

Local Evaluation for Council Bluffs Community School District
Iowa 21st CCLC for 2020-2021

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 11-15 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 2020-2021>. 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	
Center Information Table	

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 11	Abraham Lincoln High School, Thomas Jefferson High School
Cohort 12	Carter Lake Elementary, Roosevelt Elementary
Cohort 13	Bloomer Elementary, Edison Elementary
Cohort 15	Rue Elementary, Franklin Elementary & Wilson Middle School
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
<ul style="list-style-type: none"> Needs Assessment Process 	X
<ul style="list-style-type: none"> Key People Involved 	X
<ul style="list-style-type: none"> Development of Objectives 	X
Program Description	
<ul style="list-style-type: none"> Program days and hours 	X
<ul style="list-style-type: none"> List of activities 	X

● Location of centers	X
● Attendance requirements	X
● Governance (board, director, etc.)	X
Program Highlights	X

The Council Bluffs Community School District (CBCSD), the eighth largest district in Iowa, serves 8,910 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 11: Abraham Lincoln HS 60.98% -, Thomas Jefferson HS 78.91%
- Cohort 12: Carter Lake Elem. 84.78% -, Roosevelt Elem. 78.82%
- Cohort 13: Bloomer Elem. - 88.52% , Edison Elem. - 77.9%
- Cohort 15: Franklin Elem. 67.11% -, Rue Elem. 77.41% -, Wilson MS -81.98%

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 11 - Abraham Lincoln & Thomas Jefferson High School: Morning programs are available from 6:45 - 8:10 am (1.42 hours) every weekday (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 weekday (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 weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 1:05 - 6:00 pm (4.92 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 81.08 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 15- Rue & Franklin Elementary Schools and Wilson Middle School:

Rue and Franklin: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (7.1 hours per week). Due to an earlier dismissal time on Mondays, programs are available to students from 1:05 - 6:00 pm (4.92 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 81.08 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.

Wilson Middle School: Morning programs were not available during the 20-21 school year due to the location of the school. Renovations were being made to the original school, therefore, we were not able to offer an AM program.

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 (11.67 per week) over a typical month of four weeks, a total of 46.68 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 (4-8 hours) or family engagement events (2-4 hours), which all usually 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, or more depending on the site, 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 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)

Cohort 15: Franklin Elementary School (3130 Avenue C, Council Bluffs, Iowa 51501), Rue Elementary School (3326 6th Avenue, Council Bluffs, Iowa 51501) Wilson Middle School (1751 Madison Avenue, located at our Madison Campus 20-21 due to renovations, Council Bluffs, Iowa 51501)

Attendance Requirements

As noted in the table below, 1,835 students participated in at least one day of 21st CCLC programs in the Council Bluffs CSD during the service year for the 2020-21 summer and school year. Also during this time, there were 585 regular attendees who were present for thirty or more days of 21st CCLC before and/or after school programming. This is 90.6% of the total goal for D1 number for all of the Council Bluffs CSD cohorts. Due to beginning the year in a hybrid situation, because of COVID, we were unable to reach our attendance goals by cohort at ALHS and TJHS.

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.**

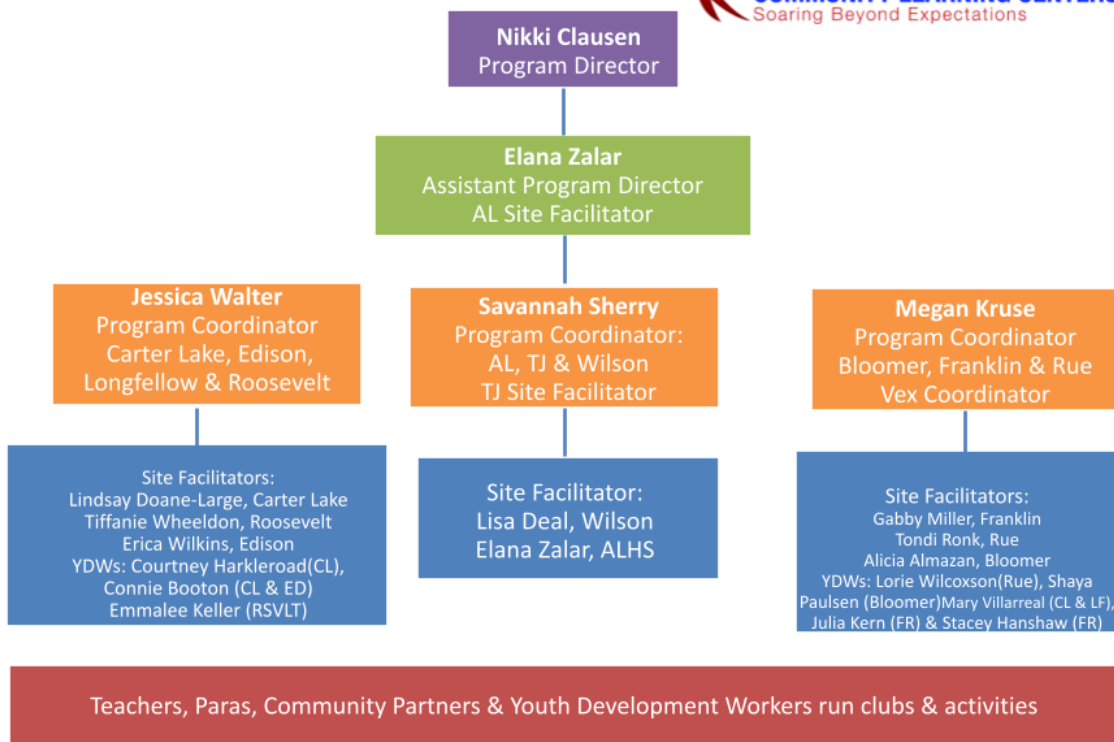
Cohort	SITE	Total Participants	Total RA	D1 #	% by Site	% by Cohort
11	Abraham Lincoln HS	347	39	160	24.4%	24.6%
11	Thomas Jefferson HS	400	40	160	25%	
12	Carter Lake Elementary	74	44	100	44%	68.5%
12	Roosevelt Elementary	164	93	100	93%	
13	Bloomer Elementary	131	75	75	100%	98.6%
13	Edison Elementary	97	73	75	97.3%	
15	Franklin Elementary	191	109	50	218%	130%
15	Rue Elementary	169	94	50	188%	
15	Wilson Middle School	262	18	70	25.7%	
TOTAL		1835	585	840	90.6%	

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
2021-2022**



3. Demographic Data

Demographic Data Required Elements	Complete?
2020-2021 School Year Attendance Tables	
<ul style="list-style-type: none"> 2020-2021 School Year Attendance Summary Table 	x
<ul style="list-style-type: none"> 2020-2021 School Year Attendance Ethnicity Table 	x
<ul style="list-style-type: none"> 2020-2021 School Year Attendance Special Needs Table 	x
Summer of 2020 Attendance Tables	
<ul style="list-style-type: none"> Summer of 2020 Attendance Summary Table 	x
<ul style="list-style-type: none"> Summer of 2020 Attendance Ethnicity Table 	x
<ul style="list-style-type: none"> Summer of 2020 Attendance Special Needs Table 	x
Attendance Discussion	x
Partnerships	
<ul style="list-style-type: none"> Partnerships Table 	x
<ul style="list-style-type: none"> Partnerships Discussion 	x

Parent Involvement Information and Discussion	X
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2020-2021 School Year Attendance.

21st CCLC Program 2020-2021 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
Cohort 11	All	690	387	303
	Regular*	76	48	28
Cohort 12	All	229	125	104
	Regular*	126	68	58
Cohort 13	All	218	110	108
	Regular*	137	69	68
Cohort 15	All	612	293	316
	Regular*	206	102	104

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

21st CCLC Program 2020-2021 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 11	All	543	98	7	42	15	
*	Regular*	66	4		2	4	
Cohort 12	All	190	17	4	25	3	
*	Regular*	106	6	1	19	2	
Cohort 13	All	188	22	4	9	1	
*	Regular*	137	12	3	119	1	
Cohort 15	All	382	63	6	38	7	
*	Regular*	168	21	4	17	5	

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

21st CCLC Program 2020-2021 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
Cohort 11	All	20	690	94
	Regular*	0	42	3
Cohort 12	All	6	161	38
	Regular*	4	88	20
Cohort 13	All	9	147	39
	Regular*	6	94	26
Cohort 15	All	39	442	104
	Regular*	9	127	26

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

Summer of 2020 Attendance.

21st CCLC Program Summer 2020 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
Cohort 11	All	88	38	50
	Regular*	0	0	0
Cohort 12	All	16	6	10
	Regular*	16	6	10
Cohort 13	All	14	11	3
	Regular*	14	11	3
Cohort 15	All	20	12	8
	Regular*	20	12	8

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

21 st CCL Program Summer 2020 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Cohort							
	All	75	10		2	1	
Cohort 11	Regular*						
	All	11	1	4			
Cohort 12	Regular*	11	1	4			
	All	10	3				1
Cohort 13	Regular*	10	3				1
	All	20	2		2		
Cohort 15	Regular*	16	2		2		

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

21 st CCLC Program Summer 2020 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
Cohort 11	All	3	88	14
	Regular*			
Cohort 12	All		16	
	Regular*		16	
Cohort 13	All	1	5	2
	Regular*	1	5	2
Cohort 15	All	1	14	3
	Regular*	1	14	3

*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. 	x
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	x
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	x
<ul style="list-style-type: none"> Recruitment efforts. 	x
<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> 	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 8,500 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 2020-2021 school year. This includes seven (7) elementary schools and high (2) schools within the district.

Programs funded by the 21st Century grant reached over 1,800 student participants throughout the summer and school year, with 585 of them attending 30 or more days. Separately, there were 1,749 participants during the school year only, and a total of 138 during the summer session alone. Overall, the 21st Century programs served at least 22% of the entire district's student population in 2020-2021.

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 20 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 82%, with the regular attendees slightly lower at 64%. For the summer sessions, 89.13% were participants which qualified for FRPL, and the summer regular attendees came in at 25.3%.

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.

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 11 - Abraham Lincoln & Thomas Jefferson High School: Morning programs are available from 6:45 - 8:10 am (1.42 hours) every weekday (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 weekday (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 weekday (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 15 - Franklin & Rue Elementary Schools and Wilson Middle School: Morning programs are available from 7:30 - 8:55 am (1.42 hours) every weekday (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.

At Wilson Middle School- Due to an earlier dismissal time on Mondays, programs are available from 11:30 - 4:30 (5 hours). For the rest of the week, Tuesday through Friday, there are club opportunities from 12:50-4:30 p.m. (3.6 hours per day or 14.4 per week). With all of these daily hours combined (19.4 per week) over a typical month of four weeks, a total of 77.6 hours of programs are offered to students. Please also not, this total does not include our family engagement activities (2-4 hours), which occur at least quarterly for this cohort.

Partnerships Table.

21 st CCLC Program 2020-2021 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
CB Chamber of Commerce	Full (Unpaid)	3, 4, 6	Staff from the 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 programming with take home projects supplied	3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	5	\$13,600
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	
Central Athletics Cheer	Vendor (Paid)	3, 7	Facilitate cheer programs for elementary students.	3: \$200 7: \$80 TTL: \$280	3	\$840
Durham Museum	Vendor (Paid)	3	Partner for family events.		7	
Eileen's Cookies	Partial (Paid)	3	Partner for family events.		9	\$2200
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 TTL: \$2,220	2	\$4,440
Future Soccer	Partial (Paid)	3, 7		3: \$600	6	\$3600
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
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
Kids & Company	Full (Unpaid)	6, 8		6: \$720 8: \$500 TTL: \$1,220	6	\$7,320
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
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 STEM programs at 2 elementary schools.	3: \$1,500 5: \$500 6: \$720 TTL:\$2,720	3	\$8160
TS Institute / TS Bank	Full (Unpaid)	3, 5, 6		3: \$1,500 5: \$500 6: \$720 TTL: \$2,720	5	\$13,600
						TTL= \$354,975

**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 2021-22 school year to accurately determine the monetary value achieved by each partnership.

In the 2020-2021 service year, there were 23 paid community partners along with another 15 unpaid community partners, which totals to 38 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 2020-21, we were fortunate enough to have our partnerships with many community organizations not only continue, but grow significantly during our hybrid phases at our elementary, middle and high schools from August to December. Luckily, our district allowed for partners to come into our schools to provide high quality programming, and our partners were nothing short of amazing and consistent.

One partner that particularly stands out is Future Kids out of Bellevue, NE. Future Kids is a nonprofit organization that empowers youth to create a better future through affordable after school sports programs. Their vision is to have a future where all youth have access to a quality coach and mentor,

encouraging them to chase their dreams. Future Kids provides soccer, tennis and fitness programs for all ages. During the 20-21 school year, they provided numerous opportunities for our elementary students at all 6 programs, as well as our 1 middle school program at Wilson Middle School. Not only did they provide programming, but throughout the year they also surprised the students with free equipment such as soccer balls, jerseys and shin guards.

They strive to use every opportunity and resource to continually improve their programs. In working together with Future Kids we are able to make a bigger impact on the lives of the youth in our programs.

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 has 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 (6). This was a virtual event due to COVID in the Fall of 2020.

Robotics Tournaments- In January 2021 and March 2021, the Vex IQ students competed in 2 tournaments as well. One was hosted by the JJR teams, the other was the Iowa State Vex IQ Robotics Tournament. 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. Teams were also allowed to have 1 spectator per team member. This event was very well attended with over 100 people attending each of the events.

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 share more information with them about 21st CCL programs in the Council Bluffs CSD. Due to COVID, we decided to do a take home type of LOAS event. At the elementary level, we made kits that included a pumpkin per child and paint so they could take that home and do a painting activity with their family as well as books all about Halloween and Fall. We were able to hand these out to all families in our elementary schools, which averaged about 65-80 at each of our elementary schools.

At the secondary levels, for Lights On Afterschool, we made take home kits that included cake mix with frosting and in the winter we sent home take and bake pizzas with all students involved in our programs for them to have a fun, family activity to do at home together. We gave out around 150 pizzas and cake baking kits.

Winter Family Engagement- In December 2020, both the elementary and secondary schools partnered with our local Eileen's Cookies to have them custom make kits for families to take home and decorate sugar cookies together. We paired that with some literacy activities as well. At the elementary level we gave out around 392 kits and at the middle/high school level we gave out around 135 kits.

Spring Family Engagement- In March 2020, the elementary schools put together popcorn kits for families with literacy activities and a Redbox movie ticket. We were able to give out around 284 kits.

Spring Family Engagement Event- In May 2021, we had our first in person family engagement event at Narrows River Park in Council Bluffs, Iowa. We partnered with Hitchcock Nature Center, whom we had partnered with all throughout the 20-21 school year at our elementary schools, to bring together all the elementary families to have an educational event. The Hitchcock staff set up stations for families to learn all about the different stages of trees. They were all able to take home a tree to plant as well. We also had Kona Ice come out to provide a delicious, cold treat for our families as well. We had a little over 30 families in attendance.

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.

4. GPRA Measures

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. 	x
<ul style="list-style-type: none"> 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-12)			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	205	196	95.61%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	21	7	33.33%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	226	203	89.82%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) (grades K-12)			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	182	166	91.21%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	15	11	73.33%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	197	177	89.85%
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.	134	36	26.9%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	10	1	10%
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.	185	40	21.62%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	28	4	14.29%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	213	44	20.66%
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.	185	46	24.86%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	28	11	39.29%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	213	57	26.76%

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-12 demonstrating improvement in mathematics.

At the Elementary level, data is based on 382 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; 95.61% of those students improved their test scores.

At the Middle and High School level, data is based on 78 matched pairs of students in grades 7-12 where both fall and spring grades were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 33.33% of those students improved their test scores.

The total percentage of regular attendees demonstrating improvement in Mathematics is 89.82%

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-12 demonstrating improvement in reading.

At the Elementary level, data is based on 379 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; 91.21% of those students improved their test scores.

At the Middle and High School level, data is based on 75 matched pairs of students in grades 7-12 where fall and spring grades were available. Students scoring below the typical RIT score for fall were considered to be needing improvement; 73.33% of those students improved their test scores.

The total percentage of regular attendees demonstrating improvement in Reading is 89.85%.

IMPROVEMENT IN PROFICIENCY

Council Bluffs administers NWEA MAP to students in the fall, winter, and spring. The determination for “proficient” was the count of students meeting Expected levels for their current grade, content and testing window according to NWEA norms.

Data based on 379 Elementary students with both fall and spring NWEA MAP Reading scores. At the Middle and High School, 78 students were assessed with NWEA MAP Mathematics both in the fall and spring.

26.9% of Elementary regular attendees improved from below expected levels in the fall to expected levels in the spring in reading. At the Middle/ High school level, 10% of students improved from below expected levels in mathematics in the fall to expected levels in the spring.

HOMEWORK AND CLASS PARTICIPATION

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

Of 185 teacher surveys at the elementary, 132 students maintained a satisfactory homework completion rate and 47 students improved their homework completion. This results in a positive rating for 96.8% for regular attendees on homework completion. Also at the elementary, 122 students maintained their class participation and 58 students improved their participation. This results in a positive rating for 97.3% of regular attendees on class participation.

Of 24 teacher surveys at the high school, 21 students maintained a satisfactory homework completion rate and 6 students improved their homework completion. This results in a positive rating for 96.4% of regular attendees on homework completion. Also at the high school, 18 students maintained their class participation and 9 students improved their participation. This results in a positive rating for 96.4% of regular attendees on class participation.

STUDENT BEHAVIOR

Of 185 teacher surveys at the elementary, 123 students were rated as Maintained on the item, "Behaving Well in Class" and 46 students were rated as Improved. This results in a positive rating for 91.4% for regular attendees on student behavior.

Of 28 teacher surveys at the high school, 16 students were rated as Maintained on the item, "Behaving Well in Class" and 11 students were rated as Improved. This results in a positive rating for 95.4% of regular attendees on student behavior.

STRENGTHS

Across all Elementary cohorts, regular attendees increased the percent performing at expected levels in Mathematics from 49.2% in the fall to 62% in the spring. Similarly, elementary regular attendees performing at expected levels in English/ Language arts improved from 54.6% in the fall to 60.2% in the spring.

When examining growth in scores for all elementary regular attendees from fall to spring, more than 90% of students improved their score in ELA or Mathematics. More than 50% of middle/high school regularly attendees improved their score in ELA or Mathematics.

Teachers reported positive ratings in regards to student participation and homework completion for over 96% of regular attendees. Teachers positively rated student behavior for more than 90% of regular attendees.

5. Local Objectives

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.

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	58 assessed in both fall and spring 2020-21. 26 (44.8%) 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	58 assessed in both fall and spring 2020-21. 20 (34.5%) 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	Mean school attendance rate for regular attendees was 96.3% compared to the average of all students at 94.2%
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 .34 compared to the 1.84 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	Objective Met	The National Student Clearinghouse data indicates that 58.3% (7 out of 12) of regularly attending Seniors

graduation will be within 10% of the district's average.		enrolled in a post- secondary institution to date. This exceeds the district total of 44.5% 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 Met	91.7% (11 out of 12) of regular attending Seniors graduated with their 4-year cohort. This is within 10% of the district total of 96.9%

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	103 assessed in both fall and spring 2020-21. 67 (65.1%) 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	101 assessed in both fall and spring 2020-21. 72 (71.3%) 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	Mean school attendance rate for regular attendees was 96.1% compared to the average for all students at 94.2%
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 2.29 compared to the 1.85 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	84.6% 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	116 assessed in both fall and spring 2020-21. 80 (69%) 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	115 assessed in both fall and spring 2020-21. 94 (81.7%) 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	Mean school attendance rate for regular attendees was 96.5% compared to the average for all students at 94.2%
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 1.78 compared to the 1.84 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 agreed or strongly agreed that "activities had a positive impact on my child."

Cohort 15 Table

Cohort 15 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	167 assessed in both fall and spring 2020-21. 112 (67%) 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	165 assessed in both fall and spring 2020-21. 127 (77%) demonstrated typical or greater growth in Reading.
In-school average daily attendance rate for regular attendees will be within 10	Objective Met	Mean school attendance rate for regular attendees was 96.7%

percentage points of the school average.		compared to the average for all students at 94.2%
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 .94 compared to the 1.8 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	91.7% 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 11, 12, 13 & 15

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	444 assessed in both fall and spring 2020-21. 285 (64.2%) 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	439 assessed in both fall and spring 2020-21. 313 (71.3%) 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	Mean school attendance rate for regular attendees was 96.5% compared to the average for all students at 94.2%
Student Engagement 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 .97 compared to the 1.83 average for all students.
Parent Feedback	Objective Met	92.9% of parents agreed or strongly agreed that "activities

Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth.		had a positive impact on my child."
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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 46,463 snacks provided across all CLC programming. The highest percent of snacks taken by students was at Cohorts 12 and 15. 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 six family education events (virtual and in-person) involving every cohort and attended by over 1000 participants.
21st CCLC will provide a minimum of 30 summer school days (between 4-6 hours daily)	Objective Met	Summer school days were offered for 30 days at all cohort locations.
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 11 years. From 2020 to 2021, juvenile arrests increased 5% (a count of 4 more incidents). The 11-year trendline is steadily declining.

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
<ul style="list-style-type: none"> Statistical Analysis as Applicable. 	x
<ul style="list-style-type: none"> Improvement over more than one year as observed. 	x
<ul style="list-style-type: none"> Applicable graphs, tables, and/or charts. 	x
<ul style="list-style-type: none"> Details on methodology and ratings as needed. 	x
<ul style="list-style-type: none"> Clarification for objectives not met. 	x
<ul style="list-style-type: none"> Clarification for objectives not measured. 	x

STUDENT ACHIEVEMENT

Across all cohorts, 64.2% 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 44.8% to 69% 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, 71.3% 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 34.5% to 81.7% 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 2020-2021 was 96.5% which is higher than the average attendance rate for all students (94.2%). For the Elementary cohorts, average daily attendance of regular attendees was 96.5%. For the High School cohort, regular attendees' average daily attendance was 96.6%. 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 1.38 compared to 1.84 for all students. This is a slight decrease in discipline referrals for regular attendees from 2019-2020 (1.87). For the High School cohort, the average number of discipline referrals for regular attendees was .34 compared to .39 in 2019-2020, .78 in 2018-19, 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 12 regular attendees was 2.29 compared to 1.84 for all students. The difference between these is .45 and can be attributed to a disproportionately higher

referral rate for one student with 96% attendance rate at school and under 40 days of participation with CCLC programming.

An observation has determined that student participation in after school programming decreases from Kindergarten (69% of students attending at least 1 day of CCLC programming go on to regularly attend) to 46% at 5th grade and 11% at high school. This rate has increased at the high school from 9% in 2019-20. The lowest participation appears to be for grades 6-8.

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. 92.86% agreed or strongly agreed, well surpassing the objective of 50% indicating a positive impact.

POSTSECONDARY OUTCOMES

In Cohort 11, there were 12 regularly attending Seniors. 91.7% of these participants graduated with their 4-year cohort. This compares to 96.9% for the entire senior class. This year's 4-year cohort graduation rate for regularly attending seniors is higher than the past 4 years (78.6 in 2019-20, 77% in 2018-19, 87% in 2017-18, and 61% in 2016-17).

58.3% of regularly attending Seniors have enrolled in post-secondary institutions to date. This compares to an average for Council Bluffs of 44.5% of graduates enrolling in post-secondary institutions within one year of high school graduation. While there is not a statistically significant difference between the percent of regular attending seniors and all seniors enrolling in postsecondary institutions within the first fall, a small to medium effect was found ($h=0.27$ 95%CI [.20-.50]).

6. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	X
Best Practices	X
Pictures	X

Student, teacher, parent, and stakeholder input.	X
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Staff Interview:

Howdy! My name is Lisa and I am the 21st CCLC Site Facilitator at Wilson Middle 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.	x

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.

Read below for the updates during our 20-21 school year:

I want to thank you for supporting the 21 CCLC Robotics program! 6 years ago there were only robotics opportunities in the high schools, and only served around 20 students total. This year, thanks to 21st CCLC every Elementary, Middle School and High School have this opportunity and are serving over 300 students!!

Each year these students are given a video to watch of a game. They watch it taking careful notes, read a game manual and design a robot that they believe will best answer the obstacles required to play the game. These students then take their designs and then build, code, and drive their robot practicing their skills. The whole time they are required to document their journey in a Notebook. This notebook is the cornerstone of all judging and awards. They are to not only journal their progress, but what choices they had, what they chose, why, and what the results were. Tough stuff for some kids that have never had these kinds of expectations. Students are also interviewed by judges at tournaments. They need to be able to communicate their journey and have it echo their notebook. This opportunity is HUGE for our kids as they learn so many of the soft skills that will help them later in life.

There are a few differences from the High School levels and the Middle School/Elementary. For example, High School pieces are metal and can be cut, shaped, etc. While the younger students have fixed pieces that are plastic. The size of the fields and robot expectations also grow with age. However the overall requirements to Design, Build, Program and Drive are consistent. I believe that within just a few years we are going to see a huge pay off of these STEM Skills due to the early access of Robotics in our community.

I want to give you a breakdown of their year and accomplishments. While it's easy to get excited about the awards given, I hope to also draw attention to the personal growth each student has exhibited. From the kids that just struggle with basic behavior that really work hard to earn a place at competitions, to the ones that truly just didn't believe they were "smart enough" who are now earning better grades and leading their peers. This program is a vehicle for learning far beyond STEM.

High School teams are often going to several tournaments a year. They travel in and out of state and earn awards through the year. I will be focusing on Iowa Tournaments today.

ALHS competed both in a TJHS hosted tournament and Iowa State Vex Robotics Tournament. They are the "Fathers" of our robotics opportunity in Council Bluffs. They have had outstanding teams and achieved much success in the past years, however, due to Covid they only had one team. It is a goal to build up their program with several teams all being fed from the 21 CCLC program from Kirn Middle School. The east end elementary schools were the last to receive Vex programming.

TJHS competed in both the TJHS hosted tournament and Iowa State Vex Robotics Tournament. 2501 B The Hive earned Sportsmanship Award at the TJHS hosted and at State Earned Tournament Championship and a bid to Worlds and 2501 J Full Metal Jackets earned the Excellence Award. This is the highest award that can be earned at a tournament. This also earned them a bid to Worlds. Some of the west end schools received this program in elementary and it shows in the number of students competing at TJHS last year.

The Vex IQ students competed in 2 tournaments as well. One was hosted by the JJR teams, the other was the Iowa State Vex IQ Robotics Tournament. The awards from the first tournament went to

Carter Lake Elementary 2783C Mighty Jackets earned the Judges Award. This award is given to a team that shows endurance, resilience and has caught the attention of our judges.

Franklin's Baby Yoda 3130A Earned the Energy Award. This is given to the team that has the best spirit overall. Teamwork, sportsmanship and seems to really enjoy robotics.

WOWZA did the Elementary and Middle School 21st Century Clubs clean up at the Vex IQ State Tournament!!

Edison's team the WolfEagles 2218E Won the INSPIRE AWARD : The Inspire Award is presented to the most passionate and positive team at the event. Key criteria: • Team exhibits passion and positive attitude at the event • Team exhibits integrity, and goodwill toward other teams, coaches, and spectators • Students demonstrate teamwork and effective communication skills

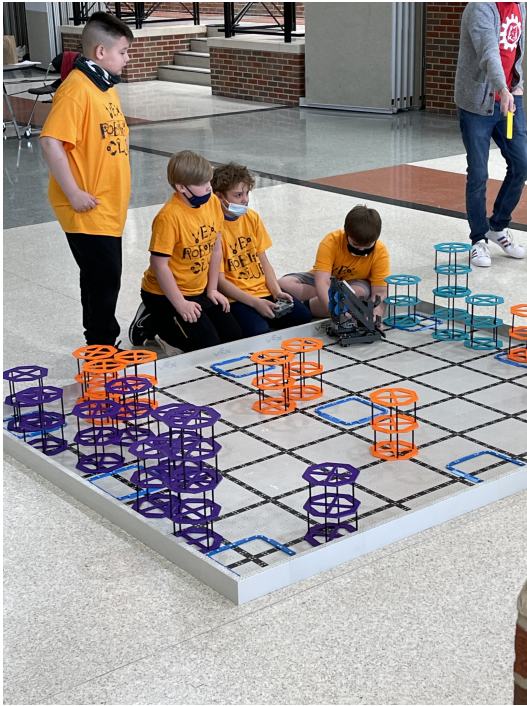
Carter Lake 2783C Mighty Jackets (coached by Shannon Dunlap) earned the JUDGES Award: The Judges Award is presented to a team that is most deserving of special recognition. Key criteria: • Team displays special attributes, exemplary effort and perseverance at the event • Team overcomes an obstacle or challenge and achieves a goal or special accomplishment at the event or at some time throughout the season • Team distinguishes itself in some way that does not fit under other award criteria but nonetheless deserves special recognition • Students demonstrate teamwork and effective communication skills

FRANKLIN: Franklin topped them all! 3130 B Key Robotics was the RUNNER UP for the Teamwork Championship! They placed 2nd overall in the tournament. They were our first Elementary 21 CCLC for Robotics. They are a great example of how the program and skill level grows.

3130A Baby Yoda won the highest award and honor taking the Worlds Bid for Elementary EXCELLENCE AWARD: The Excellence Award is the highest award presented in the VEX Robotics competition. This award is presented to a team that exemplifies overall excellence in building a high-quality robotics program. This team is a strong contender in numerous award categories. Key criteria • Engineering Notebook must be submitted (usually at team check-in) • Ranking for Design Award • Ranking for Qualification Matches • Ranking for Robot Skills • Ranking for other judged awards • Quality of the team's interview with the Judges • High-quality robotics program • Team conduct (I would also like to add personally that this team had their robot dropped multiple times over the tournament and had to rebuild on the spot. Many other teams came to their aid to ensure they wouldn't miss a match. They showed resilience and positivity consistently through the day)

Thank you for all you do to support these experiences for our kids. --Christy Arthur, VEX Robotics Leader

PICTURES



Robotics Tournament 2021



Franklin Guitar Club



Kanesville Fishing Field Trip Spring 2021

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:

“When going to after school clubs I feel like I socialize more and expand my friend group” - ALHS Student

“I really enjoyed clubs because it helped with my anxiety and made it easier to meet new people.” - TJHS Student

“The cooking club allowed me to better learn how to enjoy cooking.” - ALHS Student

“In Battle of the Books club, I was able to explore reading in a different way. The club allowed me to connect with others who have similar interests and goals” -ALHS Student

“Warhammer and dungeons and dragons club helped me connect with people with similar interests and let me be creative and not feel so restricted with my thinking. ” -TJHS Student

“In the chess club, this helped me a lot to learn strategic algorithms.” -ALHS Student

“Anime club gave me some to just relax from school work and have fun with friends while learning about something new. TJHS Student

“Pottery Club helped me become better at drawing and making pots on the wheel” - TJHS Student

“As a freshman, it sometimes is hard to meet new people. In clubs I was able to meet lots of new people I didn’t know before which helped grow my socialization skills” -ALHS Student

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

“Student engagement at all our schools was fantastic. We had amazing students who were always interested and excited when we arrived at the site”- Strategic Air Command & Aerospace Museum Staff

“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

“Students were able to learn leadership skills. The transportation provided by CBCSD was essential to allowing all students the opportunity to participate in the leadership program at AL and TJ.”- CB Chamber of Commerce

“Working with and building relationships with students that I don’t get to see everyday was very rewarding.”- Teacher at TJHS

“One of the highlights of me doing clubs in the school that I work in is that I am not a teacher during the day. A lot of my job is dealing with the negative aspects of school- tardies, absences, behaviors. During my clubs, I get the chance to interact with the students in a very positive way and build relationships. Some of the students in my clubs I would probably never get to know and others I get to build a positive relationship outside of school while having fun!- Teacher at Franklin Elementary

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

“My kids have been involved with the 21 CCLC clubs for many years now. They have enjoyed every club they have had-from soccer, tennis, zoo club, Cub Scouts to BizTown. They have done them all! Each program that they have attended has involved things that they would otherwise not be able to participate in or learn about. They have given them something fun to look forward to after school and are always excited to tell us about what went on in them and what they have learned. The family nights offered are always a fun time as well from going to the Durham Museum to last year's event which included getting our own tree to plant at home! 21CCLC are a great asset to our community and to our schools.”

- Parent at Rue Elementary

“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 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

“Robotics really helps kids learn about STEM and grow so much. And having clubs this year was essential to allow socializing between students.” - Parent at Franklin Elementary

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

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

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

"My boys were ALWAYS HAPPY after their programs!! They enjoyed the activities and it made them feel as if they belonged to something bigger and special! They most definitely will attend if God willing. Thank you for all your dedication to the kiddos!" - Parent at Bloomer 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

"The convenience and safety of this being located at the school my son attends, and the hours after school to help working families with continued learning & social activities for the students." - Parent at Carter Lake Elementary

"The before and after school at Carter Lake is FANTASTIC! All the teachers were wonderful!" - Parent at Carter Lake Elementary

"It was a very great opportunity and our son had so much fun. Parents also really appreciate being able to drop off their children and have safe and free supervision." - Parent at Roosevelt Elementary

"This program has made a huge impact on our lives" - Parent at Roosevelt Elementary

"Since the after school programs have started our children have enjoyed every club they have been involved in and our oldest child is now participating in advanced robotics. This has struck his interest and could be a potential future career path. Our youngest enjoys the variety of options available and the new experiences that he wouldn't get in a classroom. Also, this being a free program has freed up some additional financial resources for us as a family and has allowed us to work full time at our jobs without having to rush to school at dismissal time." - Parent at Roosevelt Elementary

Partner Quotes:

"I have had the privilege of working with the students at Rue Elementary for almost 8 years now and I believe 6 of those have been with 21st CCLC. One of my favorite memories came after 12 weeks of financial education in helping 3rd-5th grade students learn about money management and how a debit card is used and also how to write a check to withdraw money from their checking account. At the end of the 12 weeks we took these students to a live simulation where they worked in a mock business environment called BizTown. Every 2 hours the students received a paycheck and earned a 15 minute break. During the break the students would leave their business and spend their money at another business and for the first time they could see their hard earned money leave their account. After a few purchases they wanted to return the items they had purchased but couldn't and they were out the \$3-4. They had buyer's remorse and said, "I just worked for two hours and bought something I no longer want." This for me was golden. They now understand the connection between personal finance, spending and making better choices with their money. It's been great working with CB schools and seeing each student grow in their money habits." -TS Bank Community Partner

I provide fitness and nutrition programming at Carter Lake Elementary through Fitucate- Nutrition and Training. I teach kids the importance of healthy habits and enjoying exercise. They learn the food groups and how to build their own nutritious meals. We learn new exercises and how they are effective for sports and day-to-day movement. Each week we incorporate physical activity through games and challenges. They love playing soccer, tag, red light/green light, and even competing with me! - Sarah w/Fitucate

I have received feedback from parents in the past about the remarkable change they have seen in their sons that are a part of the Gentlemen's Society at Bloomer Elementary. One parent in particular shared that all of a sudden, her son asked if he could clear the table after dinner because, "it was the gentlemanly thing to do." I have also had a parent tell me that while at the grocery store, her son went to help an older lady bag her groceries and carry them to her car because he learned that we help others that need help from time to time. I have and still have teachers tell me how well behaved the boys are on a regular basis as well as compliments with how they are dressed and acting while at school. Several times it has been pointed out how a student from our club has held doors for others, used their manners or helped younger students -Gentlemen's Club Leader

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 2021, but we plan to bring this event back, in person, in Spring 2022.

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, 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 2020-21, CCLC programming is available at all grade levels.

At the Elementary, SUPER Kids (Student University Promoting Education and Recreation), Carter Lake & Roosevelt Elementary schools in Cohort 12, Bloomer & Edison Elementary schools in Cohort 13 and Rue and Franklin Elementary in Cohort 15.. As for secondary programs, and included in Cohort 11, Abraham Lincoln and Thomas Jefferson High Schools have a program titled CB Ready by 21, as well as Wilson Middle School, which is in Cohort 15 as well.

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 12, 13, and 15, 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 6 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 1,800 student participants throughout the summer and school year, with 595 of them attending 30 or more days. Separately, there were 1,749 participants during the school year only, and a total of 138 during the summer session alone. Overall, the 21st Century programs served at least 22% of the entire district's student population in 2020-2021.

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 2022, 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

All student achievement, parent feedback, postsecondary readiness, and program objectives were met. One engagement objective for Cohort 12 was not met.

Cohort 12 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 .45 higher than the school average. This difference is the result of a disproportionately higher referral rate for one student with 96% attendance rate at school and under 40 days of participation with CCLC programming. This objective remains relevant and obtainable for the overall Cohort.

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 the past two school years, 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