiving special supports during the school day to accommodate his behavior goal on his IEP. After having some trouble with him staying after school toward the beginning of the year due to behaviors, I was hesitant to have him in a club that would be working with power tools and construction. He has been such a positive role model for his peers and has been a leader in assembling all of the garden beds as well as planning the layout of the plants that will be in the garden beds! I think he has found something that has really interested him as well as something that he is really good at!"

- Program Site Facilitator at Wilson Middle School

"Thank you for creating clubs and after school activities. I would have never got to do some of the things I've done without you being in after school clubs. Thank you for purchasing the items for the clubs. It has been fun going to a variety of clubs for the last three years. One of my favorite memories was when I got to go horseback riding in 6th grade. Making posters and keychains during Erase the Hate: Kindness Club was fun. Another memory I have is Habitat for Humanity project and cooking club... You inspire me to try more clubs at TJ [High School]. Thank you for organizing clubs for me and my friends."

- 8th Grade Student at Wilson Middle School

"We have had wonderful conversations around so many touchy subjects because of our book content. A lot of people that maybe did not have a place that was their fit for school have a place in Book Club."

- Club Sponsor for Battle of the Books at Abraham Lincoln High School

"We enjoy serving the CB schools and feel that After School Programs are invaluable to student success."

- Gifford Farms Educational Center ESU3 (Community Partner) at All Elementary Schools

7. Sustainability Plans

Sustainability Plans Required Elements	Complete
Original plan from grant application summary.	X
Discuss formal sustainability plan if applicable.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

Council Bluffs CSD 21st CCLC Sustainability Plan

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
- Support teachers, sponsors, and community partners as they provide engaging learning activities for students that support Iowa CORE Standards
- 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: Quality Staffing, Community Partner Development, and a 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 of these courses may be offered in an online 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. 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, program coordinators, assistant director 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 nine (9) of the 21st CCLC sites, further demonstrating their commitment to the youth of CBCSD. In order to retain and recruit community partners, the Partners & Pastries event has

continued to occur annually. The goal of the event is 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.

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. The second change continued in the summer school programming. CBCSD offers summer school to “invited” students. These are students who are lacking in academic proficiency in at least one Core area.

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.

8. Summary and Recommendations

Summary and Recommendations Required Elements	Complete
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X

Summary of Program

Summary of Program Required Elements	Complete
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers and/or partners.	X

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 2017-18, 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) along with Carter Lake & Roosevelt Elementary schools (Cohort 12). 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 30 days with 3 weeks in June and 3 weeks in July. Cohort X, the elementary schools Franklin, Longfellow, and Rue was not designed with a summer program component. However, a program in partnership with the Iowa West Foundation and Council Bluffs CSD summer school programs has created 30 days of summer learning for all 21st CCLC elementary schools as well. Cohort XI, the high schools operated 30 days in June and July.

This evaluation includes a summary of findings for each of the four 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.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete
Exact url where local evaluation is posted (required by US DOE).	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

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:

[CB Schools 21st CCLC Website - https://www.cb-schools.org/Page/95](https://www.cb-schools.org/Page/95)

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 occurred in June 2018, 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 evaluation for 2017-18 and will be shared in person with all stakeholders, parents, 21st CCLC staff, and school administration teams at January 2019 regularly scheduled meetings.

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete
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Objectives to be changed and reasons why.	X
Objectives to be added.	X
Include objectives not met.	X
Include objectives not measured.	X

Recommendations from External Evaluation include:

- *“Students engaging in goal setting prior to taking district-wide assessment can have a positive impact on scores; ensuring that they are aware of their current scores and expected growth. Consider how goal setting might impact student scores on district-wide assessment”* (Huffman, p. 24).

It would be possible to implement this strategy at the beginning of the school year for students attending 21st CCLC before and after school programs. However, it will require collaboration with the program staff who are unfamiliar with assessment scores in order to determine a plan for how the goal-setting will occur. The 21st CCLC leadership team will consult with the Council Bluffs CSD Director of Assessment & Data Management to determine how to make this recommendation a reality.

- *“Given that the local evaluation captures just one year in time, might longitudinal data (tracking regular attendees over time) provide additional information about the impact of CCLC programming on attendance, achievement, discipline referrals and post-secondary outcomes?”* (Huffman, p. 24).

Each year the 21st CCLC participants and their level of attendance (1=1-29, 2=30-59, 3=60-89, 4=90+) are recorded in the school district’s PowerSchool system. Since there has been a total of five years compiled within PowerSchool for students involved in 21st CCLC programs at the end of the 2018-19 school year, we will be able to pull longitudinal data for student participants of all levels to compare attendance, behavior, assessment scores, grades, and many other types of information.

Objectives Not Met

- 21st Century regular program participants who demonstrate growth in reading on state assessments compared to occasional participants.

There was no statistically significant increases for this objective, however the percentage of students proficient in reading increased from 59% to 66% for Cohort 12, and 67% to 68% for Cohort 10. For Cohort 9, both populations displayed a positive increase in the average national standard score.

- 21st Century regular program participants who demonstrate growth in mathematics on state assessments compared to occasional participants.

There was no statistically significant increases for this objective, however the percentage of students proficient in reading increased from 65% to 69% for Cohort 12, and 71% to 74% for Cohort 10. For Cohort 9, both populations displayed a positive increase in the average national standard score.

- 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 cohorts (10 & 12) met the objective with 81%. However, at the middle school level there was only 79% of regular attendees with fewer disciplinary incidents, and at the high school level there were 70%. This is quite an achievement, although it did not meet or exceed the 80% goal for the objective.

- Regular attendees will demonstrate a higher percent of college enrollment during the first year after graduation than students attending fewer than 30 days.

This objective was not met by Cohort 11, but progress was made. There were 55.4% of regular attending students graduating in 2018 which enrolled in a post-secondary institution. This is slightly higher than the 53.5% of occasional attendees who graduated in 2018 and enrolled in a post-secondary institution within a year of graduation. Unfortunately, the difference is not statistically significant.

- Annually at least 95% of regular attendees will graduate with their 4-year cohort.

This objective was not met by Cohort 11, but progress was made. The high schools were 8% shy of reaching the 95% goal at 87%. However, this was an incredible increase of 22% from the 16-17 school year which was 65%.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete
Changes in activities.	X
Changes in recruitment efforts.	X
Changes in partnerships.	X
Changes for sustainability plans.	X
Other changes as suggested by governing body.	X

Recommendations from External Evaluation include:

- *"Student participation in after school programming decreases from first grade (55% of students regularly attending) to high school (7%), with highest attrition in transitions from elementary to middle school (drop of 13%) and middle school to high school (drop of 14%). What role might CCLC play in bridging these transitions?"* (Huffman, p. 24).

In 2018-19, Council Bluffs CSD programs will focus on recruitment efforts at the transition grades to encourage 5th grade students to pursue 21st CCLC programs at the middle school level. The same should occur at the transition from 8th to 9th grade due to a new LYFT program which stands for Leveraging Youth for the Freshmen Team. This summer program started in summer of 2018, and our hope is an impact will be discovered as a result.

- *"Walk-through checklist data is collected on a regular basis. Consider including this information in future evaluations, and in feedback to partners for their professional learning"* (Huffman, p. 24).

In 2018-19, Council Bluffs CSD programs plan to schedule visitations for observations but the program director, assistant director and external evaluator in order to better collect program information in order to make course corrections throughout the year.