

Local Evaluation for *Council Bluffs Community School District*
Iowa 21st CCLC for 2019-2020

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 9-14 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring .

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 2019-2020>. The form must be completed and submitted in Word format.

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

1. General Information

General Information Required Elements	Complete?
Basic Information Table	x
Center Information Table	x

Basic Information Table	
Item	Information
Date Form Submitted	
Grantee Name	Council Bluffs Community School District
Program Director Name	Nikki Clausen
Program Director Email	nclausen@cbcsd.org
Program Director Phone	712-396-2302
Evaluator Name	Sherry Huffman, Ed.S.
Evaluator Email	shuffman@ghaea.org
Evaluator Phone	712-366-0503
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
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)	

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	

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 9,201 K-12 students and their families in western Iowa's Pottawattamie County. Free/reduced lunch rates for each of the centers are noted below:

- Cohort 10: Franklin Elem. 67.84% - , Longfellow Elem. 62.78% - , Rue Elem. 73.68%
- Cohort 11: Abraham Lincoln HS 58.6% - , Thomas Jefferson HS 72.76%
- Cohort 12: Carter Lake Elem. 83.82% - , Roosevelt Elem. 74.08%
- Cohort 13: Bloomer Elem. - 86.78% , Edison Elem. - 75.36%

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. Objectives were rearranged to align more with the strategic plans of the schools with 21st CCLC sites to assist in better collaboration with school administration. These objectives mainly include the in-school attendance of 21st CCLC regular attendees, as well as the average behavior incidents of students attending 21st CCLC programs. Both of these objectives reflect upon the level of school engagement for students who are regularly involved in before or after school programs.

PROGRAM DESCRIPTION

Program Days & Hours

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 quarterly 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 - 4:00 pm at least depending on the program for

the day (2.5 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 3:10 - 4:45 pm at least depending on the options for the day (1.58 hours per day or 6.32 per week). With all of these daily hours combined (15.42 per week) over a typical month of four weeks, a total of 61.68 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 quarterly 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 quarterly for this cohort.

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 some 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 semester 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. 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 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, 2,086 students participated in at least one day of 21st CCLC programs in the Council Bluffs CSD during the service year for the 2019-20 summer and school year. Also during this time, there were 698 regular attendees who were present for thirty or more days of 21st CCLC before and/or after school programming.

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
10	Franklin Elementary	151	88	150	58.6%	73.6%
10	Longfellow Elementary	184	128	150	85.3%	
10	Rue Elementary	111	80	104	76.9%	
11	Abraham Lincoln HS	562	50	160	31.2%	33.4%
11	Thomas Jefferson HS	628	57	160	35.6%	
12	Carter Lake Elementary	104	51	100	51%	77.5%
12	Roosevelt Elementary	130	104	100	104%	
13	Bloomer Elementary	103	65	75	86.6%	93.3%
13	Edison Elementary	113	75	75	100%	
TOTAL		2,086	698	1,074	69.9%	

Governance

As part of the Council Bluffs CSD, the 21st CCLC program staff are categorized under the Student & Family Services department. The director who oversees the SFS department is Tim Hamilton. This department is overseen by the Council Bluffs CSD Superintendent, Dr. Vickie Murillo.

The full time 21st CCLC program staff involves the program director, Nikki Clausen, assistant director, Elana Zalar, and program coordinators Megan Kruse (elementary), Jessica Walter (elementary), and Savannah Sherry (secondary). Below is an organizational chart reflecting the Council Bluffs CSD 21st CCLC staff.

21st CCLC Organizational Chart 2020-2021



3. Demographic Data

Demographic Data Required Elements	Complete?
2019-2020 School Year Attendance Tables	
• 2019-2020 School Year Attendance Summary Table	X
• 2019-2020 School Year Attendance Ethnicity Table	X
• 2019-2020 School Year Attendance Special Needs Table	X
Summer of 2019 Attendance Tables	X
• Summer of 2019 Attendance Summary Table	X
• Summer of 2019 Attendance Ethnicity Table	X
• Summer of 2019 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X

Parent Involvement Information and Discussion

X

2019-2020 School Year Attendance.

21st CCLC Program 2019-2020 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
Cohort 10	All	446	222	224
	Regular*	296	152	144
Cohort 11	All	1190	627	563
	Regular*	107	50	57
Cohort 12	All	234	120	114
	Regular*	155	76	79
Cohort 13	All	216	120	96
	Regular*	140	68	72

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

21st CCLC Program 2019-2020 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Cohort 10	All	342	51	4	22	5	22
*	Regular*	226	35	2	15	2	16
Cohort 11	All	893	172	11	62	35	17
*	Regular*	83	7	2	6	5	4
Cohort 12	All	175	23	4	17	2	13
*	Regular*	116	13	2	12	1	11
Cohort 13	All	158	18	3	15	2	20
*	Regular*	105	10	2	7	0	16

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

21 st CCLC Program 2019-2020 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
Cohort 10	All	20	323	63
	Regular*	14	212	37
Cohort 11	All	47	793	193
	Regular*	3	74	10
Cohort 12	All	14	185	43
	Regular*	9	117	22
Cohort 13	All	9	189	48
	Regular*	7	120	29

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

Summer of 2019 Attendance.

21 st CCLC Program Summer 2019 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
Cohort 10	All	70	40	30
	Regular*	0	0	0
Cohort 11	All	54	22	32
	Regular*	0	0	0
Cohort 12	All	54	29	25
	Regular*	0	0	0
Cohort 13	All	30	17	13
	Regular*	0	0	0

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

21 st CCL Program Summer 2019 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/Latino	American Indian/Alaska Native	Black/African American	Asian/Pacific Islander	Unknown Race
Cohort							

	All	49	8	0	8	1	4
Cohort 10	Regular*	0	0	0	0	0	0
	All	43	8	0	0	2	1
Cohort 11	Regular*	0	0	0	0	0	0
	All	42	5	0	6	0	1
Cohort 12	Regular*	0	0	0	0	0	0
	All	22	3	2	2	0	1
Cohort 13	Regular*	0	0	0	0	0	0

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

21 st CCLC Program Summer 2019 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
Cohort 10	All	9	54	27
	Regular*	0	0	0
Cohort 11	All	3	34	3
	Regular*	0	0	0
Cohort 12	All	1	41	21
	Regular*	0	0	0
Cohort 13	All	4	29	12
	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	
• Percentage of 21 st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i>	X

In order to put the attendance data for 21st Century programs into perspective, we must first share data from the Council Bluffs CSD. There are over 9,000 students being served at eleven (11) elementary schools, two (2) middle schools, and two (2) high schools. Of these fifteen (15) schools, there were nine (9) 21st CCLC sites in the 2019-2020 school year. This includes seven (7) elementary schools and high (2) schools within the district.

Programs funded by the 21st Century grant reached over 2,200 student participants throughout the summer and school year, with 698 of them attending 30 or more days. Separately, there were 1,995 participants during the school year only, and a total of 208 during the summer session alone. Overall, the 21st Century programs served at least 22% of the entire district's student population in 2019-2020.

During the summer programs, large differences are seen between all attendees versus the regular attendees. Similarly, for Cohort 11 there were zero regular attendees and 54 participants. For our summer high school programs, there are only thirty (30) days of summer programs with two, 15-day sessions for credit recovery and career readiness. Therefore, the students would have to achieve 100% attendance in the summer in order to reach the regular attendee level. Overall, the total percentage of participants during the school year with FRPL qualification reached 71%, with the regular attendees slightly higher at 75%. Similarly, for the summer sessions 46.4% were participants which qualified for FRPL, but the summer regular attendees topped them all with 56.7%.

All of the Council Bluffs CSD sites with 21st CCLC programs use the City Span software called Youth Services to enroll students, track attendance and snack, connect with students and parents regarding participation in 21st Century programs, as well as many other capabilities. This software is helpful in creating paper and electronic schedules for families, tracking the level of engagement by program services areas, and the ability to connect with parents and/or students about their lack of attendance. In hopes 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 constantly expand the reach of 21st CCLC programs is to survey all populations involved - student, parent, staff, and community partners - informally through conversation and site visits, but also officially at the end of each school year in order for each site to see feedback regarding the areas of struggle or success. These surveys are disseminated through an email with a link to a Google Form, a phone call reminder, and a paper flyer with a link. All of these forms of communication (phone, email, paper) are provided in both English and Spanish. Due to COVID in the Spring of 2020, these surveys were delayed until August 2020. In most areas we received a high volume of feedback, and some lacked.

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 follow 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.

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 retention of participation discussed above, each session of 21st CCLC programs at all nine sites within the Council Bluffs CSD opens enrollment to all students at each site. At the high school level, recruitment efforts include youth participants or current student leadership groups creating posters to display in the schools, describing programs on the school announcements, emails and phone calls to parents and students about upcoming programs. All of these forms of communication (phone, email, paper) are provided in both English and Spanish. Another form of recruitment, which may be the most valuable, is the teachers and staff leading programs who inform students about the programs they are involved with and encourage students to participate. This is typically the strongest and most influential form of recruitment. For the elementary schools, recruitment involves our main partner, Kids & Company, to encourage their families to participate in 21st CCLC programs as well. An especially important recruitment event 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. A detailed description for each cohort is provided below.

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 quarterly 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 - 4:00 pm at least depending on the program for the day (2.5 hours). For the rest of the week, Tuesday through Friday, there are program opportunities from 3:10 - 4:45 pm at least depending on the options for the day (1.58 hours per day or 6.32 per week). With all of these daily hours combined (15.42 per week) over a typical month of four weeks, a total of 61.68 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 quarterly 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 quarterly for this cohort.

Attendance goals for the 2019-2020 School Year may not have been met due to the pandemic and the closing of our school district from March 2020-Summer 2020.

Partnerships Table.

21 st CCLC Program 2019-2020 Partnerships Table						
Name of Partner	Type*: Full/ Partial/ Vendor	Contribution Type	Staff Provided	In-kind Value	Number of Centers Served	
Arrowhead Park	Full (Unpaid)			3: \$1,500	2	\$3,000
Boy Scouts of America	Partial (Paid)	3,5,7	Boy Scouts provided a staff leader & facilitated programming in various elementary schools.	3: \$1,500	5	\$7,500
Boystown Iowa	Partial (Paid)	3, 5, 7		3: \$500 5: \$750 7: \$500 TTL: \$1,750	5	\$8,750
CB Chamber of Commerce	Full (Unpaid)	3, 4, 6	Staff from chamber of commerce as well as volunteer staff assist in facilitating youth leadership programming & visits with local businesses.	3: \$1,500 4: \$600 6: \$720 TTL: \$2,820	2	\$5,640
CBCSD	Full (Unpaid)	1, 3, 4, 5, 7, 8	Averages from other partners here were quadrupled, as this partner participates in every quarter of the fiscal year.	1: \$4,000 3: \$6,000 4: \$2,000 5: \$2,000 7: \$5,040 8: \$2,000 SUB TTL: \$21,040	9	\$189,360
CB Soccer Club	Partial (Paid)	3, 7	Facilitate soccer programs for elementary students.	5: \$700	4	\$2,800
CitySpan - Youth Services	Vendor (Paid)	8			9	
CB Police Department	Full (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: \$2,200	2	\$4,400
CB Public Library	Full (Unpaid)	3, 5, 6	Facility tour / literacy activities and	3: \$1,500 5: \$500 6: \$720	5	\$13,600

			programming with take home projects supplied	TTL: \$2,720		
CB Park and Recreation	Full (Unpaid)	3, 5		3: \$1,500 5: \$500 TTL: \$2,000	9	\$18,000
CB Schools Foundation	Full (Unpaid)	3, 7		3: \$1,500 7: \$720 TTL: \$2,220	7	\$15,540
CBCSD Nutrition Services	Vendor (Paid)	4			9	
CountryHouse Residence	Full (Unpaid)	3, 5, 6	Partnered on high school field trips/activities.	3: \$1,500 5: \$500 6: \$720 TTL:\$2,720	2	\$5,440
CyberPatriot	Partial (Paid)	3	A National Youth Cyber Education Program created by the Air Force Association inspiring students toward careers in cybersecurity and other STEM disciplines.	3: \$165	1	\$165
Ditmar's Orchard	Partial (Paid)	3	Partner for family events & field trips.	3: \$500	3	\$1500
Durham Museum	Vendor (Paid)	3	Partner for family events.		7	
Evaluation Consultant	Vendor (Paid)	1			9	
Family Inc.	Full (Unpaid)	3, 5		3: \$1,500 5: \$500 TTL:\$2,000	2	\$4,000
First Student	Vendor (Paid)	8			9	
Fitucate	Partial (Paid)	3, 7		3: \$500	4	\$2000
Fontenelle Forest	Partial (Paid)	3, 7	Partner for elementary programs & family events.	3: \$450	5	\$2250
Food Bank for the Heartland	Full (Unpaid)	3, 6		3: \$1,500 6: \$720	2	\$4,440

				TTL: \$2,220		
Future Soccer	Partial (Paid)	3, 7		3: \$600	3	\$1800
Gifford Farms	Partial (Paid)	3, 7		3: \$2100	3	\$6300
Girls Go CyberStart	Partial (Paid)	3	Online cyber security program focused on high school girls completing STEM challenges	3: \$250	1	\$250
Green Hills AEA	Full (Unpaid)	3		3: \$1,500	9	\$13,500
Hinesglow	Partial (Paid)			3: \$1150	2	\$2300
Hitchcock Nature Center	Partial (Paid)	3, 7	Used for various roles in after school programming, family engagement, and summer activities.	3: \$120	7	\$840
HyVee	Partial (Paid)	3, 4, 5, 7		3: \$1250	2	\$2500
Inclusive Communities	Partial (Paid)	3, 5, 6	Facilitated a retreat style opportunity for high school students focused on inclusion and advocacy.	3: \$500	2	\$1,000
Iowa West Foundation	Full (Unpaid)	3, 4, 5, 8		3: \$1,500 4: \$500 5: \$500 8: \$500 TTL: \$3,000	9	\$27,000
IWCC - Adult Education	Full (Unpaid)	6	Facilitate information of programs to parents throughout the year regarding adult education opportunities.	6: \$720	9	\$6,480
IWCC - Career Exploration	Full (Unpaid)	3, 6		3: \$1,500 6: \$720 TTL: \$2,220	2	\$4,440
KANEKO	Full (Unpaid)	3, 5, 6	Facilitate tour of facility and hands-on, art-related activities for career academy	3: \$1,500 5: \$500 6: \$720	2	\$2,720

			including bringing in other local artists.	TTL: \$2,720		
Kids & Company	Full (Unpaid)	6, 8		6: \$720 8: \$500 TTL: \$1,220	6	\$7,320
Legislative Aides: Senator Ernst, Senator Grassley	Full (Unpaid)	8		8: \$1,500	9	\$13,500
Lutheran Family Services	Full (Unpaid)	3, 5, 6		3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	4	\$10,880
Omaha Children's Museum	Partial (Paid)	3, 7		3: \$300	5	\$1,500
Omaha Chess	Vendor (Paid)	3			2	
Omaha Henry Doorly Zoo - Clubs	Partial (Paid)	3, 7		3: \$1100	5	\$5,500
Omaha Symphony	Partial (Paid)	3		3: \$75	7	\$525
Omaha's Academy of Brazilian Jiu Jitsu	Partial (Paid)	3, 7		3: \$500	1	\$500
Papa Johns Pizza	Partial (Paid)	4		4: 10	9	\$90
Christy Arthur-Robotics	Partial (Paid)		Facilitate robotics at elementary schools.	3: \$500	4	\$2,000
Spielbound Board Game Cafe	Partial (Paid)	5, 8	Provide discounted membership for field trips focused on	5: \$150	2	\$300
Strategic Air Command & Aerospace Museum	Full (Unpaid)	3, 5, 6	Facilitate robotics at 5 elementary schools.	3: \$1,500 5: \$500 6: \$720 TTL:\$2,720	5	\$13,600
TS Institute / TS Bank	Full (Unpaid)	3, 5, 6		3: \$1,500 5: \$500	5	\$13,600

				6: \$720 TTL: \$2,720		
The Daily Nonpareil Newspaper	Full (Unpaid)	3, 8		3: \$1,500 8: \$500 TTL: \$2,000	2	\$4,000
Thunderbowl	Partial (Paid)	3		3: \$175	2	\$350
YMCA	Full (Unpaid)	3, 6	Facilitate aquatics program	3: \$1,500 6: \$720 TTL: \$2,220	6	\$13,320
						TTL= \$444,500

**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	
● Summary of partnerships table.	x
● Total partners.	x
● Efforts to recruit partners.	x
● Highlights of partnerships.	x
● How partnerships help programs serve students.	x

In summary, the partnerships table provides a quick snapshot of the variety of organizations and businesses collaborating with 21st CCLC programs within the Council Bluffs CSD. Although we are located in Council Bluffs, there are also many organizations and businesses a few miles over the river into Omaha, Nebraska. The opportunities within the Council Bluffs community are immense, but another giving community neighboring our area has been beneficial to our 21st CCLC programs as well. On average, our partners serve almost 5 sites. Unfortunately, the detailed monetary value provided by all of these organizations is incredibly difficult to capture. In collaboration with current and future partners, it is a program goal for the 2020-21 school year to accurately determine the monetary value achieved by each partnership.

In the 2019-20 service year, there were 27 paid community partners along with another 23 unpaid community partners, which totals to 50 combined community partners and counting.

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

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

In 2018-19, the Strategic Air Command & Aerospace Museum (SAC), provided a robotics program for us at Rue Elementary. After a very successful year, they wrote another grant and received it to provide funding to five other elementary schools in partnership with the 21st CCLC program in Council Bluffs. We were able to offer robotics at Bloomer, Carter Lake, Edison, Franklin and Longfellow for the 2019-2020 school year prior to the pandemic.

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

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

Family Event Descriptions

Open House Night (Elementaries)- typically on open house night, prior to the school year beginning we set up a table at each of our elementary schools and have information about our 21st CCLC programs and upcoming before and after school events. This event is well attended at each of our schools, with an average of 75-100 participants per elementary site (7).

Breaking Barriers Building Bridges - a conference and resource fair for pregnant or parenting students within the Council Bluffs CSD. Organizations are set up 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 event was unable to take place due to COVID-19 and the schools being closed. This event typically takes place mid March.

Robotics Tournament- In December 2019, the Junior Jacket Robotics hosted a 48 team tournament, 24 Elementary and 24 Middle School teams competed. They ran (8) 1 minute teamwork matches that score cooperatively as well as individual, and team evaluation in driving and programming. The students participate in interviews, judging, notebook evaluation, and overall behavior. Franklin Elementary had 1 team. Carter Lake, Roosevelt, and Edison all had 2 teams.

Trunk or Treat- The elementary schools each hold an event around Halloween that 21st CCLC provides staffing, activities and candy. Families are invited to attend and explore the school on these nights. Typically, we average around 100-150 participants per elementary school (7), if not more.

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, on average, at each of the elementary schools. (7)

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. This event was unable to take place due to COVID-19 and the schools being closed. This event typically takes place mid March.

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 74 total participants.

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 event was unable to take place due to COVID-19.

Omaha Children's Museum- elementary students and their families were invited to attend an open house at the Omaha Children's Museum in March 2020. They were able to explore the museum for 2 hours. This type of event had 79 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.

4. GPRA Measures

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

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) (grades K-5) and Math Grade Reports (9-12)			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	234	219	93.6%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	28	24	85.7%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	262	243	92.7%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) (grades K-5) and ELA Grade Reports (9-12)			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	232	211	90.9%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	22	20	90.9%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	254	231	90.9%
GPRA Measures 7-8 – Improvement in Proficiency			

Assessment Tool Used: NWEA MAP			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	232	69	29.7%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	29	6	20.7%
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Teacher Surveys	Number of Regular Attendees	Number Improved in both	Percent Improved
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	36	10	19.4%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	24	5	20.8%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	60	15	25%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Teacher Surveys	Number of Regular Attendees	Number Improved	Percent Improved
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	36	8	22.2%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	24	10	41.7%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	60	18	30%

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 the 21st CCLC Program based solely on GPRA Measures.	x
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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 K-5 demonstrating improvement in mathematics. Grades were used for students in grades 9-12.

At the Elementary level, data is based on 573 matched pairs where both fall and winter NWEA MAP scores were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 93.6% of those students improved their test scores.

At the High School level, data is based on 80 matched pairs of students in grades 9-12 where both fall and winter grades were available. Students with a grade of D or F in the fall were considered to be needing improvement. 85.7% of those students improved their grade.

The total percentage of regular attendees demonstrating improvement in Mathematics is 92.7%

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 K-5 demonstrating improvement in mathematics. Grades were used for students in grades 9-12.

At the Elementary level, data is based on 575 matched pairs where both fall and winter Reading MAP scores were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 90.9% of those students improved their test scores.

At the High School level, data is based on 87 matched pairs of students in grades 9-12 where fall and spring grades were available. Students with a grade of D or F in the fall were considered to be needing improvement. 90.9% of those students improved their grades.

The total percentage of regular attendees demonstrating improvement in Reading is 90.9%.

IMPROVEMENT IN PROFICIENCY

Iowa did not administer the statewide accountability measure in spring of 2019-20, 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 574 Elementary students in the fall and 581 students in the winter that were assessed with NWEA MAP Reading. At the High School, 85 students were assessed with NWEA MAP Mathematics in the fall and 68 were assessed in the winter.

29.7% of Elementary regular attendees improved from below expected levels in the fall to expected levels in the winter in reading. At the High school level, 20.7% of students improved from below expected levels in mathematics in the fall to expected levels in the winter.

HOMEWORK AND CLASS PARTICIPATION

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

Of 36 teacher surveys at the elementary, 20 students maintained a satisfactory homework completion rate and 10 students improved their homework completion. This results in a positive rating for 83.3% for regular attendees on homework completion. Also at the elementary, 21 students maintained their class participation and 11 students improved their participation. This results in a positive rating for 88.9% of regular attendees on class participation.

Of 24 teacher surveys at the high school, 12 students maintained a satisfactory homework completion rate and 9 students improved their homework completion. This results in a positive rating for 87.5% of regular attendees on homework completion. Also at the high school, 14 students maintained their class participation and 7 students improved their participation. This results in a positive rating for 87.5% of regular attendees on class participation.

STUDENT BEHAVIOR

Of 36 teacher surveys at the elementary, 23 students were rated as Maintained on the item, "Behaving Well in Class" and 8 students were rated as Improved. This results in a positive rating for 86.1% for regular attendees on student behavior.

Of 24 teacher surveys at the high school, 13 students were rated as Maintained on the item, "Behaving Well in Class" and 10 students were rated as Improved. This results in a positive rating for 95.8% of regular attendees on student behavior.

STRENGTHS

Across all Elementary cohorts, regular attendees increased the percent performing at expected levels in Mathematics from 59% in the fall to 62% in the winter. Similarly, elementary regular attendees performing at expected levels in English/ Language arts improved from 60% in the fall to 62% in the winter.

The High School cohort showed the same trend. In the fall, 66% of regular attendees were performing at expected levels in Mathematics and that grew to 71% in the winter. In English/ Language arts, the growth was from 73% at expected levels in the fall to 75% in the winter.

When examining growth in scores for all regular attendees from fall to winter, more than 90% of students improved their score in ELA or Mathematics.

Teachers reported positive ratings in regards to student participation and homework completion for over 87% of regular attendees. Teachers positively rated student behavior for more than 86% of regular attendees.

5. Local Objectives

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	x
<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.

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	288 assessed in both fall and winter 2019-20. 179 (62.2%) demonstrated typical or greater growth in Math.
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	289 assessed in both fall and winter 2019-20. 156 (54%) demonstrated typical or greater growth in Reading.
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 96.2% compared to the median of all students at 93.61%
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 1.45 compared to the 1.51 average for all students.
Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	91.4% 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	69 assessed in both fall and winter 2019-20. 29 (42%) demonstrated typical or greater growth in Math.
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	67 assessed in both fall and winter 2019-20. 25 (37.3%) demonstrated typical or greater growth in Reading.
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 96.9% compared to the average of all students at 90.5%
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 .39 compared to the 1.11 average for all students.
Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	100% of parents taking the survey agreed or strongly agreed that "activities had a positive impact on my child."
Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, etc.) the first fall after graduation will be within 10% of the district's average.	Objective Not Met	The National Student Clearinghouse data indicates that 14.29% (2 out of 14) of regularly attending Seniors enrolled in a post- secondary institution to date. This is not within 10% of the district total of 43.8% of graduates from Council Bluffs enrolling in a post- secondary institution the first fall after graduation.
Percent of regular attendees graduating with their 4 year cohort will be within 10% of the district's average.	Objective Not Met	78.6% (11 out of 14) of regular attending Seniors graduated with their 4-year cohort. This is not within 10% of the district total of 94.5%

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 Met	149 assessed in both fall and winter 2019-20. 83 (55.7%) demonstrated typical or greater growth in Math.
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	149 assessed in both fall and winter 2019-20. 92 (61.7%) demonstrated typical or greater growth in Reading.
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 96.5% compared to the average for all students at 92.7%
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 3.48 compared to the 5.92 average for all students.
Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	92.9% 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 Met	135 assessed in both fall and winter 2019-20. 88 (65.2%) demonstrated typical or greater growth in Math.
Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	136 assessed in both fall and winter 2019-20. 83 (61%) demonstrated typical or greater growth in Reading.

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 96.1% compared to the average for all students at 92.9%
Disciplinary incidents for in-school behavior of regular attendees will be less than the school average.	Objective Not Met	The average number of discipline referrals for regular attendees was 1.96 compared to the 1.63 average for all students.
Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	86.7% 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 10, 11, 12 & 13

Objectives	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	641 assessed in both fall and winter 2019-20. 379 (59.1%) demonstrated typical or greater growth in Math.
Student Achievement Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments.	Objective Met	641 assessed in both fall and winter 2019-20. 356 (55.5%) demonstrated typical or greater growth in Reading.
Student Engagement 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 96.4% compared to the average for all students at 92.4%
Student Engagement Disciplinary incidents for in-school behavior of regular	Objective Met	The average number of discipline referrals for regular attendees was 1.87 compared

attendees will be less than the school average.		to the 1.94 average for all students.
Parent Feedback Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.	Objective Met	91.4% of parents agreed or strongly agreed that "activities had a positive impact on my child."

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 59,924 snacks provided across all CLC 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 Not Met, Progress Made	Data held in Youth Services indicate a total of 2 family education events involving every cohort and attended by a total of 153 participants. COVID prevented the planned family education events.
21st CCLC will provide a minimum of 30 summer school days (between 4-6 hours daily)	Objective Met	Youth Services inform documents a total of 30 summer school days at the elementary, middle and high school levels, ranging in length from 4 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 10 years. From 2019 to 2020, juvenile arrests have

		decreased from 169 to 108 and are at an all time low.
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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

Across all cohorts, 59.1% 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 42% to 65% for different cohorts- the largest number of students meeting or exceeding typical growth in Mathematics were in Elementary cohorts. Local growth objectives for Mathematics were met.

In Reading, 55.5% 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 37% to 62% for different cohorts- the largest number of students meeting or exceeding typical growth in Reading were in Elementary cohorts. Local growth objectives for Reading were met.

STUDENT ENGAGEMENT

In-school attendance rates for all regular attendees in 2019-20 was 96.4% which is higher than the average attendance rate for all students (92.38%). For the Elementary cohorts, average daily attendance of regular attendees was 96.06%. For the High School cohort, regular attendees' average daily attendance was 96.85%. Average daily attendance for regular attendees has remained consistent for the past three years.

The average number of discipline referrals for regular attendees across all cohorts was 1.87 compared to 1.94 for all students. For the High School cohort, the average number of discipline referrals for regular attendees was .39 compared to .78 last year and .84 the year before. Overall, local objectives targeting student engagement were met this year for most Cohorts, and the High School Cohort showed improvement from the last two years. The average discipline referral rate for Cohort 13 regular attendees was 1.96 compared to 1.63 for all students. The difference between these is .33 and can be contributed to a disproportionately higher referral rate for one student. Upon further investigation, this student has perfect attendance at school and over 70 days of participation with CCLC programming

An observation has determined that student participation in after school programming decreases from Kindergarten (75% of students attending at least 1 day of CCLC programming go on to regularly attend) to 53% at 5th grade and 9% at high school.

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. 91.36% agreed or strongly agreed, well surpassing the objective of 50% indicating a positive impact.

POSTSECONDARY OUTCOMES

In Cohort 11, there were 14 regularly attending Seniors. 78.6% of these participants graduated with their 4-year cohort. This compares to 94.5% for the entire senior class, and does not meet the stated objective. This year's 4-year cohort graduation rate for regularly attending seniors is higher than last year's (77%), lower than two years ago (87%), and higher than the rate in 2016-17 (61%).

14.29% of regularly attending Seniors have enrolled in post-secondary institutions to date. This compares to an average for Council Bluffs of 51.6% of graduates enrolling in post-secondary institutions within one year of high school graduation. Due to the small number of regularly attending Seniors, it is not recommended that these results be generalized to the entire cohort. There is the possibility that more regular attendees 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

Kelly Keller @ LF will be interviewing students

Staff Interview:

Howdy! My name is Lisa and I am the 21st CCLC Site Facilitator at Thomas Jefferson High School. Our programs are important to many students. They give them a safe place to be after school where they can have a snack and interact with peers in a positive, fun environment. Friendships grow in our clubs and that is important. The students are able to try out new things to find out their interests. One of my favorite areas of our program is the field trips. We have volunteered at an assisted living facility; toured the Council Bluffs Jail; Council Bluffs Police Station, and the 911 call center with a community partner, Officer Dave Burns. And with the help of some amazing artists we have created art installations at a gallery in Omaha, NE named Kaneko.

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.	

From Christy, Partner and Club Leader @ Roosevelt, Edison, & Carter Lake Elementary Schools.

The best part of being able to come into the school programs and work with these really awesome kids is seeing them really understand a concept. Vex Robotics is a student lead program, meaning I provide some scaffolding but they are solely responsible for their success. They learn STEM concepts and basic

technology skills like programming, but their best lessons come from overcoming failure, frustration and doubt. These students build confidence that will carry through to other areas of their life.

Through the design, build & competition format these students at each school I have served have grown and accomplished. 2019 was the first year and Edison Elementary won an award at state. When you are competing with 48 other teams this is no small accomplishment.

My favorite moment was when a 3rd grader at Roosevelt was really struggling. He had cried, thrown robotics pieces to the floor and tried to run out of the club. Through the format given he was able to settle down and recommit to the building process. He then ended up being the only student in all of Council Bluffs that built a 90 degree planetary drive and it worked!

“His grin was something I will never forget in my lifetime.” -Christy

Staff/Parent at Franklin Elementary:

I have been a robotics coach at Franklin since 2019. The best thing about the Robotics Clubs is seeing kids get those “aha” moments after they figure out something that was troubling them. Being able to see kids that cannot participate in sports due to physical disabilities compete successfully in a Robotics Competition get cheered on for their great driving, just like you cheer on a baseball player who makes a great hit, is such a wonderful experience. To see them light up and learn so many things, not just in the STEM field, but also how to be a presenter, and talk to a judge about why they built their robot a certain way, and to see the excitement in their eyes to be able to drive and program a robot they put together themselves is absolutely priceless.

My children have participated in many clubs at Franklin Elementary School and they have always had fun and learned something new, or got the chance to experience something they wouldn’t normally get to do (like singing the National Anthem at a baseball or hockey game). All of these after school clubs are so greatly needed and appreciated as it helps keep kids out of trouble and gives them chances to grow in so many ways.

Robotics Parent:

I want to tell you how the robotics club has changed my son for the better. When my son first joined the Jr. Jacket Robotics he was a C student. He did just what he needed to get by in school. After a few months in robotics I began to see a change in him and his grades. He began to put more effort into his work and after a few months his grades had improved to all A’s and B’s. He became more confident in his work and in himself. If he came upon a question, he no longer just let it go, he wanted to know the answer and the why. He is not afraid of making mistakes and redoing it until he finds what works. His thought process has changed from just acting on something to forming an outlined plan on how to accomplish it. Robotics has brought many positive changes in my son and I am very grateful he was given the opportunity to be in such a club.

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

One example of our 21st CCLC best practices would be our Robotics programs in our district. We are fortunate to have a great partnership with Christy Arthur in our district. Christy started with our 21st CCLC afterschool programs in 2019, but she has been involved with robotics since 2016. Christy is the co-founder of the Junior Jacket Robotics Program in Council Bluffs. This program started with 3 kids at her kitchen table. Christy quickly convinced a high school teacher to help out the program and they grew to 6 students that first year of the program, with 2 teams for the state of Iowa. The second year they added 10 more students to make 3 teams for the state of Iowa in 2017. In 2018, they had 4 teams and by 2019 the Junior Jackets had grown to 5 teams that included 25 students and 4 coaches that operate year round. In those 5 years, they have taken teams to Worlds each year. They have seen growth and they have learned how to implement the program with maximum benefits to the students.

Last year, Christy was able to go to Kirn & Wilson Middle Schools, Roosevelt & Carter Lake Elementary schools (Cohort 12) and Edison Elementary (Cohort 13). While this is a separate program than the Junior Jackets Robotics, the 21st CCLC after school robotics programs are receiving all the benefits of those learning years. This has brought the total number of teams to 21. A recap- 5 years ago there were only 2 teams in Iowa and last year, at the VEX IQ State Competition, there were 22.

In December 2019, the Junior Jacket Robotics hosted a 48 team tournament, 24 Elementary and 24 Middle School teams competed. They ran (8) 1 minute teamwork matches that score cooperatively as well as individual, and team evaluation in driving and programming. The students participate in interviews, judging, notebook evaluation, and overall behavior. Franklin Elementary had 1 team. Carter Lake, Roosevelt, and Edison all had 2 teams. This tournament had many great moments, but when Carter Lake's robot drove off the table and shattered, immediately all students rushed to help rectify the build and the students didn't miss their match stands. Talk about teamwork!

In February, the Iowa State Vex IQ Tournament was held. Franklin Elementary won the Amaze Award (completed all tasks and had high scores) and Edison won the Energy Award (overall great attitudes, effort and accomplishment).

The 2019-2020 school year our 21st CCLC Program in Council Bluffs applied for the Iowa Step Up Grant, which we were awarded to have the Vex IQ program in all of our schools with little to zero financial burden on families. This year has the potential to have 2 teams at every elementary, 2 at Wilson Middle School and 4-5 at Kirn based on student numbers with the fall hybrid schedule. We could have the potential to have over 30 teams at our Iowa State Tournament just from the Council Bluffs area. That would be over 200 students served with STEM activities that include designing, building, coding and offering competition mindset along with opportunities to grow soft skills that are so necessary in successful interviews and relationship building.

Because this is a student led program the reality is that any adult can facilitate this program. The VEX program makes it easy with a curriculum available on their website. Truthfully, if you put this program in front of the students, give them a framework and let them go, they will truly amaze you. In our community we are giving students an opportunity to build pride in their activities in a tangible way so that they are able to see their future differently.

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

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

"What I like about clubs is getting to do something I love, that I look forward to doing in the future, and will help me succeed in my future career choice." - ALHS Student

"I feel that last year activities during the school year allowed me to further develop my ability to speak and write English." - TJHS Student

"There are so many different opportunities at our after school club and they help me stay involved in the school." - TJHS Student

"Being able to attend clubs such as show choir, jazz choir, and drama practice has helped me develop not only skills in those departments but also social and teamwork skills." -TJHS Student

"In video game club, it helped me to socialize more with people. In Dungeons and Dragons club, it helped me with analyzing situations better through the use of a fictional world." -TJHS Student

"I mostly did JROTC activities, which helped a lot with my confidence and leadership." -ALHS Student

"Last year I frequently went to two clubs after school. While in the baking club it really helped me make friends and learn how to safely use the equipment and how to follow recipes to bake. In the karaoke club, I met a lot of people which helped me make friends that were upperclassmen and it made freshman year better in general." - TJHS Student

"My favorite club let me be more social and work on fun projects that weren't school related." - TJHS Student

"The clubs helped me develop social skills and helped release any stress that was caused from school." -TJHS Student

"The activities helped me connect and be able to branch out and talk to people." -TJHS Student

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

The 21st Century Program is awesome!!! We are meeting kid's needs both before and after school. Our students are getting quality enrichment services by quality programs. I have been with the program for the last 5 years at Longfellow. I love it and have gotten to be with so many students and have seen them in a new setting. --Donnette, Guidance Counselor at Longfellow Elementary

I have been working with the Council Bluffs School for 8 years. I am continually amazed at the creativity of the students and the many ways they are adapting and growing in their understanding of the world. One of the ways we have been able to serve the students at the elementary schools is through an after school club called Biztown. In this club students learn personal finance basics, problem solving skills, works related interests and are introduced to the strengths they have. Each year students are assigned a role in a business and equipped to work in that role for the day of the simulation.

After the simulation I typically hear three things: 1) Working is so fun! 2) I am so glad I listened when we were getting ready for the simulation and 3) When can we do this again? I love the way students have engaged these opportunities and are ready to grow more! I believe this program has been so successful because we are offering something to them that is fun, will tangibly help them and grow them as a person. My greatest takeaway from this program is to see students years later let me know how this club got them excited about the work they are doing today. --Kyle Osborn, TS Bank

"I really enjoyed building communities among my pottery students." - ALHS Teacher

"The gaming club at TJHS allowed students who don't have the money to enjoy the newest gaming consoles try those out weekly as well as meeting new friends." - Pottawattamie Promise Coach

"I loved the collaborative, creative spirit of our group. Students saw others having and chasing artistic ideas and that gave them the example/model to pursue their own ideas." - ALHS Teacher

"We've seen multiple kids grow in confidence within themselves as they've committed to personal health through a weightlifting club. It takes time but once a kid starts to see the change they are making through being disciplined and committed, it is almost like they release who they really are. For a few kids this confidence has helped them improve their grades." -ALHS Teacher

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

"My sons, Noah and Dawson, have been doing programs at Rue for the last 5 years. Noah has really enjoyed his time learning new skills in the soccer club and all the activities in Boy Scouts. We enjoyed being able to watch him at the Pinewood Derby. Dawson has really enjoyed the Omaha Zoo Club. Everyday he had a zoo club he would come home with new information for us about what he learned. I feel the clubs have been so beneficial to both of them. They have had fun, learned new things, were physically active and they were able to hang out with other children who might not be in their class during the day." -Parent at Rue Elementary

"My kids really enjoyed the after school clubs they participated in at Franklin, Rue and AL." -Parent at ALHS, Franklin and Rue Elementary Schools

"My son loved the reading club, bowling and cooking club." -Parent at Bloomer Elementary

"My daughter participated in various after school clubs and gained a lot of social skills." -Parent at Edison Elementary

"The Cub Scout club at my daughter's school got her interested in different aspects of nature that she previously had not been exposed to." -Parent at Roosevelt Elementary

"I found that my son really enjoyed being a part of different clubs and learning different things." -Parent at Roosevelt Elementary

"The clubs give my child something fun to concentrate on after school." -Parent at Roosevelt Elementary

"My daughter loves participating in the after school clubs! It keeps her involved and she does learn new things and is always excited to tell me about them!" - Parent at Longfellow Elementary

"I was happy that my child was able to meet other kids not in his class and was able to try something new." - Parent at Edison Elementary

"The hand-on experiences seemed most successful. My child always had great things to say and exciting stories about the clubs such as cooking, sensory club and soccer club." - Parent at Edison Elementary

"The robotics program at Franklin really helped to get my kids interested in STEM and helped with their critical thinking." -Parent at Franklin Elementary

"My son has really loved the before school activities. They really helped him when he was having a rough time." - Parent at Longfellow Elementary

7. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	x
Discuss formal sustainability plan if applicable.	x
How the 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.

In concert with CBCSD's Human Resources Department we have developed 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 started in 2018-19 and was 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 Local Evaluation Form Prepared by Educational Resource Management Solutions Iowa 21st CCLC Local Evaluation Form Reporting Data from 2019-2020, 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. Due to COVID, we were unable to hold this event in Spring 2020.

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 the 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 2019-20, 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, and included in Cohort 11, Abraham Lincoln and Thomas Jefferson High Schools have a program titled CB Ready by 21.

In the Council Bluffs Community School District, 21st CCLC funds provide student opportunities in academic support, 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, 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.

Programs funded by the 21st Century grant reached over 2,200 student participants throughout the summer and school year, with 698 of them attending 30 or more days. Separately, there were 1,995 participants during the school year only, and a total of 208 during the summer session alone. Overall, the 21st Century programs served at least 22% of the entire district's student population in 2019-2020. In regards to student participants eligible for free and/or reduced price lunch (FRPL), nearly half (68.7%) 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 70.7%. 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?
Exact url where local evaluation is posted (required by US DOE).	
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	

Link to the local evaluation and one-page summary in English:

<https://www.cb-schools.org/Page/95>.

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 2021, 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
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All student achievement and parent feedback objectives were met. Those not met include: one engagement objective for Cohort 13, two post-secondary readiness indicators at the High School and one program objective.

Cohort 13 Objective: Disciplinary incidents for in-school behavior of regular attendees will be less than the school average. The average rate of disciplinary referrals for regular attendees was .33 higher than the school average. This difference is the result of a disproportionately higher referral rate for one student. Further investigation indicates that this student is identified as having special needs, has perfect attendance at school, and over 70 days of participation with CCLC programming. This objective remains relevant and obtainable for the overall Cohort.

Cohort 11 Objective: Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, etc.) the first fall after graduation will be within 10% of the district's average. The National Student Clearinghouse data indicates that 14.29% (2 out of 14) of regularly attending Seniors enrolled in a post- secondary institution to date. This is not within 10% of the district total of 43.8% of graduates from Council Bluffs enrolling in a post- secondary institution the first fall after graduation.

Cohort 11 Objective: Percent of regular attendees graduating with their 4 year cohort will be within 10% of the district's average. 78.6% (11 out of 14) of regular attending Seniors graduated with their 4-year cohort. This is not within 10% of the district total of 94.5%.

Of note is the small sample size of Regular Attendees who were graduating seniors. While these objectives were not met, results should not be generalized to the entire cohort. These local objectives would be most appropriate with a larger sample size. This year was unique due to the impact of Covid-19 on opportunities for engagement in CCLC programming.

Program Objective: 21st CCLC will hold at least four family education events throughout the calendar year. Attendance will be tracked. While this objective was not met, there was progress made toward the goal. Two events were held and attendance tracked. Covid-19 prevented additional opportunities from occurring.

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 the governing body.	x

Changes in partnerships which affect 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.

The following recommendations are provided by external evaluator, Sherry Huffman, after reviewing the data included in this report:

Due to the unique nature of this school year, it may not be appropriate to consider this data as a valid baseline for recommendations. Therefore, the following recommendations take into consideration information gathered from multiple years of data collection.

Student participation in after school programming decreases from Kindergarten to high school. What risk factors might serve as an early warning system to recruit students most at need for engagement at the secondary level?

In what ways is staff stability monitored and longitudinal service rewarded?

What professional learning opportunities are available for CCLC staff at all levels?

COVID-19 provides an unprecedented opportunity to reflect on the role of technology in instruction and engagement. How might technology tools allow students to engage in CCLC programming when physical participation is not feasible?

UNEXPECTED DATA

Due to the COVID-19 pandemic that occurred in March 2020, we were unable to meet our attendance requirements at the following schools: Franklin, Longfellow & Rue (Cohort 10), Abraham Lincoln High & Thomas Jefferson High Schools (Cohort 11), Carter Lake & Roosevelt (Cohort 12). We were able to reach our goal at Bloomer and Edison (Cohort 13).

Throughout the pandemic our staff was involved in the district's food program where we volunteered to hand out lunches at various locations.