

Local Evaluation for Council Bluffs Community School District
Iowa 21st CCLC for 2018-2019

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 9-13 are to be included for reporting data for the 2018-2019 school year. Reported data will be from the Fall of 2018 and the Spring of 2019. Data will also be reported for the Summer of 2018. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include. The completed form should be saved with the filename <Grantee Name 21st CCLC Local Evaluation Form 2018-2019>. The form must be completed and submitted in Word format. *(Note: Instructions and clarifications are shown in RED.)*

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	
Center Information Table	

Basic Information Table	
Item	Information
Date Form Submitted	12/31/2019
Grantee Name	Council Bluffs Community School District
Program Director Name	Jessie Stoffel
Program Director E-mail	jstoffel@cbcsd.org
Program Director Phone	712-396-2302
Evaluator Name	Sherry Huffman, Ed.S.
Evaluator E-mail	shuffman@ghaea.org
Evaluator Phone	712-366-0503
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 9	Kirn Middle School, Wilson Middle School
Cohort 10	Franklin Elementary, Longfellow Elementary, Rue Elementary
Cohort 11	Abraham Lincoln High School, Thomas Jefferson High School
Cohort 12	Carter Lake Elementary, Roosevelt Elementary
Cohort 13	Bloomer Elementary, Edison Elementary

Additional Information from Grantee (optional)	
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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-12th grade students and their families in western Iowa's Pottawattamie County. Within the Council Bluffs CSD, there eleven elementary schools, two middle schools, and two high schools. Of these fifteen schools, there were eleven 21st Century Community Learning Center (CCLC) sites in the 2018-19. This number includes seven elementary schools, along with both of the middle and high schools within the district. Programs funded by the 21st CCLC grants reached over 4,000 student participants throughout the summer and school year, with 1,336 of them attending 30 or more days to become a "Regular Attendee" participant. Overall, the 21st Century programs served over 53% of the entire district's student population in the 2018-19 service year.

In regards to student participants eligible for free and/or reduced price lunch (FRPL), nearly half (47.9%) of program participants among all 21st CCLC cohorts were eligible for free and/or reduced price lunch, and of the regular attendees there was a similar FRPL percentage of 46.9%. Since one of the major priorities of the 21st CCLC funding is to reach students and families in need of support, this level of

participation from students eligible for FRPL shows the programs are serving a population in need. As a result of the diligence of the Council Bluffs CSD Nutrition Services Department, the average free/reduced lunch percentage for all 21st CCLC sites combined was 68.1%, and the rates for each of the centers are: Kirn MS – 50.0%, Wilson MS – 66.0% (Cohort 9); Franklin Elem. – 68.3%, Longfellow Elem. – 65.7%, Rue Elem. – 69.1% (Cohort 10); Abraham Lincoln HS – 56.4%, Thomas Jefferson HS – 70.5% (Cohort 11); Carter Lake Elem. – 79.9%, Roosevelt Elem. – 65.3% (Cohort 12); Bloomer Elem. – 83.4%, Edison Elem. – 74.6% (Cohort 13).

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, Chief 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, the original objectives of Cohort 9 provided a framework for where to start. However, as data was collected and studied over time, we found there were specific objectives which were more measurable and reasonable than others. Therefore, objectives were changed in March of 2018 to better align the updated strategic plans of the schools with 21st CCLC sites to assist in better collaboration with school administration. They analyze data for 21st CCLC regular attendees regarding their growth from Fall to Spring on Measures of Academic Progress (MAP) assessments for both Mathematics and Reading, in-school attendance, average behavior incidents, along with parent feedback about programs. All of these objectives reflect upon the level of school engagement for students who are regularly involved in summer, before or after school programs. Additional objectives involve tracking the amount of nutritious snacks provided to program participants, family events and participation, summer program opportunities, as well as data regarding juvenile arrests during after school hours within the city.

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 - 5:15 pm, as well as extended care from

5:15 - 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 5:15 - 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 (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.

Cohort 13 - Bloomer & Edison 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 5:15 - 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 (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 at least two components - a fruit and whole grain - along with 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)

Cohort 13: Bloomer Elementary School (210 S 7th St, Council Bluffs, IA 51503), Edison Elementary School (2218 3rd Ave, Council Bluffs, IA 51501)

Attendance Requirements

As noted in the table below, over 4,000 students participated in at least one day of 21st CCLC programs in the Council Bluffs CSD during the service year for 2018-19 summer and school year. Also during this time, there were 1,336 regular attendees who were present for thirty or more days of 21st CCLC before and/or after school programming. This is 97.2% of the total goal for D1 number for all of the Council Bluffs CSD cohorts. All cohorts reached the percentage required by the grant application for their corresponding year (1 or 3). However, when calculated by site there were two schools which fell short of the percentage to serve in year 3 for Thomas Jefferson HS, and year 2 for Carter Lake Elementary.

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	Total RA	D1 #	% by Site	% by Cohort
9	Kirn MS	659	167	150	111.3%	100.0%
9	Wilson MS	594	133	150	88.7%	
10	Franklin Elementary	229	133	150	88.7%	98.0%
10	Longfellow Elementary	235	165	150	110.0%	
10	Rue Elementary	146	98	104	94.2%	

11	Abraham Lincoln HS	751	150	160	93.8%	74.4%
11	Thomas Jefferson HS	828	88	160	55.0%	
12	Carter Lake Elementary	118	63	100	63.0%	87.0%
12	Roosevelt Elementary	173	111	100	111.0%	
13	Bloomer Elementary	199	102	75	136.0%	152.0%
13	Edison Elementary	211	126	75	168.0%	
TOTAL		4,143	1,336	1,374	97.2%	

Governance

As part of the Council Bluffs CSD, the 21st CCLC program staff are categorized under the Student & Family Services department. The Chief of SFS department is Tim Hamilton. This department is overseen by the Council Bluffs CSD Superintendent, Dr. Vickie Murillo. In 2018-19, the full time 21st CCLC program staff involved the Program Director, Dr. Sandra Day, Assistant Program Director, Jessie Stoffel, and Program Coordinators, Nikki Clausen (4 elementary schools), Darcie Capo (3 elementary schools), Julia Hartnett (2 high schools), and Elana Zalar (2 middle schools).

PROGRAM HIGHLIGHTS

Overall, key items discovered within the data of the 2018-19 program year from our external evaluation (Appendix A) and internal examination of information was completed include:

- 82% of regular attendees at the Elementary, Middle and High School levels improved in their MAP Mathematics RIT scores.
- 72% of regular attendees demonstrating improvement in MAP Reading scores.
- Across the 4 grant cohorts, the greatest improvement of expected-level achievement from fall to spring occurred at the middle and high school level.
- Among all cohorts, more than 74% of regularly attending students who were not proficient, improved to proficient or above on Iowa Assessments.

These items are listed on the one-page summary of the 2018-19 evaluation (Appendix B), and has been translated into Spanish to provide both versions when disseminating the evaluation to the community.

3. Demographic Data

Demographic Data Required Elements	Complete?
2018-2019 School Year Attendance Tables	X
<ul style="list-style-type: none"> • 2018-2019 School Year Attendance Summary Table 	X
<ul style="list-style-type: none"> • 2018-2019 School Year Attendance Ethnicity Table 	X

• 2018-2019 School Year Attendance Special Needs Table	X
Summer of 2018 Attendance Tables	X
• Summer of 2018 Attendance Summary Table	X
• Summer of 2018 Attendance Ethnicity Table	X
• Summer of 2018 Attendance Special Needs Table	X
Attendance Discussion	
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	
Parent Involvement Information and Discussion	

2018-2019 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2018 and the Spring of 2019. There are separate tables for the Summer of 2018. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2018-2019 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All	1264	633	631
	Regular*	367	174	151
Cohort 10	All	641	325	313
	Regular*	397	182	171
Cohort 11	All	1591	813	778
	Regular*	280	128	85
Cohort 12	All	374	178	196

	Regular*	194	83	92
Cohort 13	All	410	203	201
	Regular*	228	111	117

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

21st CCLC Program 2018-2019 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All	972	184	10	79	14	0
	Regular*	254	41	1	25	4	0
Cohort 10	All	497	95	10	34	5	2
	Regular*	297	31	5	19	1	0
Cohort 11	All	1221	222	18	100	30	0
	Regular*	165	29	4	12	4	0
Cohort 12	All	285	40	6	40	2	1
	Regular*	119	17	4	34	1	0
Cohort 13	All	311	51	9	33	0	0
	Regular*	184	22	3	19	0	0

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

21st CCLC Program 2018-2019 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>

Cohort 9	All	111	559	193
	Regular*	27	145	49
Cohort 10	All	48	185	75
	Regular*	15	110	41
Cohort 11	All	164	447	212
	Regular*	24	70	36
Cohort 12	All	30	167	76
	Regular*	16	88	33
Cohort 13	All	45	296	97
	Regular*	38	160	55

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

Summer of 2018 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2018 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2018 Attendance <i>Summary</i> Table				
Cohort	Attendees	<i>Total Attendance</i>	<i>Male</i>	<i>Female</i>
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All	364	189	185
	Regular*	6	3	3
Cohort 10	All	80	45	35
	Regular*	0	0	0
Cohort 11	All	450	283	208
	Regular*	41	29	12
Cohort 12	All	41	22	19
	Regular*	0	0	0
Cohort 13	All	54	28	26
	Regular*	0	0	0

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

21 st CCL Program Summer 2018 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All	300	30	3	17	5	0
	Regular*	5	1	0	0	0	0
Cohort 10	All	58	12	2	4	0	0
	Regular*	0	0	0	0	0	0
Cohort 11	All	383	61	5	35	6	0
	Regular*	34	3	0	2	2	0
Cohort 12	All	30	6	0	5	0	0
	Regular*	0	0	0	0	0	0
Cohort 13	All	37	10	2	2	0	0
	Regular*	0	0	0	0	0	0

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

21 st CCLC Program Summer 2018 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All	11	190	56
	Regular*	0	2	1
Cohort 10	All	7	31	17

	Regular*	0	0	0
Cohort 11	All	10	200	46
	Regular*	12	0	0
Cohort 12	All	1	20	12
	Regular*	0	0	0
Cohort 13	All	13	49	21
	Regular*	0	0	0

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. 	
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	
<ul style="list-style-type: none"> Recruitment efforts. 	
<ul style="list-style-type: none"> 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> 	

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 elementary schools, two middle schools, and two high schools. Of these fifteen schools, there were eleven 21st CCLC sites in the 2018-19 school year. This includes seven elementary schools, along with both of the middle and high schools within the district.

Programs funded by the 21st Century grant reached over 4,000 student participants throughout the summer and school year, with 1,336 of them attending 30 or more days to become a “Regular Attendee” participant. Separately, there were 4,280 participants during the school year only, and a total

of 989 during the summer program. Overall, the 21st Century programs served over 53% of the entire district's student population in 2018-19 service year. In regards to the FRPL attendance, of the program participants over all cohorts, nearly half (47.9%) of them are eligible for free and/or reduced price lunch, and of the regular attendees there was a similar FRPL percentage of 46.9%.

When comparing the cohort participants, the vast variance for Cohort 9 (Kirn and Wilson Middle Schools) is due to the 6th Grade Boot Camps held at each site in early August, in order to introduce incoming 6th grade students to their soon-to-be teachers and administration, share with them the upcoming before and after school programs available, and help them navigate the school building and locker combinations so they are more likely to have a smoother transition into middle school.

Similarly, for Cohort 11 there were 41 regular attendees and 450 participants. The number of regular attendees in the previous summer (2017) was zero. Reaching 41 in the summer of 2018 was a great increase to see among the attendance data. 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.

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, pull or view contact information in order to communicate 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 to 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 continuously 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 for each site to receive 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.

Regarding our efforts to retain students currently attending programs, 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 efforts to retain students' participation, as 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 involve youth participants or current student leadership groups creating posters to display in the schools, describe programs on the school announcements, student leaders sharing about programs to various advisement (homeroom) classes and how to sign up or who to contact about starting a club, emails and phone calls to parents and students about upcoming programs, as well as the school news broadcast with video footage of current club 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 informing students about the programs they are involved with and encouraging 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. Each site provides morning programs which typically consist of a literacy or tutoring type of instruction, combined with a physical activity or enrichment activity, such as board games, before heading to breakfast. A detailed description for each cohort is provided below.

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 - 5:15 pm, as well as extended care from 5:15 - 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 5:15 - 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 (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.

Cohort 13 - Bloomer & Edison 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 5:15 - 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 (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**

21 st CCLC Program 2018-2019 Partnerships Table						
Name of Partner (Enter name of Partner)	Type*: Full/ Partial/ Vendor	Contribution Type (# From list above)	Staff Provided (Describe if applicable)	In-kind Value (Monetary Value, if unpaid)	Number of Centers Served	
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:	1	\$4,000

				\$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	3: \$1,500 5: \$500	2	\$5,440

			activities for career academy.	6: \$720 TTL: \$2,720		
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	
Family Inc.	Unpaid	3,5,6	Facilitate events and provide clothing/goods for students who are pregnant or parenting.		4	
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	3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440

			activity for career academy.			
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
Lutheran Family Services	Unpaid	3,5,6	Facilitate events and provide clothing/goods		4	

			for students who are pregnant or parenting.			
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 TTL: \$2,720	2	\$5,440
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
Strategic Air Command & Aerospace Museum	Unpaid	3,6,5			7	
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 6: \$720 TTL: \$2,720	5	\$13,600
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 to Toddler Visiting Nurses Program	Unpaid	3,5,6	Facilitate health-related program with parenting students.	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	2	\$5,440
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	2	\$5,440

				6: \$720 TTL: \$2,720		
Estimated total in-kind donations:						\$828,024

**Full – partner works with local program at no cost to the program*

Partial – partner works with local program by providing discounted costs/rates

Vendor – services only provided with a cost to the program

Partnerships Discussion.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
<ul style="list-style-type: none"> Summary of partnerships table. 	
<ul style="list-style-type: none"> Total unpaid and paid partners. (all partner types) 	
<ul style="list-style-type: none"> Efforts to recruit partners. 	
<ul style="list-style-type: none"> Highlights of partnerships. 	
<ul style="list-style-type: none"> How partnerships help programs serve students. 	

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 five 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 2019-20 school year to accurately determine the level and monetary value provided by each partnership.

In the 2018-19 service year, there were 42 paid community partners along with another 68 unpaid community partners, which totals to 110 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 the district hosts to show our appreciation for 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 the newest partners is the STEM programs focused on robotics with the Strategic Air Command (SAC) & Aerospace Museum. This organization wrote a grant specifically for Council Bluffs schools and received enough funding for Rue Elementary School to have a robotics program and participate in a competition. SAC Museum provided the expert staff, equipment, lessons aligned with state standards, and admission to the competition. They have written and received another grant to provide funding to five other elementary schools in partnership with 21st CCLC programs in Council Bluffs for 2019-20.

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

In 2018-19 there were 34 family events with over 700 participants.

Family Event Descriptions

6th Grade Boot Camp Parent Meetings - 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. These types of events had 70 total participants.

Parent Cafes & 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. These types of events had 67 total participants.

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. This type of event had 38 total student participants, some of which were accompanied by a supportive parent or family member.

Lights On After School Open House - 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 CCL programs in the Council Bluffs CSD. These types of events had 42 total participants.

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. These types of events had 250 total participants.

Durham Museum - families are invited to visit the Durham Museum, and materials for each of the exhibits is provided for them to go through each area of the museum together. This type of event had 68 total participants.

Trimester Art Shows - at the end of art clubs where pieces were created by participants, the parents were invited to attend the final club session to see the art displayed from the entire trimester.

Fine Arts Festival - elementary students were invited to attend this festival on a Saturday. A variety of stations were available for students to make different types of instruments, crafts, and participate as audience members for the high school music performances. This type of event had 50 total participants.

ISU Latino Family Visit - any Spanish-speaking students or parents were invited to attend a trip to Iowa State University. The focus of their trip was to learn about the opportunities offered to Latino students at the university. This type of event had 22 total participants.

YMCA Family Night - fun, community space was open to families to visit and enjoy games, activities, and a meal together. This type of event had 87 total participants.

Since our 21st CCLC programs have such a close 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 and newsletters, which uses a software program called PeachJar. 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. Another goal for each family event is to have a meal donated or provided at a discount. For Common Sense Parenting cafes, the Council Bluffs Public Library was a perfect central location for families throughout the entire district. An extra incentive for parents to attend was we provided care for the children of families attending, which gave the child time to explore the children's section of the local library.

4. GPRA Measures

For 2018-2019, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	x
• 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 Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			

Assessment Tool: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) (grades 2-11) and Math Grade Reports (seniors)			
1. The number of elementary 21 st Century regular program participants who improved in mathematics from fall to spring.	293	260	88.74%
2. The number of middle/high school 21 st Century regular program participants who improved in mathematics from fall to spring.	230	169	73.48%
3. The number of all 21 st Century regular program participants who improved in mathematics from fall to spring.	523	429	82.03%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool: NWEA MAP (grades 2-11) and English Grade Reports (seniors)			
4. The number of elementary 21 st Century regular program participants who improved in English from fall to spring.	265	201	75.85%
5. The number of middle/high school 21 st Century regular program participants who improved in English from fall to spring.	207	140	68.97%
6. The number of all 21 st Century regular program participants who improved in English from fall to spring.	472	341	72.24%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: NWEA MAP	Number needing Improvement	Number improved	Percent Improved
7. The number of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading.	266	32	12.03%
8. The number of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics.	226	84	37.17%

GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Teacher Surveys	Number of Regular Attendees	Number Improved	Percent Improved
9. The number of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	368	74	20.11%
10. The number of middle/high school 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	177	62	35.03%
11. The number of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	545	136	24.95%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Teacher Surveys	Number of Regular Attendees	Number Improved	Percent Improved
12. The number of elementary 21 st Century regular program participants with teacher-reported improvements in student behavior.	368	85	23.10%
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.	177	79	44.63%
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	545	164	30.09%

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 21 st CCLC Program based solely on GPRA Measures.	x

Students used in the GPRA Measures achieved Regular Attendance (30+ days or more).

IMPROVEMENT IN MATHEMATICS

NWEA MAP assessments were used to determine the number of regular attending students needing improvement, and the number and percent of students in grades 2-11 demonstrating improvement in mathematics. Grades were used for students in grade 12.

At the Elementary level, data is based on 724 matched pairs where both fall and spring NWEA MAP scores were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 88.74% of those students improved their test scores.

At the Middle and High School level, data is based on 459 matched pairs of students in grades 9-11 where both fall and spring NWEA MAP scores were available, and nine matched pairs of students in grade 12 where both fall and spring grades were available. Students scoring below the typical RIT score for fall were considered to be needing improvement, and students with a grade of D or F in the fall were considered to be needing improvement. 73.48% of those students improved their test score or grade.

The total percentage of regular attendees demonstrating improvement in Mathematics is 82.03%

IMPROVEMENT IN ENGLISH

NWEA MAP assessments were used to determine the number of regular attending students needing improvement, and the number and percent of students in grades 2-11 demonstrating improvement in mathematics. Grades were used for students in grade 12.

At the Elementary level, data is based on 725 matched pairs where both fall and spring Reading MAP scores were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 75.85% of those students improved their test scores.

At the Middle and High School level, data is based on 473 matched pairs of students in grades 9-11 where both fall and spring Reading MAP scores were available, and 14 matched pairs of students in grade 12 where both fall and spring grades were available. Students scoring below the typical RIT score for fall were considered to be needing improvement. Students with a grade of D or F in the fall were considered to be needing improvement. 68.97% of those students improved their test scores.

The total percentage of regular attendees demonstrating improvement in Reading is 72.24%.

IMPROVEMENT IN PROFICIENCY

Iowa did not have a statewide accountability measure in place in 2018-19, therefore NWEA MAP was used for this measure. Because “proficiency” is not defined for this assessment, the determination for “acceptable” was the count of students meeting Expected levels for their current grade, content and testing window according to NWEA norms.

Data based on 725 Elementary students in the fall and 721 students in the spring that were assessed with NWEA MAP Reading. At the Middle/ High School, 424 students were assessed with NWEA MAP Mathematics in the fall and 424 were assessed in the spring.

There were fewer elementary regular attendees scoring at expected levels in reading in the spring compared to the fall. At the middle/ high school level, there were more students performing at expected levels in mathematics in the spring compared to the fall.

HOMEWORK AND CLASS PARTICIPATION

Data for this measure and the student behavior measure utilized teacher surveys about regular attendees.

Of 368 teacher surveys at the elementary, 262 students maintained a satisfactory homework completion rate and 74 students improved their homework completion. This results in a positive rating for 91.30% for regular attendees on homework completion. Also at the elementary, 240 students maintained their class participation and 111 students improved their participation. This results in a positive rating for 95.38% of regular attendees on class participation.

Of 177 teacher surveys at the middle/ high school, 98 students maintained a satisfactory homework completion rate and 62 students improved their homework completion. This results in a positive rating for 90.40% of regular attendees on homework completion. Also at the middle/ high school, 85 students maintained their class participation and 79 students improved their participation. This results in a positive rating for 92.66% of regular attendees on class participation.

STUDENT BEHAVIOR

Of 368 teacher surveys at the elementary, 235 students were rated as Maintained on the item, “Behaving Well in Class” and 85 students were rated as Improved. This results in a positive rating for 86.96% for regular attendees on student behavior.

Of 177 teacher surveys at the middle/ high school, 90 students were rated as Maintained on the item, “Behaving Well in Class” and 79 students were rated as Improved. This results in a positive rating for 95.48% of regular attendees on student behavior.

HIGH PERFORMANCE

Across all cohorts, 82% of regular attendees showed improvement in Mathematics from fall to spring. Additionally, there were more students performing at expected levels in Mathematics in the spring at the Middle and High School level. In reading, 72% of regular attendees showed improvement in Reading across the year.

Teacher reported positive ratings in regards to student participation and homework completion for over 92% of regular attendees. Teachers positively rated student behavior for 87% of regular attendees.

5. Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2018 and the Spring of 2019.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<ul style="list-style-type: none"> Rating of each Objective as listed below. 	X
<ul style="list-style-type: none"> Full Methodology used for measurement. 	X
<ul style="list-style-type: none"> Justification for Rating 	X
Local Objectives Discussion	x

Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. **If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same).** If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

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

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating

Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Objective Met	284 assessed in both fall and spring 2018-19 148 (52.11%) Demonstrated typical or greater growth
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	286 assessed in both fall and spring 2018-19 146 (51.23%) demonstrated typical or greater growth
In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Objective Met	Median school attendance rate for regular attendees was 97.14% compared to the average of all students at 94.61%
Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Met	The average number of discipline referrals for regular attendees was 2.04 compared to the 2.44 average for all students.
Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	100% of parents agreed or strongly agreed that "activities had a positive impact on my child."

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Objective Met	367 assessed in both fall and spring 2018-19 115 (31.34%) demonstrated typical or greater growth
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to	Objective Not Met, Progress Made Toward Objective	368 assessed in both fall and spring 2018-19 102 (27.72%) demonstrated typical or greater growth

spring on Reading MAP assessments.		
In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Objective Met	Median school attendance rate for regular attendees was 97.14% compared to the average of all students at 95.95%
Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Met	The average number of discipline referrals for regular attendees was 1.34 compared to the 1.38 average for all students.
Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	97.40% of parents agreed or strongly agreed that "activities had a positive impact on my child."

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Objective Met	107 assessed in both fall and spring 2018-19 49 (45.79%) demonstrated typical or greater growth
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	111 assessed in both fall and spring 2018-19 48 (43.24%) demonstrated typical or greater growth
In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Objective Met	Median school attendance rate for regular attendees was 97.14% compared to the average of all students at 93.60%

Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Met	The average number of discipline referrals for regular attendees was .78 compared to the 1.06 average for all students.
Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	97.14% of parents agreed or strongly agreed that "activities had a positive impact on my child."
Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, et.) the first fall after graduation will be within 10% of the district's average.	Objective Met	The National Student Clearinghouse data indicates that 53.49% of regular attendees in 2018-19 enrolled in a post-secondary institution to date. This compares to the district average of 52.15% of graduates from Council Bluffs enrolling in a post-secondary institution within one year of graduation. There is the possibility that more regular attendees students may enroll within the rest of this year.
Percent of regular attendees graduating with their 4-year cohort will be within 10% of the district's average	Objective Met	Data held in PowerSchool and will be used to track this progress. The 4-year graduation rate for regular attendees is 77% compared to the district average of 87%. The percent of regular attendees graduating with peers is within 10% of the district average.

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Objective Not Met, Progress Made Toward Objective	150 assessed in both fall and spring 2018-19 41 (27.33%) demonstrated typical or greater growth
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	111 assessed in both fall and spring 2018-19 48 (43.24%) demonstrated typical or greater growth
In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Objective Met	Median school attendance rate for regular attendees was 97.14% compared to the average of all students at 95.58%
Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Met	The average number of discipline referrals for regular attendees was 1.34 compared to the 1.95 average for all students.
Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	90.63% of parents agreed or strongly agreed that "activities had a positive impact on my child."

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Objective Not Met, Progress Made Toward Objective	195 assessed in both fall and spring 2018-19 57 (29.23%) demonstrated typical or greater growth

Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Not Met, Progress Made Toward Objective	195 assessed in both fall and spring 2018-19 55 (28.21%) demonstrated typical or greater growth
In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Objective Met	Median school attendance rate for regular attendees was 96.57% compared to the average of all students at 96.16%
Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Met	The average number of discipline referrals for regular attendees was 1.64 compared to the 2.27 average for all students.
Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	97.92% of parents agreed or strongly agreed that "activities had a positive impact on my child."

The following discussion of Local Objectives combines every cohort for a comprehensive perspective of all 21st CCLC grant programming at Council Bluffs CSD.

COHORTS 9, 10, 11, 12, 13		
Objective	Objective Rating	Methodology/Justification for Rating
Student Achievement Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.	Objective Met	37.17% of regular attendees demonstrated typical or greater than typical growth on MAP assessments in Math based on 2015 MAP norms. The growth of regular attendees across cohorts was higher than the stated objective. Lowest growth rates were observed for Cohorts 12 and 13. Highest growth rates were observed for Cohort 9.
Student Achievement Greater than 30% of Regular Attendees will demonstrate typical growth from	Objective Met	35.37% of regular attendees demonstrated typical or greater than typical growth on MAP assessments in

fall to spring on Reading MAP assessments.		Reading based on 2015 MAP norms. The growth of regular attendees was greater than the stated objective. Lowest growth rates were observed for Cohorts 10, 12, and 13. Cohort 9 showed the highest growth rate.
Student Engagement In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average.	Objective Met	Data held in PowerSchool and Youth Services indicate that the median attendance rate for Regular Attendees was 95.95% compared to the all student average of 94.67%. This is within 10 percentage points as stated by the objective.
Student Engagement Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Met	Data held in PowerSchool and Youth Services indicate that the average number of discipline referrals for regular attendees is 1.52 which is less than the overall school average of 1.71, which meets the stated objective.
Parent Feedback Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	Electronic parent surveys reveal that 97.13% of parents agree or strongly agree that CCLC activities had a positive impact on their child (educational, career focus and social skill development). This is higher than the stated objective.

Additional Objectives Table

Additional Objectives	Objective Rating	Methodology/Justification for Rating
21st CCLC will provide nutritious after school snacks to all attendees.	Objective Met	Youth Services data show a total of 141,224 snacks provided across all CCLC programming. The highest percent of snacks taken by students was at Cohorts 10 and 13. The fewest number of snacks taken by students was at Cohort 11.
21st CCLC will hold at least four family education events throughout the calendar year. Attendance will be tracked.	Objective Met	Data held in Youth Services indicate a total of ten family education events involving every cohort and attended by a total of 708 participants. This is more

		than twice the number of family events stated in the objective.
21st CCLC will provide a minimum of 30 summer school days (between 4-6 hours daily)	Objective Met	Youth Services information documents a total of 30 summer school days at the elementary, middle and high school levels, ranging in length from four to 7.5 hours. This meets the stated outcome.
21st CCLC will track juvenile arrests from 2:00-5:00 p.m. over time.	Objective Met	Juvenile arrest counts have been provided by the Council Bluffs Police Department for the past nine years. While the number of incidents from 2:00 p.m. to 5:00 p.m. increased slightly from last year, juvenile arrests for 2019 are well below the average for all years.

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

STUDENT ACHIEVEMENT

Several local outcomes were new this year, establishing a baseline for progress on MAP assessments.

Across all cohorts, 37.17% of regular attendees demonstrated typical growth or better in Mathematics as defined by Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). This exceeds the targeted objective. The growth percentage ranged from 27% to 52% for different cohorts- the largest number of students meeting typical growth in Mathematics at the Middle Schools.

For additional detail, the local outcomes were examined by cohort. Cohorts 9, 10, and 11 met the stated objective. Cohort 12 Mathematics improvement from fall to spring missed the 30% objective by 2.56% (4

students). Cohort 13 Mathematics improvement from fall to spring missed the objective by .77% (1 student). Progress was made toward the stated objective.

In Reading, 35.37% of regular attendees demonstrated typical growth or better (as defined by Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). This exceeds the targeted objective. The growth percentage ranged from 28% to 51% for different cohorts- the largest number of students meeting typical growth in Reading at the Middle Schools.

For additional detail, the local outcomes were examined by cohort. Cohorts 9, 11, and 12 also met the stated objective. Cohort 10 Reading improvement from fall to spring missed the 30% objective by 2.28% (4 students). Cohort 13 Reading improvement from fall to spring missed the objective by 1.79% (3 students). Progress was made toward the stated objective.

In recommendation, student goal setting shows promising evidence as an intervention for contributing to positive student outcomes. MAP includes tools to facilitate this discussion with students.

STUDENT ENGAGEMENT

In-school attendance rates for all regular attendees in 2018-19 was 95.95% which is higher than the average attendance rate for all students (94.67%). For the Elementary cohorts, average daily attendance of regular attendees was 96.95%. When comparing the participating Elementary cohorts from last year, the average attendance rate in 2018-19 was 97.14% compared to 97.17% in 2017-18. For the Middle School cohort, attendance for regular attendees was 97.14% compared to 96.62% last year. For the High School cohort, regular attendees' average daily attendance was 97.14% compared to 96.61% last year. At the Elementary level, attendance rate has stayed consistent for regular attendees. At the Middle and High School level, regular attendees had higher average daily attendance this year.

The average number of discipline referrals for regular attendees across all cohorts was 1.52 compared to 1.71 for all students. Comparing participating Elementary cohorts from last year, discipline referrals for 2018-19 was 1.34 compared to 1.8 in 2017-18. For the Middle School cohort, the average was 2.04 compared to 2.32 last year. For the High School cohort, the average number of discipline referrals for regular attendees was .78 compared to .84 last year. Overall, local objectives targeting student engagement were met this year, and showed improvement from last year in most cases.

An observation has determined that student participation in after school programming decreases from Kindergarten (76% of students regularly attending) to high school (14%), with highest attrition in transitions from elementary to middle school (drop of 28%) and middle school to high school (drop of 13%). Monitoring of attendance rate and referrals is often one component of an early warning system. This data might serve as a way to target and recruit students most at need for engagement in after-school programming, especially at the secondary level.

PARENT FEEDBACK

The majority of parents answering the electronic survey indicated that the CCLC program had a positive impact on their child's educational growth. 97.13% agreed or strongly agreed, well surpassing the objective of 50% indicating a positive impact. Of those disagreeing to the item, "activities had a positive impact on my child," all but one indicated an interest in serving on a Parent Advisory Board for 21st CCLC programs.

POSTSECONDARY OUTCOMES

In Cohort 11, there were 43 regularly attending seniors. 77% of these participants graduated with their 4-year cohort. This compares to 87% for the entire senior class, and meets the stated objective. This year's 4-year cohort graduation rate for regularly attending seniors is lower than last year's (87%) and higher than the rate in 2016-17 (61%).

53.49% of these regular attendees have enrolled in post-secondary institutions to date. This compares to a multi-year average for Council Bluffs of 52.15% of graduates enrolling in post-secondary institutions within one year of high school graduation. There is the possibility that more regular attendees students may enroll within the rest of this year.

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

Across all cohorts, 82% of regular attendees showed improvement in Mathematics from fall to spring. Additionally, there were more students performing at expected levels in Mathematics in the spring at the Middle and High School level. In reading, 72% of regular attendees showed improvement in Reading across the year.

Teacher reported positive ratings in regards to student participation and homework completion for over 92% of regular attendees. Teachers positively rated student behavior for 87% of regular attendees.

All objectives were met when examined across all programming; when examining objectives by cohort any not meeting the criteria for success did show progress toward the goal.

Juvenile arrest counts have been provided by the Council Bluffs Police Department for the past seven years. Data shows a decrease in arrests at each hour of the day from 2:00 p.m. to 5:00 p.m.

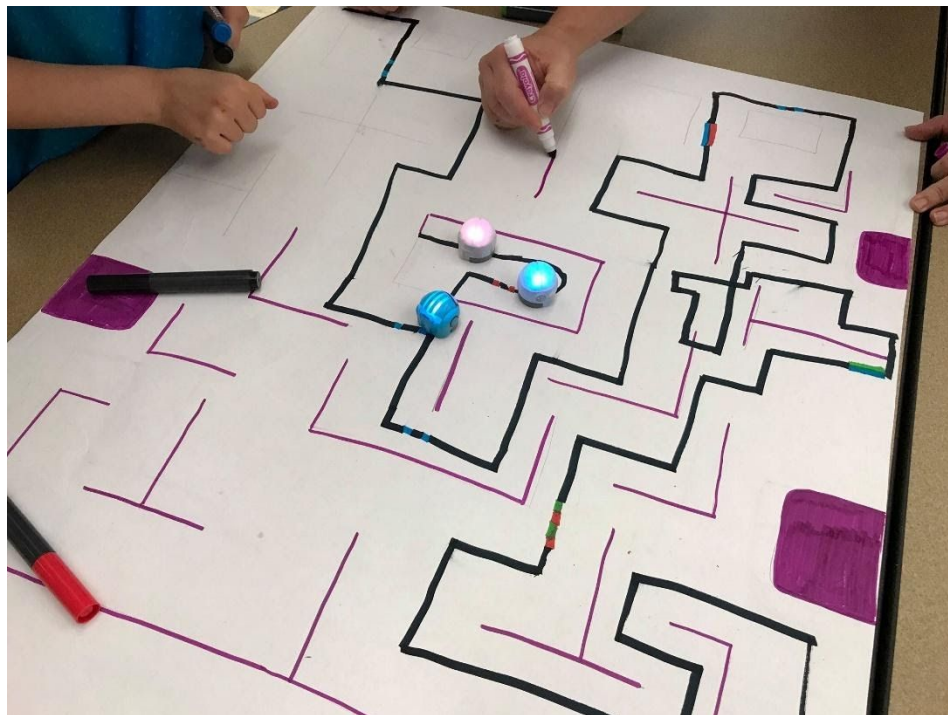
Best Practices

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

At Kirn Middle School, students were interested in having monthly challenges to impact their community. The club was called Kirn Cares and provided service learning opportunities to students at various local organizations. For example, during the month of October there was a clothing drive held and organized by the club to gather contributions from students and staff to give clothing items to a local shelter in the area. These students tracked the number of items collected from each home room and coordinated the drop off and pick up of donations to the facility. Another part of this program was to visit a local rehabilitation center and nursing home for people recovering from surgery or in assisted living. The students would do a different activity each week, which ranged from playing board games in groups, creating tie blankets, performing karaoke with residents, or make ice cream together in Ziploc bags. This program was student-led and service-oriented to engage students in a positive experience and to encourage them to look at areas of their community to determine ways they would be able to impact other groups of people in a positive way. They were able to identify problems and create solutions through discussions of varying ideas and thoughts, and then determine the best way to address issues or logistically tackle challenges. The other main aspect of this club program was to bridge across generations to have students encounter and interact with people from generations much different than their own. They were hesitant at first, but befriended them throughout the process.

Pictures





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
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Students were asked what they enjoyed most about participating in before and/or after school programs. Their responses included:

"The trip to Iowa Western Community College because I got to know what it will be like when I go to College." – Wilson MS Student

"I believe that chess has allowed me to further develop my strategy skills and deep thinking which then translates into my academic world and life in general." – ALHS Student

"The thing that I liked most was being able to share my thoughts and to actually be involved." – TJHS Student

"In Quidditch club I made new friends and became more open to the people around me. It changed me a lot and now it is easier to make friends and have fun." – Kirn MS Student

"The bonds that you make with other students and teachers. During my All-state experience in speech I developed bonds with my improv group that may never break. Along with the opportunity to develop new skills and improve upon those that you already obtain." – ALHS Student

"I don't have to walk home." – Wilson MS Student

"Talking to friends and actually doing stuff instead staying in my house." – Kirn MS Student

"I liked how in Battle of the Books there was opportunities to take what you did and do something with them, as well as going to new places because of these activities." – ALHS Student

"I liked that I have a reason to be here and it fits in my scheduled well." – Wilson MS Student

"They're a great way to stay busy and find new subjects that I'm interested in, such as Gardening club which I never expected to join but now love." – ALHS Student

When parents were asked for feedback regarding programs, they stated the following:

"I believe the program overall is positive and beneficial for all students and I hope it will continue." – Parent at Edison Elementary

"These activities are invaluable in enriching our kids and the time they spend before and after school. Without them, many of the kids would be home on their devices without supervision. Because of these clubs, they are using their social skills and thinking skills beyond the confines of the school day." – Parent at Kirn MS

"These have been great programs that continue to grow. They have been great for my kids. Thank you for providing these activities for them." – Parent at Rue Elementary

"The 21st Century clubs have positively influenced my decision to keep my child enrolled at the school." – Parent at Longfellow Elementary

"I think the program is helpful as it gives students not into sports something to do after school in areas that interest them." – Parent at ALHS

"21st CCLC has been great for my kids, they love them because they learn!" – Parent at Rue Elementary

"I think this is an amazing program and hope my child can continue to go every year." – Parent at Carter Lake Elementary

Program staff were asked to share their perspective regarding before and/or after school programs:

"The students in my club are a mix of general education and special education students. Normally they would only mix in PE. With the after school club they have had wonderful opportunity to get to know each other." – Teacher at ALHS

"Students having breakfast before starting the school day. Many of our students don't have access to breakfast at home. This meal helps better prepare them for learning for the day." – Teacher at Kanessville Learning Center

"Longfellow Student Council: Since becoming a club our meetings are more frequent and longer in duration. This has allowed us to be more involved in the community than in other years. We have been able to dive deeper into learning the why behind our contributions such as researching what life is like for deployed troops, meeting a veteran, and finally constructing care packages and writing letters to deployed troops. This experience will last with the students longer and they have a better understanding of the sacrifices service members make for our country and communities. AND that was only one of our many focuses!!" – Teacher at Longfellow Elementary

"(At Edison-after school activities) Giving our students more opportunities to learn about different things or try different things to expand their knowledge base; (Edison-before school)-helping kids who need extra support in reading." –Student Family Advocate at Edison Elementary

"This year, chess club has been a place of refuge for kids who have nowhere else and nothing else. It has helped these kids extend the learning day with high-level strategic thinking." – Teacher at ALHS

"I love the relationships I get to build with students in this setting, getting to share things I am passionate about with students I do not normally work with and providing them with new experiences." – Teacher at Roosevelt Elementary

"The kids love it and it's great to have the community involved in these activities." – Administrative Assistant at Rue Elementary

"Playing many different board and card games helped with other learning skills, such as strategy (thinking ahead), learning to be good sports, collaborating on cooperative games, researching (new games they would like to play), etc. Trips to Spielbound for our group were also very successful." = Library Media Clerk at TJHS

"Having students active in before and after school. This allows them to have a safe and positive place to go in order to stay out of trouble! These clubs mean the world to the kids!" – Teacher at Wilson MS

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 we have been working to determine a stipend pay for Club Leaders (\$20 per hour) and Club Assistants (\$15 per hour), in order to provide equitable pay for before and after school staff for their time spent leading or assisting with programs. This discussion has continued throughout 2018-19 and will be implemented in 2019-20. 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 eleven 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 “targeted” 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. During 2018-19, 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 in Cohort 10, Carter Lake & Roosevelt Elementary schools in Cohort 12, and Bloomer & Edison Elementary schools in Cohort 13. As for secondary programs, there is the CB D.R.E.A.M.S (Developing Relationships Engaging All Middle Schoolers) includes both Kirn and Wilson Middle Schools of Cohort 9, and included in Cohort 11, Abraham Lincoln and Thomas Jefferson High Schools has a program titled CB Ready by 21.

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 9, operates 30 days with 3 weeks in June and 3 weeks in July. Elementary schools in Cohorts 10, 12, and 13, have a summer program in partnership with the Iowa West Foundation and Council Bluffs CSD summer school programs for 30 days of summer learning for all 7 of the 21st CCLC elementary schools. Cohort 11, the high schools operated 30 days in June and July.

Of the eleven sites in the 2018-19, the 21st CCLC grants reached over 4,000 student participants throughout the summer and school year, with 1,336 of them attending 30 or more days to become a "Regular Attendee" participant. Overall, the 21st Century programs served over 53% of the entire district's student population in the 2018-19 service year. In regards to student participants eligible for free and/or reduced price lunch (FRPL), nearly half (47.9%) of program participants among all 21st CCLC cohorts were eligible for free and/or reduced price lunch, and of the regular attendees there was a similar FRPL percentage of 46.9%. Since one of the major priorities of the 21st CCLC funding is to reach students and families in need of support, this level of participation from students eligible for FRPL shows the programs are serving a population in need.

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?
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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

Link to the local evaluation, external evaluation report, and one-page summary in English and Spanish is <https://www.cb-schools.org/Page/2742>

The Local Evaluation, External Evaluation, and one-page summary or evaluation highlights will be provided to the Council Bluffs CSD School Board, reviewed at the community partners meeting, shared with principals at quarterly meetings with all site administration in January 2020, posted on all social media pages and the 21st CCLC website, and sent to all 21st CCLC site families and staff.

Recommendations for Local Objectives.

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

Objectives were changed in March of 2019 due to their unreasonable measures, such as 80% of students improving proficiency, and the MAP testing was stated as the assessment instead of Iowa Assessments. This was to better measure growth within the same school year (fall to spring), versus comparing one school year to another. For objectives focused on in-school attendance and behavior incidents, specific parameters were added to note they would be within 10% of the school average (attendance) or less than the school average (behaviors).

Objectives not met include:

- COHORT 10: ***Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.*** Objective was not met, but progress was made towards it. It was less than 3% away from meeting the objective, since 368 assessed in both fall and spring 2018-19, 102 (27.72%) demonstrated typical or greater growth.
- COHORT 12: ***Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.*** Objective was not met, but progress was made towards it. It was less than 3% away from meeting the objective, since 150 assessed in both fall and spring 2018-19, 41 (27.33%) demonstrated typical or greater growth.

- COHORT 13: ***Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments.*** Objective was not met, but progress was made towards it. It was less than 1% away from meeting the objective, since 195 assessed in both fall and spring 2018-19, 57 (29.23%) demonstrated typical or greater growth.

- COHORT 13: ***Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.*** Objective was not met, but progress was made towards it. It was less than 2% away from meeting the objective, since 195 assessed in both fall and spring 2018-19, 55 (28.21%) demonstrated typical or greater growth.

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

Changes in partnerships which affects our sustainability plans involve pursuing more unpaid, full or partial partnerships with community businesses and organizations instead of discounts from vendors for program services or experiences. This will create a more sustainable program overall for schools to have these opportunities beyond grant funding years.

Recommendations provided by our external evaluator, Sherry Huffman, include the following input. These suggestions and considerations will be a focus for 21st CCLC Program Director and Coordinators moving forward:

- Student participation in after school programming decreases from Kindergarten (76% of students regularly attending) to high school (14%), with highest attrition in transitions from elementary to middle school (drop of 28%) and middle school to high school (drop of 13%). Analyze and determine risk factors which may be an early warning system to recruit students most at need for engagement at the secondary level.
- Monitor staff stability and recognize or reward longitudinal service.
- Provide more professional learning opportunities for large group management strategies.
- The transition from the end of the school day to the start of after-school to be more structured to maximize the impact of contact hours.