



State Evaluation of Afterschool Programs 2020

Nita M. Lowey Iowa 21st Century Community Learning Centers -Title IV B



**IOWA 21ST CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

State Board of Education

Brooke Axiotis, President, Des Moines
Bettie Bolar, Vice President, Marshalltown
Brian J. Kane, Dubuque
Michael Knedler, Council Bluffs
Mike May, Spirit Lake
John Robbins, Iowa Falls
Georgia Van Gundy, Waukee
Kimberly Wayne, Des Moines
Hanna Groos, Student Member, Norwalk

Administration

Ann Lebo, Director and Executive Officer of the State Board of Education

Division of Learning and Results

Amy J. Williamson, Deputy Director and Administrator

Bureau of School Improvement

Janell Brandhorst, Chief
Vic Jaras, Consultant, Nita M. Lowey 21st Century Community Learning Centers
Before and After School Programs

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 877-521-2172, email: OCR.Chicago@ed.gov.

Contents

Executive Summary.....	5
The Iowa Afterschool Alliance.....	16
About Iowa 21CCLC: 21 st CCLC Learning Centers	19
The State of Iowa’s Children	20
Evaluation Methods.....	30
Local Evaluations	30
End-of-year Survey	33
Program Findings	34
Program Support.....	34
Program Operations.....	36
Program Objectives.....	54
GPRA Measures.....	54
Local Objectives.....	58
Best Practices.....	59
Summary and Recommendations.....	63
Summary	63
Recommendations	66
Grantees	67
Allamakee CSD	70
Andrew CSD.....	76
Audubon CSD.....	81
Bettendorf CSD	85
Boys & Girls Clubs of Cedar Valley	91
Boys & Girls Clubs of Central Iowa.....	96
Burlington CSD.....	101
Cedar Rapids CSD (Summer Only).....	107
Central Decatur CSD	112
Clinton CSD.....	117
Council Bluffs CSD.....	123
Davenport CSD	129
Des Moines Independent CSD	134
Dubuque CSD	139
Fairfield CSD	144
Hamburg CSD	148
Helping Services for Youth and Families	153
Iowa City CSD	158
Maquoketa CSD	163

Mid-Iowa Community Action, Inc.	168
North Fayette Valley CSD.....	173
Oakridge Neighborhood Services.....	177
Oelwein CSD.....	183
St. Mark Youth Enrichment.....	188
Siouxland Human Investment Partnership.....	195
Storm Lake CSD.....	200
Waterloo CSD.....	205
YouthPort.....	210
References.....	214

Executive Summary

The Nita M. Lowey 21st Century Community Learning Centers programs in Iowa are changing the lives of at-risk children by providing high quality enrichment activities that engage children and re-connect them with the joy of learning. In 2020, we struggled through a pandemic that closed schools and programs and now we are faced with a much larger achievement gap among at-risk youth than in prior years. However, if we provide strategic interventions as schools and programs return to normalcy, we can bridge these gaps and provide hope for children and parents for the future.

In Iowa, we have the highest level of community partners of any state (702 partners). We post our list of community partners online per ESSA requirements ([Iowa Community Partners list](#)). Community partners help enrich our programs with exciting curriculum and experiences and allow us to serve more children than with federal funds alone. **In 2011, Iowa served 6,203 students at 51 sites, and because of community partnerships we now serve 12,382 in 101 sites.**

Program data in Iowa has shown that a high quality program will improve attendance and behavior, and because of the social emotional benefits of after-school, children who develop self-esteem and a joy of learning. All of these factors contribute to academic improvement through enrichment enhanced learning with field trips, experiences and caring relationships developed in these programs.

Blumenfeld, Kempler and Krajcik write: *“Motivation sets the stage for cognitive engagement. Motivation leads to achievement by increasing the quality of cognitive engagement. That is, content understanding and skill capabilities are enhanced when students are committed to building knowledge and employing deeper learning strategies.”* *“Authenticity is achieved by drawing connections to the real world.”*

<https://www.researchgate.net/profile/Toni-Rogat-2>

The wealth of community partners in Iowa provides increased authenticity of learning that results in higher levels of motivation and engagement.

The Importance of Afterschool Programs for Children

The Iowa Model for a quality afterschool program addresses the needs of the whole child and the research-based methodologies that provide tremendous benefits for school age children. The goals of this program are:

1. Improve student learning performance in reading and math
2. Improve attendance and behavior (programs that provide a full daily meal have higher attendance)
3. Improve student social and life skills with enrichment activities; and
4. Increase family and community engagement in supporting students' education.

Iowa ranks first in the nation in the percent of children under 6 years of age with all parents in the labor force (75.6 percent) - U.S. Census Bureau

Why Afterschool is Important for Children

First, let's use data to set a foundation of understanding to address a variety of factors that contribute to the need for afterschool and summer programs.

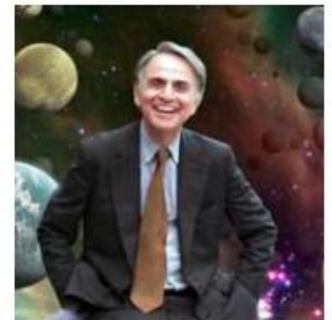
Poverty- The 2019 Kids Count data says that 92,000 (13%) of children in Iowa live in poverty. [Selected Indicators for Iowa | KIDS COUNT Data Center](#) Poverty elevates a child's risk of experiencing behavioral, social and emotional and health challenges. In Iowa, we recognize the importance of providing nutrition education, a good snack and in many cases a full meal to children in poverty afterschool. It is no accident that the favorite afterschool club is the "cooking club" where they learn how to prepare simple dishes and get to sample the results.

There is a growing body of research evidence that poor nutrition contributes to poor academic results for children. Therefore, by increasing support for children with increased access to healthy snacks and full meals, we should see increased academic results.

"Recent research shows that many children who do not have enough to eat wind up with diminished capacity to understand and learn.

Children don't have to be starving for this to happen. Even mild under-nutrition – the kind most common among poor people in America – can do it."

- Carl Sagan



Student participation in the United States Department of Agriculture (USDA) School Breakfast Program (SBP) is associated with increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance (e.g., memory) – Centers for Disease Control (CDC) Health and Academic Achievement

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

What if we could reduce the achievement gap simply by providing breakfast, lunch and dinner for at-risk children?

"Healthier meals could raise student achievement by about 4 percentile points on average." (Melinda Anderson, The Atlantic, Do Healthy Lunches Improve Student Test Scores?)

"School districts that increased calories on test days experienced increases in 5th grade pass rates of 11, 6, and 6 percent respectively on the mathematics, English, and history/social studies tests."

<https://www.nber.org/digest/apr03/eating-your-way-higher-test-scores>

Poverty is compounded because Iowa has a very high percentage of both parents working, leaving children home alone after school. *Iowa has one of the highest rates with both parents in the paid workforce. Additionally, according to the 2016 American Community Survey, 81% of women in Iowa ages 20-64 (with children under 18) are in the labor force.* [Family and Children | Iowa Department of Human Rights](#)

The economic costs of not providing the support children need are enormous. *A new report by the U.S. Chamber of Commerce Foundation [found the Iowa economy loses close to a billion dollars annually due to childcare issues.](#)*

According to the report, the state has one of the highest labor force participation rates in the nation, but the lack of access to affordable child care costs the economy \$935 million from lost tax revenue and employee absences.

"It comes in the form of lost wages, in lost productivity, in the lost taxes to communities for people who weren't able to make those wages," said Mike Ralston, president of the Iowa Association of Business and Industry. <https://www.iowapublicradio.org/health/2020-02-28/report-iowa-economy-loses-nearly-1-billion-annually-from-childcare-shortage>

In Iowa, the 21st CCLC grant targets children in poverty by a requirement of 40% minimum free and reduced lunch count for the building applying and by providing incentive points to schools in counties with high child poverty and incentive points for TITLE I buildings. This allows us to serve a higher percentage of disadvantaged youth than the state average. In 2019, programs surveyed reported 16% of children with a disability (state average was 4%), and 11% of children had limited English proficiency (state average 7%). Iowa was the first state in the nation to provide guidance and providing service for children with a disability.

Poverty has a long term effect on literacy development according to the research. *The research on children in poverty show that not only are these children more likely to have low reading test scores in third grade, they are less likely to graduate from high school at any reading skill level.* <https://www.scilearn.com/3-ways-poverty-impacts-children-learning-read/>

Kids who drop out of high school are twice as likely to abuse drugs, five times more likely to be involved in gangs and five times more likely to go to prison. - United Way of East Central Iowa

75% Of Inmates Are Illiterate (19% are completely illiterate)

<http://www.invisiblechildren.org/2010/11/18/75-of-inmates-are-illiterate-19-are-completely-illiterate-ruben-rosario/>

These facts have economic implications that affect communities over the long term. By investing in children, communities are investing in their own success.

Professor James Heckman, Nobel Prize winner in Economics, writes in the "Case for Investing in Disadvantaged Young Children" (<http://heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>) "many major economic and social problems such as crime, teenage pregnancy, dropping out of high school, and adverse health conditions are linked to low levels of skill and ability in society (49)."

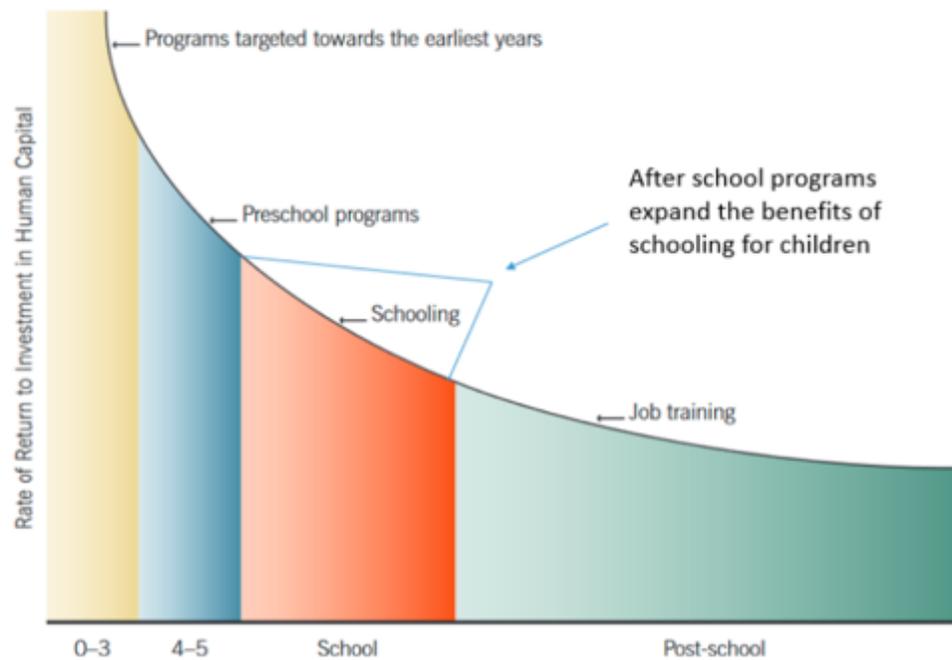
"Early interventions for disadvantaged children promote schooling, raise the quality of the workforce, enhance the productivity of schools and reduce crime, teenage pregnancy and welfare dependency. They raise earnings and promote social attachment."

- Nobel Prize-winning **economist** James Heckman

"A focus on achievement test scores ignores important non-cognitive factors that promote success in school and life (49)." **"If society intervenes early enough, it can improve cognitive and social emotional abilities and the health of disadvantaged children (50)."** When we focus on short-term costs without considering the long term benefits to society, children and communities suffer the consequences. Chart (below) from James Heckman showing the returns on Investment in Children.

Professor Heckman calculates that for every dollar invested in programs for children, there is a return of \$13.

Returns to a Unit Dollar Invested



Source: [10yranniversary_ Heckmanhandout.pdf \(duke.edu\)](#)

We spend \$28 billion to keep kids locked up each year, but only \$1 billion to prevent youth crime with afterschool and summer school programs.

Correlation with Reduced Youth Crime - In 2001, The U.S. Congress expanded the 21st Century program through the No Child Left Behind Act. Through NCLB, Congress increased the funding for the 21st Century program from \$40 million to \$1 billion. In 2001, funding for 21CCLC doubled to 846 million. It continued to increase to 900 million and in 2008 to 1 billion dollars (notice the chart for this year). This data illustrates that an “ounce of prevention” (the 21st Century Program) is worth a pound of cure.

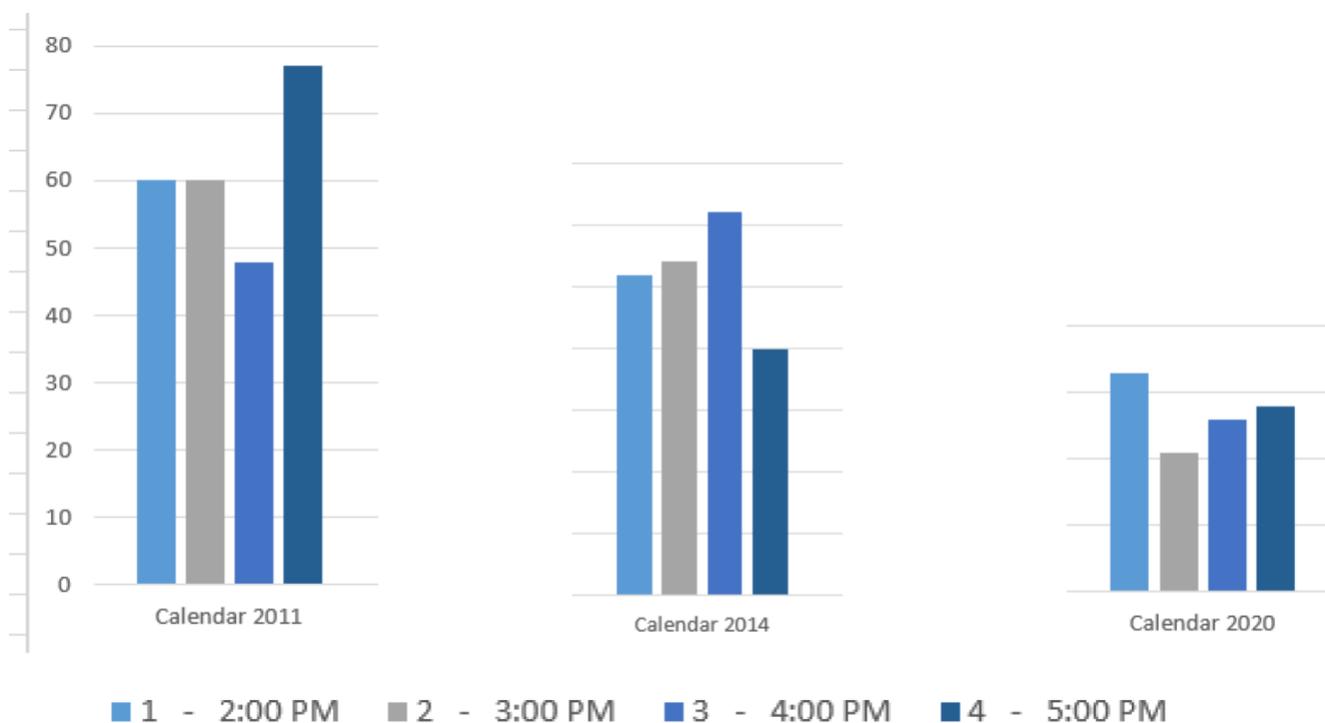
Youth incarceration (costs \$28 billion per year). If spending \$1 billion a year for afterschool to prevent youth incarceration can contribute to a 31% reduction, what might happen if we spent \$2 or even \$3 billion in prevention programs? Could we see a 60% or 90% decline in youth crime by increasing funding for afterschool? Anecdotal information from Iowa law enforcement corroborates this chart with reports of reduced youth crime as a result of local afterschool programs.

In July, 2015 David K. Mineta, Deputy Director of Demand Reduction, Office of National Drug Control Policy spoke on Substance Abuse Prevention Education in Afterschool Programs at the USDOE Summer Institute. He remarked that every \$1 spent on prevention education saved \$20 in costs down the road. He extolled the success of afterschool programs in drug prevention. However, the reality is that the Office of Drug Control Policy budget increased from 2015 (25 billion) to 30 billion in the 2017 budget, while afterschool funding was reduced to 1 billion (from 1.1 billion). If the allocation of 10% of the ONDCP budget were provided for educational prevention (\$3 billion), the results could provide substantial drug prevention among school age youth.

Iowa Data: Causal Relationship between afterschool programs and reducing youth violence.

Without exception, in every school that I visit, the Principal reports that when an afterschool program starts in their building, attendance goes up and referrals to the office for misbehavior go down dramatically. A child's success in school is an indicator of who will later drop out of school depending on the path they take.

In Council Bluffs, the city with the highest per capita crime in Iowa, the Police Department reported a significant reduction in youth arrests since a 21st Century Afterschool Program started in the Middle and High Schools. In every community meeting when law enforcement officers talk about the impact of afterschool programs they report the programs reduce youth crime and violence in the community.



In 2011, there were 245 incidents between the hours of 2-6 PM. In 2014, with the two middle schools starting a 21st CCLC program, youth crime declined to 208 incidents. In 2016, this dropped to 155 incidents. In 2020, youth crime had declined 51% with only 108 incidents. Source: Council Bluffs Police Department. This has been an ongoing downward trend and illustrates that youth are being reached with enrichment activities that replace unproductive time at home unsupervised.

Sioux City reports similar results from their middle school programs. In 2013, the three middle schools had 1023 incidents of youth crime. By 2015, a 21% drop occurred lowering the incidents to 813. By 2018, a 40% drop to 615 had occurred.

Afterschool programs can prevent youth crime and violence which benefits the local community and provides a return on investment.

“On school days, the prime time for violent juvenile crime is from 3 p.m. to 6 p.m. The single most likely hour of the school day for a juvenile to commit an assault inflicting serious bodily injury, or an assault with a weapon, is between 3 and 4 p.m. This also is the peak hour for gang-related violence. Quality after-school programs and other constructive supports help young people stay away from involvement in crime. Chances are that they will probably stay out of serious trouble the rest of their lives, thus reducing not only juvenile crime but adult crime as well.” (Sanford A. Newman J.D.; James A. Fox Ph.D.; Edward A. Flynn; William Christeson M.H.S)

2 to 6 p.m.: The Prime Time for Juvenile Crime in the U.S.



[Burlington, Iowa: Partners in Education, Community Educating Students \(PIECES\)](#)

Partners in Education, Community Educating Students (PIECES) after-school program in Iowa, provides Burlington Community School District students in kindergarten through 8th grade with a safe place to engage in learning activities in topics ranging from STEM to art.

Through the partnerships between PIECES and the Burlington Police Department, students receive mentoring from detectives in a crime scene investigation club and hear from female officers about being a woman in the field of law enforcement.

Recently retired Burlington Police Department Major Darren Grimshaw, who has been a volunteer with PIECES, said,

“Afterschool programs give kids a safe place to be and a place where we can reach out and begin to break down some of those barriers that exist between the department and the neighborhoods.”

Source: <https://www.policechiefmagazine.org/after-school-the-prime-time-for-juvenile-crime/>

Benjamin Franklin famously advised Philadelphians in 1736 that “An ounce of prevention is worth a pound of cure.”



“An ounce of prevention is worth a pound of cure.”
Benjamin Franklin

Afterschool and summer programs prevent youth crime, the summer slide, and at very little cost provide hope and engagement for at-risk youth.

The example of Iceland

Today, Iceland tops the European table for the cleanest-living teens. The percentage of 15- and 16-year-olds who had been drunk in the previous month plummeted from 42 percent in 1998 to 5 percent in 2016. The percentage who have ever used cannabis is down from 17 percent to 7 percent. Those smoking cigarettes every day fell from 23 percent to just 3 percent.

State funding was increased for organized sport, music, art, dance and other clubs, to give kids alternative ways to feel part of a group, and to feel good, rather than through using alcohol and drugs, and kids from low-income families received help to take part. In Reykjavik, for instance, where more than a third of the country's population lives, a Leisure Card gives families 35,000 krona (£250) per year per child to pay for recreational activities.

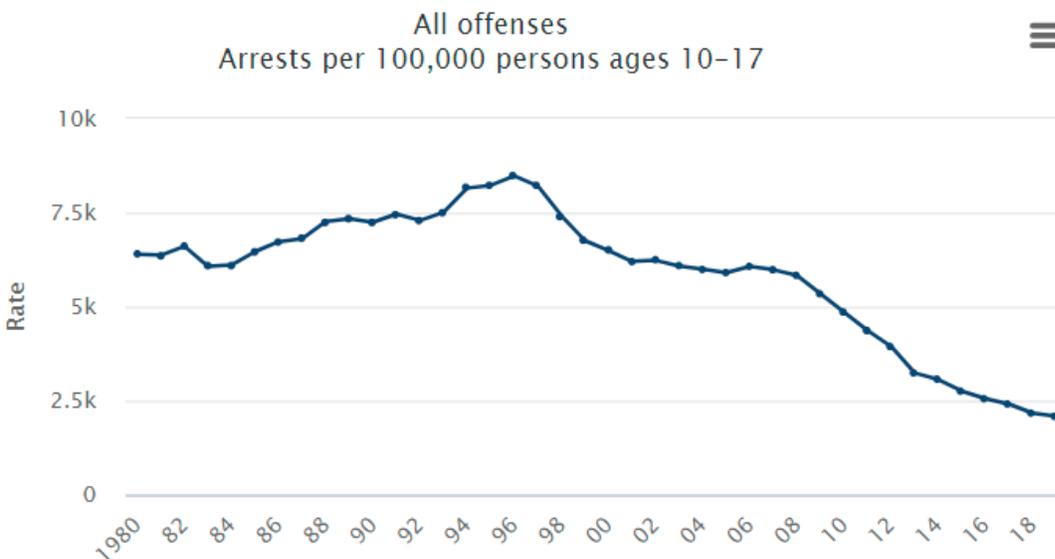
<https://www.theatlantic.com/health/archive/2017/01/teens-drugs-iceland/513668/>

“After school centres stress the development of social skills in interaction through play and work, as well as self-respect and respect towards others and one’s environment. The programmes seek to implement democratic work procedures, increasing children’s ability to form independent views and impact their environment and circumstances. Serving children with special needs is organised separately by each after-school programme in cooperation with parents, school and experts.” (After school centres, Reykjavik, n.d.)

National trend data aligns with the start of the 21st CCLC program. When the program was awarded 1 billion dollars, a significant drop occurred.

Juvenile Arrest Rate Trends

The juvenile arrest rate for all offenses reached its highest level in 1996, and then declined 75% by 2019.



[Longitudinal data from the US Justice Department](#) shows that when afterschool programs were given \$1 billion dollars and charged with academic improvement goals, youth crime went down 30% nationally and stayed down for the past 20 years. The further decline could be an economic multiplier effect of afterschool programs and the engagement of youth. The national “average cost” of incarcerating a single child under 18 is \$148,767 per year.

<https://justicepolicy.org/research/policy-brief-2020-sticker-shock-the-cost-of-youth-incarceration/>

In Iowa, we can run a full year afterschool and summer school program for 100 children for the same amount it costs to keep one child incarcerated. We spend \$28 billion to keep kids locked up each year, but only \$1 billion to prevent youth crime with afterschool and summer school programs. Which is the most effective use of taxpayer dollars? The one billion dollars invested in afterschool programs for 1.5 million youth appears to have an economic multiplier effect, since positive activities kids learn in afterschool tend to be repeated with their friends on weekends and outside of the program and youth crime continues to decline nationally.

What would happen if our investment in afterschool increased to \$2 billion dollars? How many instances of school violence could this prevent? The budget for keeping kids under 18 incarcerated has more than doubled in the past few years, and currently costs about \$28 billion dollars a year (up a few billion from last year). In contrast, the 21st Century Community Learning Centers Program, with a budget of \$1.2 billion has been targeted for elimination despite the wealth of data, facts and research that show preventive programs are more effective than programs which attempt to intervene in later years.

Currently 10 million children participate in an afterschool program, however another 19 million children should be in an afterschool program but are not due to a lack of resources.

https://www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_Key_Findings.pdf

We are only serving one third of the children in need and the long-term consequences will result in higher costs to society instead of benefits.

Using the cost benefit ratio of Dr. Heckman, if we calculate 10 million children by an average of \$1,200 year spent on programming the return on investment is \$12,000,000,000 or 12 billion per year. If you look at this return over a 50 year period, the return is 600 billion. However, when you consider that those at-risk youth who do not have access to an afterschool program to provide self-esteem building enrichment opportunities and social emotional learning may drop out of school, become involved in crime, gangs and activities that cost society to manage. The return is easily eclipsed by even higher costs for incarceration, crime, damages and a cycle of negative activities that is often passed down to a new generation when they have children.

Reading

Literacy is a state priority in Iowa and is a required activity for all programs. We also report reading data in an online data reporting system that is sent to Congress. We provide professional development for afterschool staff in literacy on a regular basis.

We emphasize revisiting sight words since this is especially helpful for children learning English and for children with disabilities. Three thousand sight words comprise over 90% of all words in print and online and competency with them provides a good foundation for children to improve in reading. We have had Iowa authors visit programs to encourage students to read for personal enjoyment.

<https://www.iowacenterforthebook.org/authors/browse/index>

Iowa children's author Kurt Wagner (Anthony the Mouse) provided sessions at past workshops and conferences and visited schools in Eastern Iowa.

https://www.telegraphherald.com/news/features/article_ac8470e3-e601-532e-8c4a-403ca7d77666.html

Children are reading less and this is a disturbing long term trend that we need to address in education.

In 1980, 60 percent of 12th graders said they read a book, newspaper or magazine every day that wasn't assigned for school.

By 2016, only 16 percent did; a huge drop, even though the book, newspaper or magazine could be one read on a digital device. <http://theconversation.com/why-it-matters-that-teens-are-reading-less-99281>

We encourage programs to invite local authors of children's books into the school to talk with kids about writing, how the author's characters were developed and to promote reading as a means of discovery and an outlet for emotions. A good example of how afterschool programs can promote reading and writing is the Half Pints Poetry that operates in Des Moines. Children express emotions, build vocabulary, develop speaking skills and meet secondary common core standards in elementary grades. <http://rundsm.org/half-pints-poetry/>

"Any book that helps a child to form a habit of reading, to make reading one of his needs, is good for him."

- Maya Angelou



Iowa Kids Count reports that 65% of children in 4th grade are below proficiency in reading. *Proficiency in reading by the end of third grade is a crucial marker in a child's educational development. In the early years, learning to read is a critical component of education. But beginning in fourth grade, children use reading to learn other subjects, and therefore, mastery of reading becomes a critical component in their ability to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earnings potential and changes for success.* [Selected Indicators for Iowa | KIDS COUNT Data Center](#)

Poor kids who are behind in fourth grade are 13 times more likely to not graduate from high school on time

- Source: Source: Annie E. Casey Foundation funded research: <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

We stress that literacy should be embedded in enrichment activities to help students gain skill and understanding with the fundamentals of reading. We also provide small group tutoring to help children with regular remedial activities in literacy.

Math

Math instruction is another required activity and our progress in math is reported online in the data system that provides Government Program and Results Act (GPRA) data to Congress. We encourage math to be embedded in enrichment activities. For example, using baseball to show how math is used to track players performance and activities that teach children how to derive meaning from the baseball statistics can provide a culminating field trip experience with a visit to a baseball game.

Another activity that helps students with math through enrichment is to provide chess clubs.

Playing Chess provides practice with several Math standards and teaches children to think things through before they act. Children enjoy playing Chess and it provides a fun way to practice “what if” analysis, which is a key skill for computational thinking in Computer Science.

Below are a few Common Core Math standards that are developed through playing chess.

ALG.1: Understand patterns, relations, and functions.

ALG.2: Represent and analyze mathematical situations and structures using algebraic symbols.

GEO.1: Analyze characteristics and properties of two and three dimensional geometric shapes and develop mathematical arguments about geometric relationships.

GEO.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Berkman [32] explicitly discusses the link between chess and mathematics and argues that chess promotes higher-order thinking skills, and that the analysis of chess positions has much in common with problem solving in mathematics.

Chess is the lowest cost STEM activity we have in afterschool. The following benefits are derived from regular playing of chess.

- Problem-solving
- Creativity
- Abstract reasoning
- Improved memory
- Concentration
- Critical thinking
- Strategic planning
- Visualization skills
- Patience



Studies show that playing chess has a positive impact on numerical and verbal aptitudes, lowers incidents of suspension and outside altercations, and decreases behavioral and discipline problems. Des Moines has an elementary chess competition for their after school program and it is amazing to see children sitting quietly and concentrating for over an hour as they play and remembering that these are at-risk children who previously had office referrals for behavior.

According to Dr. Milan Vukcevic, a grandmaster of chess composition, “chess forces one to develop one’s own methodology for solving problems that can be applied throughout life. Chess makes better thinkers and should be played, not with the idea of becoming a professional player, but that chess players become doctors of sciences, engineering, and economy.”

<https://tryengineering.org/news/how-chess-enhances-stem-skills/>

Attendance

Attendance is critical to the long-term success of a child in school. When we start an afterschool program, the building principal always reports an increase in attendance for those children who regularly attend the program. Because afterschool programs are designed to be fun and provide engaging activities for the children, they are very successful at reversing attendance issues.

Simply by attending school on a regular basis, children will receive more instruction and support during the day in addition to support provided in the afterschool program. If you ask the children, they confess that the reason they now attend school regularly is because of the afterschool program.

“Improving attendance is an essential strategy for reducing achievement gaps. State and national data shows that students from low-income families are more likely to be chronically absent than their peers (Ginsburg, Jordan, Chang, 2014).”

Programs are required to report attendance on a quarterly basis but if they have a problem with attendance to reach out for technical assistance.

Summary

Afterschool programs are the magic bullet that education has been seeking for decades. With a focus on children first, and making their needs a priority, our programs have made a measurable difference in the lives of children in Iowa. As we move forward increasing programs and partnerships, it is my hope that every school in Iowa have an afterschool program and we adjust school to fully meet the needs of all children.

The Iowa Afterschool Alliance

The Iowa Afterschool Alliance (IAA) is part of a 50 state network (www.afterschoolalliance.org). The Alliance works to ensure that all youth have access to affordable, quality afterschool programs by working to increase public and private awareness, investment and support for afterschool programs at the national, state, and local levels.

The IAA provides technical assistance and support to grantees and the Iowa Department of Education via virtual and in-person check-ins and professional development opportunities, as well as administrative support throughout the grant year. The IAA provides the following services under contract with the Iowa Department of Education:

- Best Practice site visits to grantees, both formal and informal visits.
- Maintenance of an online repository of grant information at www.iowa21cclc.com.
- Identification and sharing of resources via email to grantee network.
- Monthly best practice webinars. Archive accessible at <https://www.iowa21cclc.com/best-practice-webinars>.
- Coordination, logistics, and facilitation of an annual New Grantee Orientation.
- Coordination, logistics, and facilitation of annual Spring and Summer Workshops.
- Ad-hoc training and professional development on topics ranging from STEM and literacy to grant writing, the dimensions of success and various advisory boards.
- Facilitation of professional development with outside trainers.
- Online training on sustainability.
- Coordination and facilitation of grantee network committees. Focus areas are family engagement, general support, evaluation, communication, and conference planning.
- Facilitation of regular grantee input and feedback on various topics including evaluation and data collection.
- Administrative support to the Request For Applications (RFA) process.
- Facilitation of state level grantee reporting and data collection.
- Development and dissemination of internal and external 21CCLC communication materials.
- Coordination and logistics for the annual Impact After School Conference that draws 200 afterschool providers to Des Moines each year.*
- Support, as needed, to grantees within the Iowa 21st Century Community Learning Centers network.
- Weekly meetings with the Iowa Department of Education.

**Please note that the 2020 conference was held virtually due to the COVID-19 pandemic.*

Programs are observed by IAA staff and practices, when appropriate, are noted in a site visit report, in a template developed and approved by the Iowa Department of Education, which usually includes two to four pages of narrative and data. Practices noted and discussed with grantees during these site visits include professional development, sustainability plans, staffing and volunteers, types of programming offered, age ranges served, and methods of ensuring academic achievement, family engagement, and academic enrichment (the three-pronged approach to 21CCLC programming). The

IAA has historically followed up on site visits by contacting grantees to answer any questions or to connect them with community partners or resources that can help them meet areas of need and grant goals. Due to the COVID-19 pandemic, these site visits were not conducted to comply with guidelines from the Iowa Department of Education.

Due to the COVID-19 pandemic, which resulted in schools dismissing for the year in March of 2020 and restricted in-person access during the fall and spring of 2020-2021, the Iowa Afterschool Alliance responded to site needs virtually. Examples of the types of virtual support offered by the IAA included:

- 21CCLC Director's calls increased from annually to monthly. These calls were held over Zoom and were recorded and uploaded to the 21CCLC website. They can be accessed here: <https://www.iowa21cclc.com/directors-meetings>.
- All six committees moved to a virtual platform, meeting via conference call or Zoom. Each committee chose to approach the response to pandemic in multiple ways including identifying specific agenda items, suggesting topics for Best Practice Webinars, Spring and Summer Workshops, and the Impact Afterschool Conference. The IAA Team worked very closely with these committees as a way of continuously monitoring needs and addressing individual site concerns in response to serving youth.
- Best Practice Committees: Evaluation, Professional Development, Program Support, Family Engagement, Communications and New Grantee/Staff Turnover.
- The IAA team communicated regularly with all sites in an effort to provide as much support as possible, through individual calls, Zoom meetings and emails. These checks were done based on site response and need level and included discussion topics on virtual engagement, family engagement, sustainability, budget questions, curriculum questions, professional development, virtual engagement of community partners, and more. When needed, the IAA Team connected sites to the Iowa Department of Education to respond to higher level needs or concerns (for example, budget questions).
- Best Practice Webinars changed from monthly to bi-weekly during the months of April – July with topics covering how to access online professional development, how you can use outdoor classrooms to assist with social distancing requirement, online tools to build developmental relationships, the Iowa Farm to School partnership, how libraries can support summer learning, and the Mizzen by Mott app. A special session was held in July that included a Return to Learn planning session specific for out-of-school time programs. We returned to our regular monthly schedule in August of 2020 with topics remaining focused on virtual engagement and professional development. These webinars have now started to transition back to a broader approach to topics such as mental health, chess, and service learning. Additionally, bonus recordings were offered as a means of further engaging youth.

The IAA Team also worked to coordinate opportunities for 21CCLC sites across all other program offerings. Several of these began as supports directly related to the pandemic, but have since developed into their own projects. These included:

- Invitations to the 21CCLC Network to events such as the CIOST (Central Iowa Out of School Time) Re-imagined series (a geographically focused support network that focused on offering monthly professional development sessions). Please note due to changes in funding, the CIOST work was discontinued as of September 2020.

- Access to professional development and support from the Million Girls Moonshot Initiative (through a grant the IAA receives to support the expansion of STEM services for girls and youth of color across the state).
- The development of the Iowa Afterschool Alliance Afterschool in a Box Toolkit which is designed to help programs interested in starting out-of-school time programs but that can also be used as a professional development refresher or planning tool for existing programs.
- The continued distribution of a monthly newsletter and an informational COVID resource bulletin was sent to sites to share information as it specifically related to the pandemic. Back issues of the newsletter may be accessed on the IAA website at www.iowaafterschoolalliance.org and COVID bulletins can be found here: <https://www.iowaafterschoolalliance.org/COVID-19>.

The Iowa Afterschool Alliance provides ongoing outreach to the non-profit community in Iowa and provides Science, Technology, Engineering, and Math (STEM) support for 21st Century programs through additional grants and collaboration with the Governor's STEM Initiative (www.iowastem.org). The IAA has been a member of the STEM Active Learning Community Partners (ALCP) since its founding and continues to develop resources for afterschool programs through this group. In January of 2021, the ALCP rolled out a new website that includes opportunities for professional development and a lesson plan repository that is open to all out-of-school time programs in the state and that was promoted within the 21CCLC network (<https://www.stemforiowa.org/>)

Additionally, during the summer of 2020, Burlington Community School District, a 21CCLC site, participated in the Iowa Afterschool Alliance's Summer Ladders AmeriCorps program. This program placed AmeriCorps members to work with children while also building capacity through lesson plan development that the host sites could continue to use in the future.

The partnership with the Iowa Afterschool Alliance in the last few years has contributed to the statewide increase in community partners from 24 to 702 community partners because of Iowa Department of Education guidance, outreach, formal and informal meetings and workshops held around the state to collaborate on behalf of at-risk children.

About Iowa 21CCLC

Nita M. Lowey 21st Century Community Learning Centers



About the Program Model

The Nita M. Lowey 21st Century Community Learning Centers is a U.S. Department of Education program, administered by the states, supporting out-of-school time learning opportunities for students in high-poverty, low-performing areas. The Iowa Department of Education administers 21CCLC funding in Iowa through grant competitions. 21CCLC programs focus on:



2020 by the Numbers

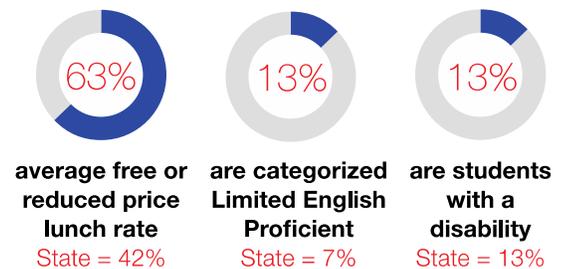


Funding Requested & Awarded

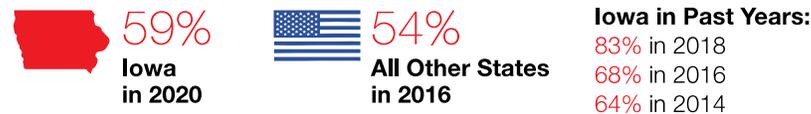


Average Request: \$565,000 | Request Range: \$337,500 – \$896,000

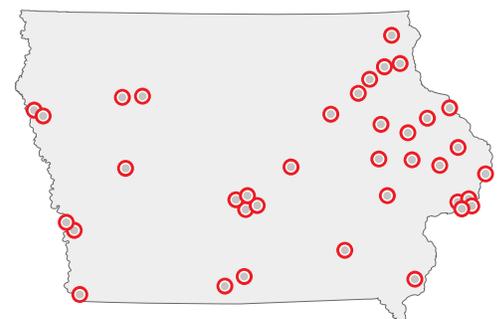
Of the 12,382 Students:



Regular Attendance*



21CCLC Map



Statewide Staff : Student Ratio**



Iowa received less federal funding for this program than the previous year. Several programs had substantial declines due to grants expiring and the pandemic and we do not track sustainability in this dataset.

Sources:

Data is compiled using federal and state sources
 * Based on attendance of 30 days or more over the school year.
 ** Indicates number from the previous year of reporting.
 *** The Wallace Foundation recommends \$1,200 per student. The Iowa 21CCLC average annual cost is only possible through community partnerships.

The State of Iowa's Children

The Children's Defense Fund (CDF) has published a report on The State of America's Children each year since 2014. The report is described by the CDF in the statement below.

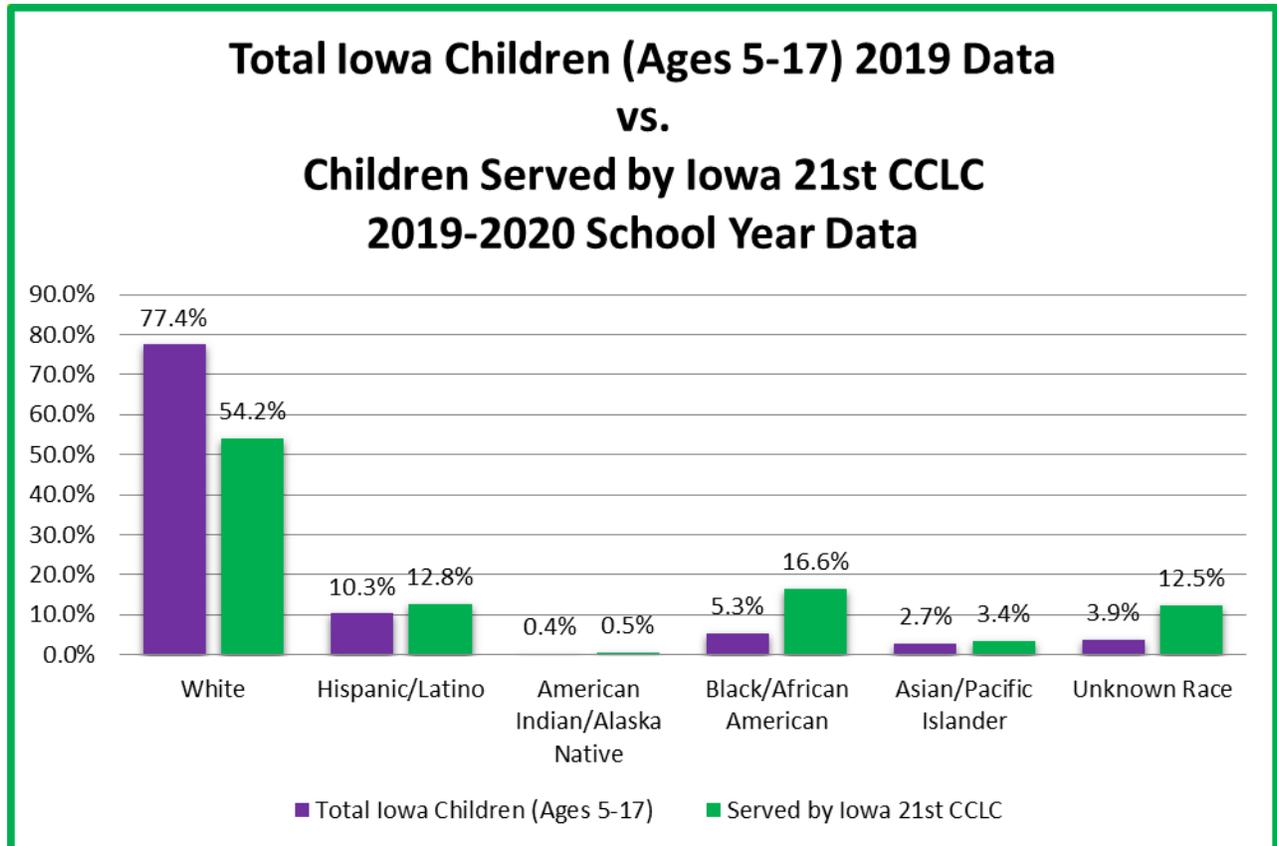
The State of America's Children® 2021 summarizes the status of America's children in 11 areas: child population, child poverty, income and wealth inequality, housing and homelessness, child hunger and nutrition, child health, early childhood, education, child welfare, youth justice and gun violence. For each area, we compiled the most recent, available national and state-level data. The report includes key findings as well as data tables, which are useful for comparing different states.

Although the Iowa 21st CCLC was not developed using data from the State of America's Children reports, most children served by the Iowa 21st CCLC Programs are at risk. Thus, an examination of the 21st CCLC Program and how it may be addressing the main data points regarding children at risk provided in the State of America's Children 2021 may be insightful.

The State of America's Children 2021 used statistics from 2019. **Where available, statistics were updated with the latest data** (see each point for details).

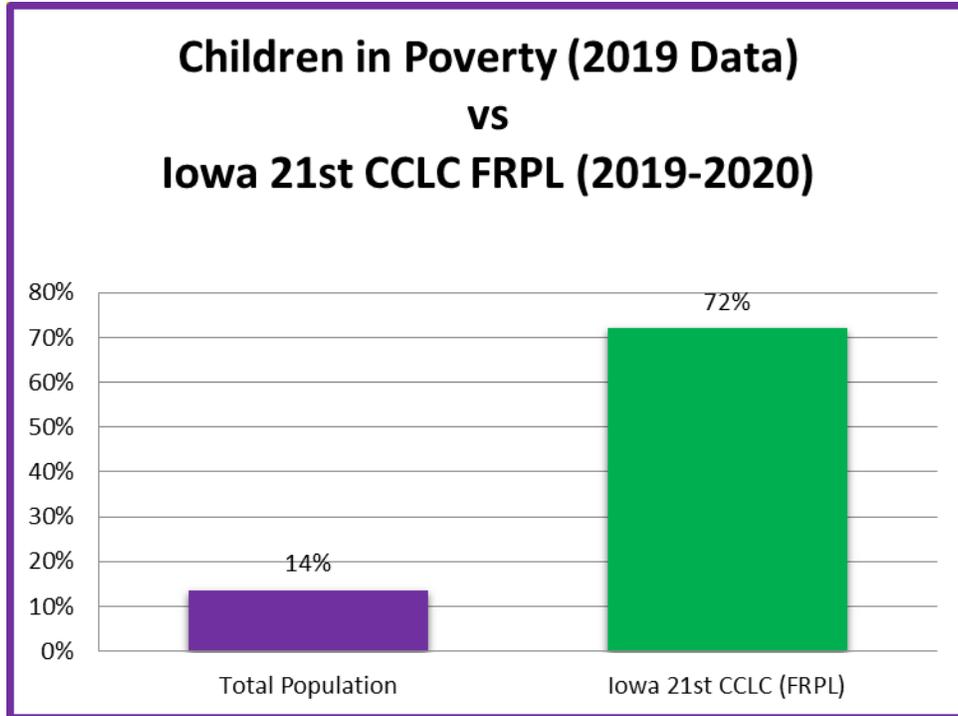
Point 1. Child Population. 531,205 children ages 5-17 lived in Iowa in 2019; 23 percent were children of color. (2019 data from Kids Count Data Center by the Annie E. Casey Foundation).

The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 33 percent of children served by Iowa 21st CCLC for 2019-2020 were children of color.

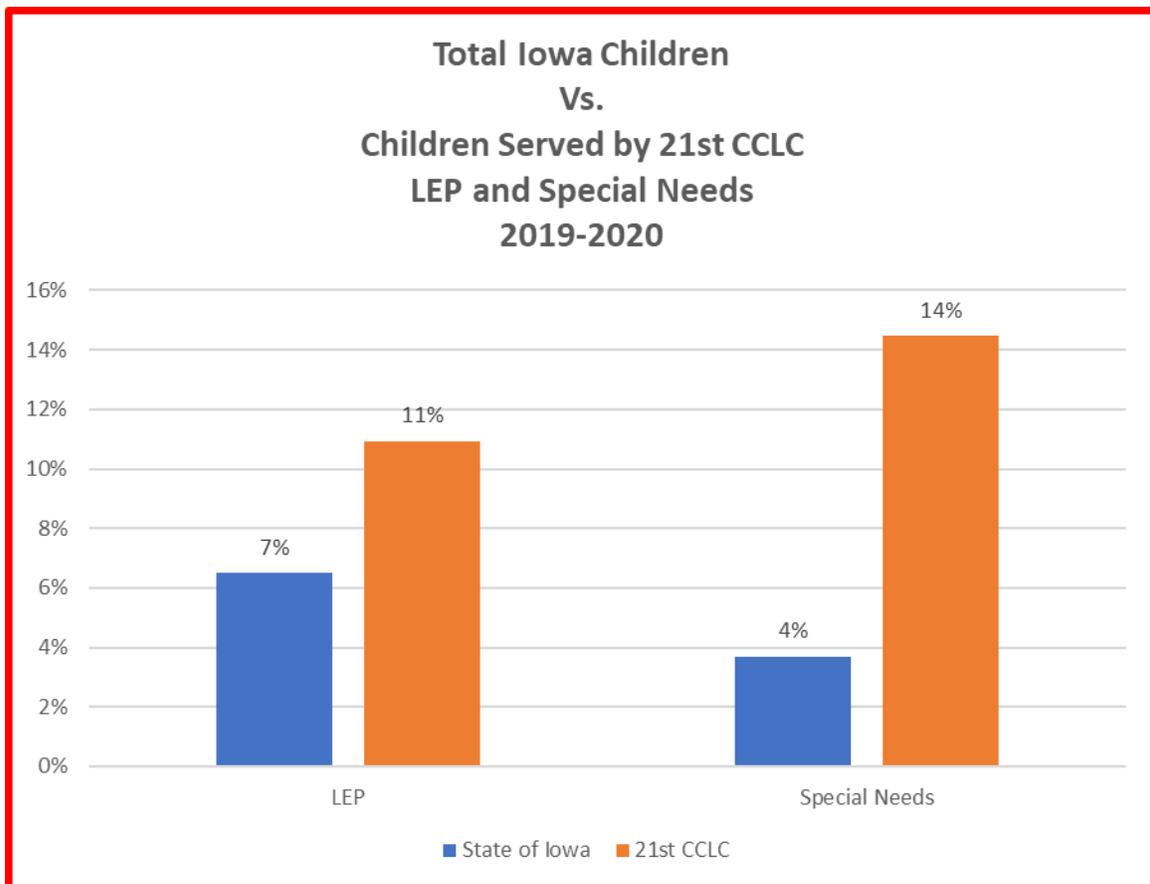


Point 2. Child Poverty. Approximately 14 percent of Iowa's children (ages 6-17) were poor in 2019, a total of 57,000 children. (2019 data from Kids Count Data Center by the Annie E. Casey Foundation).

In the Iowa 21st CCLC Program, 72 percent of regular attendees served were poor as identified by being eligible for Free or Reduced-Price Lunch (FRPL).



The Iowa 21st CCLC Program served over three times as many Special Needs Program Students when compared to state population data and almost twice as many LEP Students. In Iowa, 4 percent of children have disabilities (*Iowans with Disabilities, 2020*) while 14 percent of children served by Iowa 21st CCLC Programs are special needs children. For 2019-2020, the Iowa DOE reported that 7 percent of Iowa's students (K-12 enrollment) are identified as Limited English Proficiency (LEP) while 11 percent of children in Iowa 21st CCLC Programs are LEP.



Point 3. Child Hunger and Homelessness. In Iowa, 13 percent of children live in poverty and 11 percent of children live in households that were food insecure at some point during the 2017-2019 period. (2019 data from Kids Count Data Center by the Annie E. Casey Foundation).

Every Iowa 21st CCLC Center provided snacks for students.

All Iowa 21st CCLC Centers provide snacks and/or meals that meet or exceed Child and Adult Care Food Program (CACFP) guidelines.

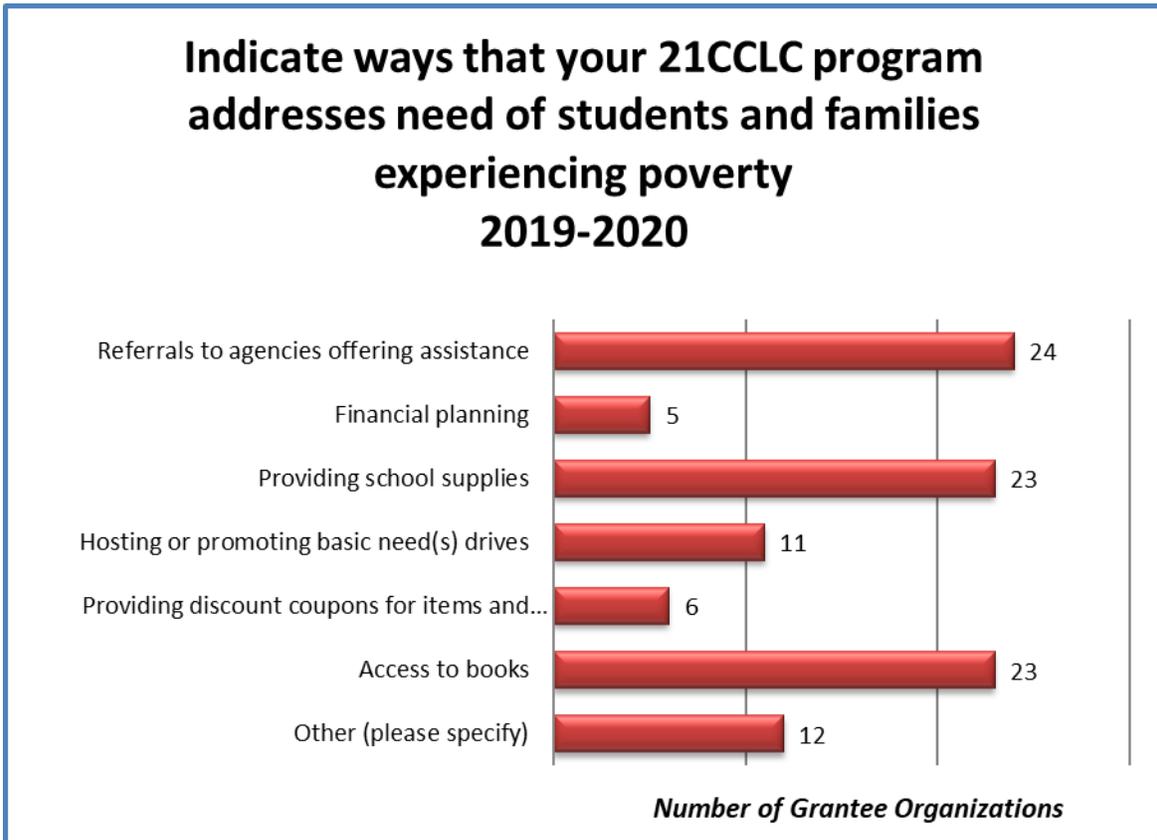
Iowa 21st CCLC Centers provide food beyond the hours of the 21st CCLC Program

- **Cedar Rapids CSD:** The program also provides more than 30,000 meals and weekend food bags to students every Friday, so they don't go hungry over the weekend.
- **Council Bluffs CSD:** Throughout the pandemic our staff was involved in the district's food program where we volunteered to hand out lunches at various locations.
- **Hamburg CSD:** During the Pandemic staff delivered homework and daily hot meals to the students' homes.
- **Des Moines CSD:** During the Pandemic staff provided daily meals, delivered laptops, and hotspots, and worked a daily call center answering phones and connecting families to resources. 21CCLC staff also delivered meals to families with transportation barriers.
- **Davenport:** River Bend Food Bank provided backpack meals to each 21st CCLC summer program student for the duration of the summer. These back pack meals were provided free of charge to the 21st CCLC programs from River Bend Food Bank.
- **Oakridge Neighborhood Services:** Received a Special Recognition Award from the Iowa Department of Education's 21st Century Community Learning Center program alongside the Iowa Afterschool Alliance for Oakridge Neighborhood Services efforts to feed children during the 2020 COVID-19 pandemic that affected our community. Thousands of meals and food have been provided for families since the beginning of the pandemic.
- **Waterloo CSD:** Food in backpacks is also given to students as they go home for summer, weekends, during the holidays, and any extended breaks from school. This ensures that children are eating even if meals are not readily available in the home. The Northeast Iowa has provided over 21,000 nutritious meals and snacks to children in our program.
- **YouthPort:** During the Pandemic, staff delivered roughly 5000 meals, 1800 books, 350 good bags and 150 food baskets.



Figure 1: Two young boys participate in a Chef's Club and are cooking grilled cheese sandwiches

Iowa 21st CCLC Programs offer a variety of assistance measures for students and families experiencing poverty.



Other Ways reported for 2019-2020 were:

- Daily snacks-field trip meals
- Helped with the Little Pantry to help with food.
- Charitable donations from outside entities to support families in need.
- Food Pantry
- Free Wi-Fi access. Chromebooks were provided 1-1 by district.
- Weekend food backpacks
- Food Pantry
- Meal support, Food support, Clothing access
- Meals and snacks
- Backpack food program
- Reaching out to families about school district meal delivery routes when school was closed due to COVID and throughout summer. Helped connect families to internet, technology devices, and paper learning packets during school closure from COVID and summer. Also, delivered 6 weeks of enrichment kits to families who were interested.
- Provided meals.

Point 4. Child Health. Although the majority of Iowa's children have access to health coverage, 15,000 school age children (3%) do not have health coverage. (2014-2018 data from Kids Count Data Center by the Annie E. Casey Foundation).

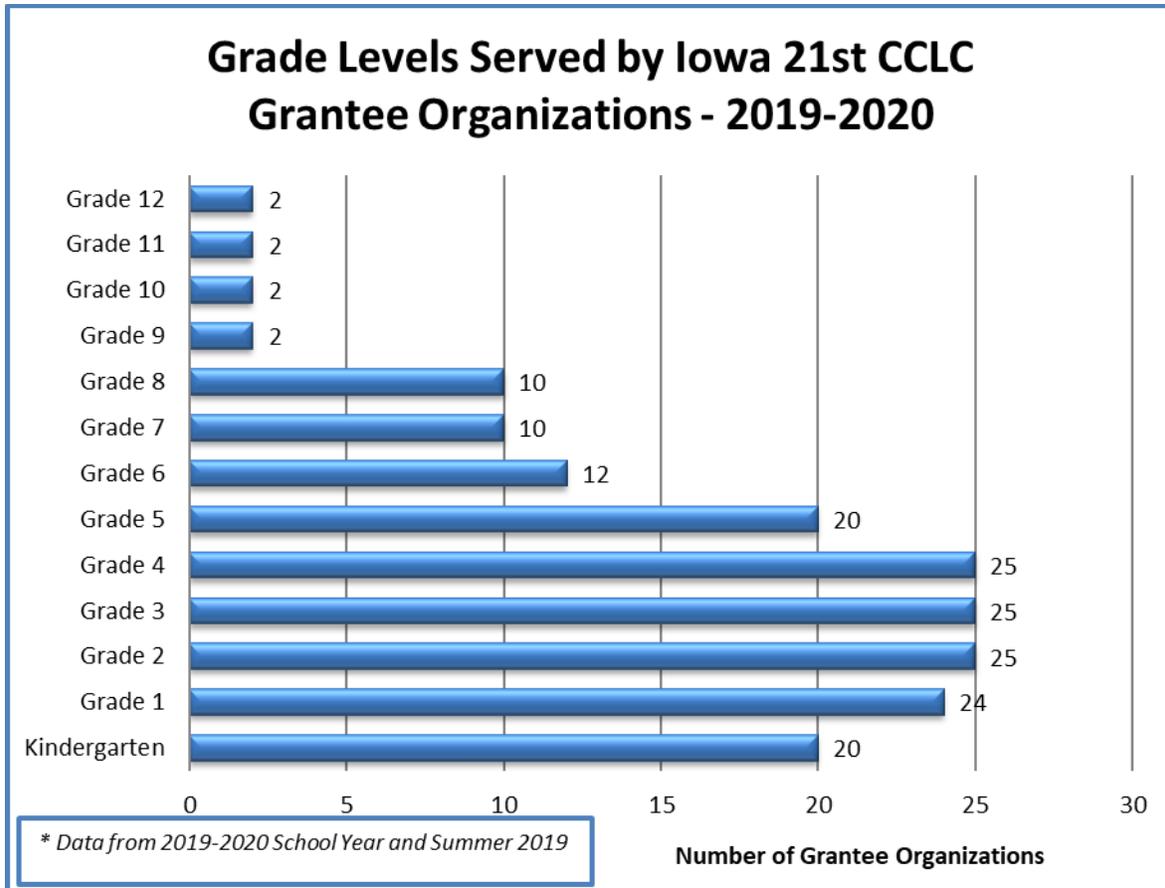
Iowa 21st CCLC Programs provide:

- Guidance to parents needing assistance (parenting classes, financial planning sessions, school provided parent liaison, counseling, English Language Learner (ELL) classes, and teaching skills to reinforce literacy and social emotional learning at home).
- Programs serve snacks and meals that meet nutritional requirements (all programs provide meals and snacks that meet or exceed USDA guidelines).
- Activities that promote healthy lifestyles (e.g. professional development on Physical Literacy and partnerships with YMCAs, Boys and Girls Clubs and city and county recreation departments to offer physical activities for students).
- Education on general health knowledge for students (e.g. general hygiene and dental hygiene educational activities).
- Have partners from the public health community, including medical institutions (e.g. free eye screening, free dental screenings, mental health professional on-site, and Women's Health services).
- Home safety through partnerships with fire and police/sheriffs' departments.

Iowa schools were closed in March, 2020, due to the COVID-19 Pandemic and when reopened, CDC guidelines were followed.

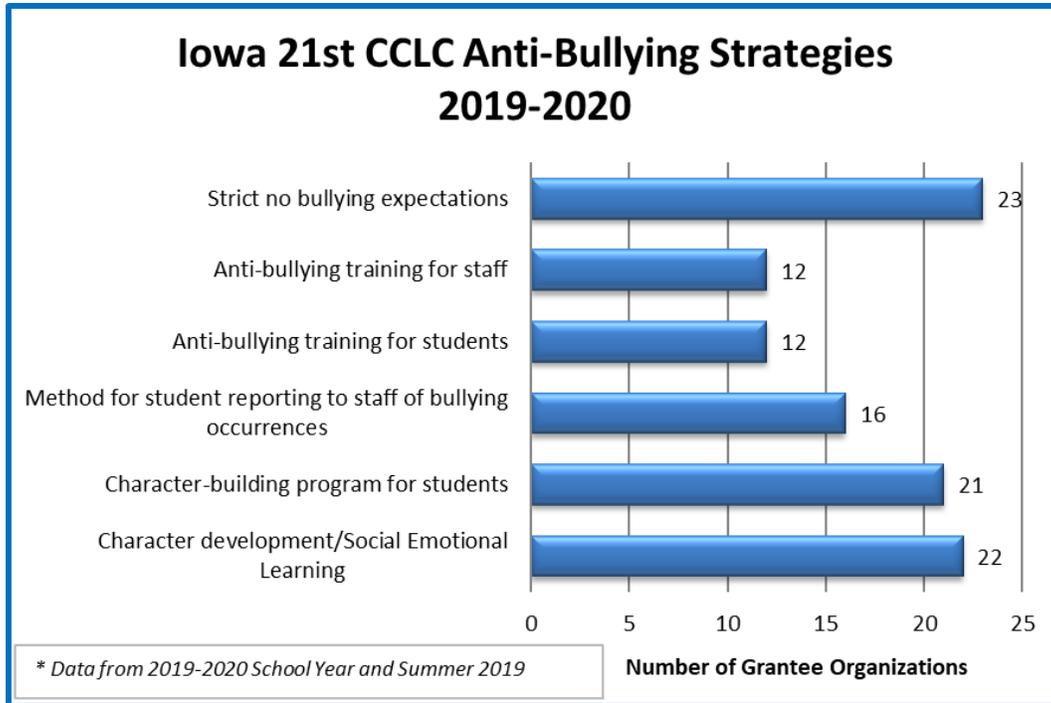
Point 5. Early Childhood and Education. Lack of early childhood investments deprives children of critical supports in the early years and reduces school readiness (*statement from The State of America's Children 2014 by Children's Defense Fund*).

Iowa 21st CCLC Programs served all grade levels, focused on students in poverty.



Point 6. Children Facing Special Risks. Many vulnerable children need treatment, services and permanent families. Too many Iowa children are involved in the juvenile justice system (*statement from The State of America's Children 2014 by Children's Defense Fund*). 1,909 children are arrested each day in the U.S. system (*statement from The State of America's Children 2021 by Children's Defense Fund*).

Iowa 21st CCLC Programs have anti-bullying programs in place.



Iowa 21st CCLC Programs provide leadership opportunities for students.



Evaluation Methods

R&R Educational Consulting
Ron Cravey, Ed.D. and Ernest Sinclair, M.Ed.

According to the U.S. Department of Education (<http://www2.ed.gov/programs/21stcclc/index.html>), the purpose of 21st Century Community Learning Centers is to create programs for students during non-school hours that will help students with academic achievement in core subjects as well as provide enrichment activities and educational services to the families of participating children.

To evaluate the 21st CCLC Programs in Iowa, two main sources of data were used: Local Evaluations and an end-of-year survey. Local Evaluations included federal APR data. In addition, the Iowa DOE provided information and data as requested. Also, data clarification was requested through direct contact with local evaluators and center directors.

Local Evaluations

Although there are standard measures that Centers are required to utilize, Centers in Iowa are expected to perform their own Local Evaluations of their individual programs. For 2019-2020, local 21st CCLC grantees were provided with a form developed to ensure that local program evaluations included data needed for the state evaluation as well as provide information for local grantees that could be used to improve their programs. The form included eight required elements. A main focus of the state evaluation is the percentage of attendees scoring proficient or better on reading and mathematics assessments, mirroring the Iowa School Report Card and US Department of Education GPRA Measures.

- **General Information**
 - a. Basic Information Table
 - b. Center Information Table
- **Introduction/Executive Summary**
 - a. Program Implementation
 - b. Program Description
 - c. Program Highlights
- **Demographic Data**
 - a. 2019-2020 School Year Attendance Tables
 - b. Summer of 2019 Attendance Tables
 - c. Attendance Discussion
 - d. Partnerships
 - e. Parent Involvement Information and Discussion
- **GPRA Measures**
 - a. GPRA Measures Data Table
 - b. GPRA Measures Discussion
- **Local Objectives**
 - a. Local Objectives Data Tables
 - b. Local Objectives Discussion

- **Anecdotal Data**
 - a. Success stories
 - b. Best Practices
 - c. Pictures
 - d. Student, teacher, parent, and stakeholder input
- **Sustainability plans**
 - a. Original plan from grant application summary
 - b. Discuss formal sustainability plan, if applicable
 - c. How program will continue without 21st CCLC grant funding
 - d. How partnership contributions will help the program continue
- **Summary and recommendations**
 - a. Summary of the program
 - b. Dissemination of local evaluation
 - c. Recommendations for local objectives
 - d. Recommendations on future plans for change
 - e. Unexpected Data (COVID-19 Impact, natural disasters, etc.) – New for 2019-2020

The complete form can be downloaded from the Iowa DOE at <https://www.iowa21cclc.com/grant-info>.

Grantees were provided with timeline for the local evaluation. It can be found at <https://www.iowa21cclc.com/grant-info>.

Each of the 28 grantee organizations examined for the 2019-2020 State Evaluation of the 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 28 grantee organizations in Cohorts 10, 11, 12, 13 and 14 supplied evaluations of their programs. Below is a table listing the grantee organizations' required links to their local evaluation and their 21st CCLC Program website. Websites must provide the results of their local evaluations but other content may be included.

Grantee Organization	Website
Allamakee CSD	http://sites.google.com/a/allamakee.k12.ia.us/communityconnections/home/evaluation
Andrew CSD	https://drive.google.com/file/d/1_UVeNuFU8gdm9K-1sjw8pmKhuQOijFcX/view
Audubon CSD	https://www.audubon.k12.ia.us/page/2919
Bettendorf CSD	https://mt.bettendorf.k12.ia.us/steamer-success-academy http://na.bettendorf.k12.ia.us/rock-it-academy
Boys & Girls Club of the Cedar Valley	https://irp.cdn-website.com/a4894435/files/uploaded/Boys%20%26%20Girls%20Clubs%20of

Grantee Organization	Website
	<u>%20the%20Cedar%20Valley%2021st%20CCLC%20Local%20Evaluation%20Form%202019-2020%5B26%5D%20%281%29.pdf</u>
Boys & Girls Clubs of Central Iowa	<u>https://c7f30c80-aef6-4a54-b8a7-39cfc0b17a71.filesusr.com/ugd/397c90_02437d6fa7db4953810ebcebf52130f4.pdf</u>
Burlington CSD	<u>https://www.bcsds.org/District/Portal/21st-century-pieces</u>
Cedar Rapids CSD	<u>https://www.cr.k12.ia.us/assets/1/6/Local_Evaluation_for_Cedar_Rapids_2019_20.pdf</u>
Central Decatur CSD	<u>http://centraldecatur.org/</u>
Clinton CSD	<u>https://www.clinton.k12.ia.us/services/after-school-programs</u>
Council Bluffs CSD	<u>https://www.cb-schools.org/Page/95</u>
Davenport CSD	<u>https://www.davenportschools.org/stepping-stones/program-information/evaluation-reports-impact-on-student-learning/</u>
Des Moines Independent CSD	<u>http://www.21cclcdm.com/data-and-evaluation.html</u>
Dubuque CSD	<u>https://www.dbqschools.org/district/programs/leadership-enrichment-school-programs-leap/</u>
Fairfield CSD	<u>https://www.fairfieldsfuture.org/vnews/display.v/SEC/Pence%20Elementary%7CPence%20After%20School%20Program</u>
Hamburg CSD	<u>https://www.hamburgcsd.org/vnews/display.v/ART/5a1c7fd95642c</u>
Helping Services for Youth & Families	<u>https://www.helpingservices.org/services/substance-and-drug-use-prevention/youth/tigerhawk-connections-learning-center/</u>
Iowa City CSD	<u>https://www.iowacityschools.org/Page/1203</u>
Maquoketa CSD	<u>https://www.maquoketaschools.org/wp-content/uploads/2020/12/Maquoketa-CSD-Local-Evaluation-form-2019-2020-Final-Copy.pdf</u>

Grantee Organization	Website
Mid-Iowa Community Action, Inc.	https://www.micaonline.org/reports
North Fayette Valley CSD	https://www.nfvschools.com
Oakridge Neighborhood Services, Inc.	http://oakridgeneighborhood.org/wp-content/uploads/2021/03/Oakridge-Neighborhood-Services-21st-CCLC-Local-Evaluation-Form-2019-2020.pdf
Oelwein CSD	https://www.oelweinschools.com/academics/student-programs
Siouxland Human Investment Partnership	http://www.beyondthebell.us.com
St. Mark Youth Enrichment	https://stmarkyouthenrichment.org/program-outcomes/
Storm Lake CSD	https://sites.google.com/a/slcsd.org/stormlakeeta/
Waterloo CSD	http://www.operationthreshold.org/resource-links/
YouthPort/ Tanager Place	http://www.YouthPort.org/our-impact/

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by all 28 of the grantee organizations in Cohorts 10, 11, 12, 13 and 14. The end-of-year survey asked for information in eight main categories. The end-of-year survey results (including data not in the federal APR system) gives a synopsis of the Iowa program.

- Program information
- Fees
- Transportation
- Snacks and Meals
- Staff and Professional Development
- Student Population
- Student Needs, Achievement, and Programming
- Family Engagement

Program Findings

Beginning in 2003, The Iowa Department of Education offered competitive federal grants for the 21st CCLC program. To provide information on how well the 21st CCLC programs are performing, data from two main sources was examined. Local evaluations provided the bulk of the data. Local evaluations were prepared by grantees using a state mandated template that included demographic data, GPRA Measures data, center objectives data, partnerships information, parent involvement information, anecdotal information, sustainability plans, and recommendations for improvement of the local 21st CCLC programs. In addition to local evaluations, an End-of-Year Survey was completed by grantees. Survey results gave an overview of the grantee organizations' activities. Additionally, grantees provided data as requested by state evaluators to clarify or provide missing information in the local evaluations.

Program Support

Support for 21st CCLC Grantees was provided by the Iowa Department of Education, the Iowa Afterschool Alliance and the state evaluators (R&R Educational Consulting). Iowa provides more grantee support than any other state to support grantees and afterschool and summer programs in general. The Iowa Department of Education provides ongoing support through operational guides, webinars, phone conferences, trainings, meetings and conferences and support visits.

In 2019-2020, Iowa developed a network of 702 community partners that provided support for programs in a wide variety of ways. The average number of partners was 25 per grantee.

Iowa Afterschool Alliance

The Iowa Afterschool Alliance is under contract to provide ongoing technical assistance, professional development and peer review support and they do an outstanding job. The Alliance facilitated six community of practice committees that guide the support work of the state. They are Communication, Evaluation and Sustainability, Family Engagement, New Grantee and Staff Transition, Program Support and Professional Development (<https://www.iowa21cclc.com/committees>). These are our leadership teams for the state.

- Communication. Shares best practices with social media and community transparency.
- Evaluation and Sustainability. Guides the annual survey, created data collection templates, and reviews the relevance of the data we collect.
- Family Engagement. Outreach to parents about the program.
- New Grantee and Staff Transition. Started in the fall of 2020, meets monthly to provide additional support for staff turnover.
- Program Support. Social, Emotional Learning and other support that programs needed to best serve at-risk children.
- Professional Development (PD). Plan the state conference and regional PD events along with other PD needs that programs have.

In addition to these committees, the Iowa Afterschool Alliance facilitates monthly Best Practice webinars that are recorded and archived online (<https://www.iowa21cclc.com/best-practice-webinars>). The Iowa Afterschool Alliance conducts Best Practice Site Visits which help new grantees receive technical assistance to get programs going, troubleshoot issues and help plan strategic professional development for afterschool staff. Due to the COVID-19 Pandemic, site visits were not conducted for 2019-2020. The Iowa Afterschool Alliance then responded to site needs virtually. Examples of the types of virtual support offered by the IAA included more frequent Directors' Calls, virtual committee

meetings, remote checks with all sites based on need levels and more frequent Best Practice Webinars (from monthly to bi-weekly),

Iowa Evaluation and Data Support

- Iowa has more evaluation support than any other state to support local evaluators and grantees with the work of program evaluation. In Iowa, it is an ongoing process of continual improvement based on the data.
- Local evaluator training is provided online in the fall by our state evaluators, R&R Educational Consulting (R&R). They created a data collection template that provides for a consistent collection of evaluation data for local programs.
- As local evaluations are submitted, R&R follows up on the data to insure it is correct and consistent with the data reported online. Follow up emails to local evaluators help improve data quality and accuracy in our reporting.
- The Iowa state evaluation includes results from every grantee in the state showing academic, attendance and anecdotal data for each program. The purpose of the evaluation is not only to comply with federal requirements, but to inform local communities about the work programs are doing serving children.
- R&R provides e-mail and phone support to local evaluators and grantees around the work of evaluation and they often participate in the evaluation committee meetings.
- The Iowa Department of Education provides one on one training if needed for grantees who need help entering their data. It is typical for one or two people to drive to Des Moines with their laptop to receive help with data entry.

Iowa Attendance Support

- In Iowa, attendance is an indicator of a well-run quality program. However, sometimes a program needs help with improving attendance and it is a requirement that has implications for ongoing funding. Grant contracts can be adjusted annually based on attendance.
- The SEA provides three proven strategies for improving attendance. One is to recruit a student leadership team to discover what factors are responsible for a drop in attendance. Another is to improve the snacks and explore partnerships to expand to providing a full meal. At risk children are often food insufficient and this can contribute to higher attendance. Finally, program offerings are reviewed to insure that children are engaged by the curriculum. When these three factors are addressed, attendance generally increases.

Program Operations

Iowa 21st Century Community Learning Centers Attendees (2018-2019 and 2019-2020)
Includes Summer School

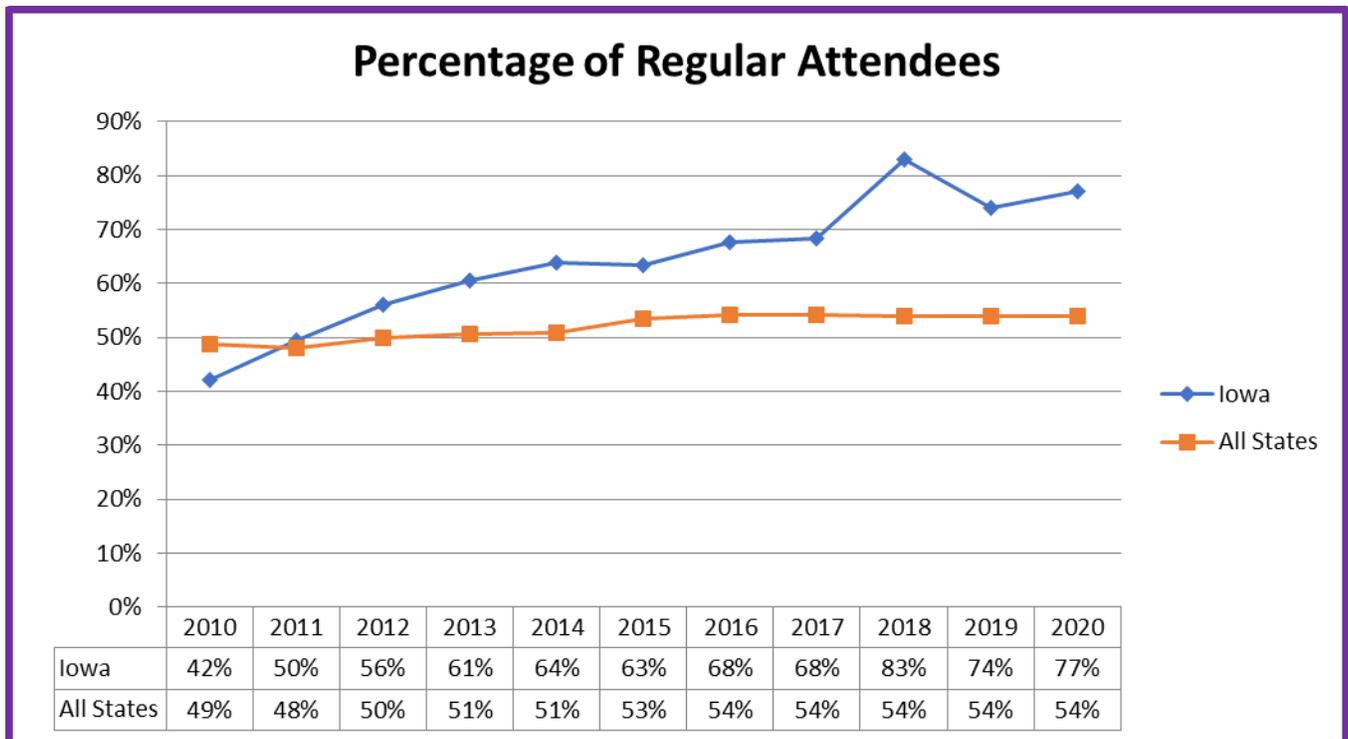
Grantee	Total Student Attendees		Regular Student Attendees*	
	2018-2019	2019-2020	2018-2019	2019-2020
Allamakee CSD	372	348	131	137
Andrew CSD	151	164	65	51
Audubon CSD	59	148	50	68
Bettendorf CSD	316	286	177	173
Boys & Girls Club of the Cedar Valley	700	590	203	486
Boys & Girls Clubs of Central Iowa	-	160	-	98
Burlington CSD	900	481	218	292
Cedar Rapids CSD	728	585	0	306
Central Decatur CSD	340	247	160	172
Clinton CSD	372	366	181	307
Council Bluffs CSD	4,603	2,294	1,196	698
Davenport CSD	56	137	51	117
Des Moines Independent CSD	2,023	1,978	1,424	1,134
Dubuque CSD	558	483	29	58
Fairfield CSD	101	171	59	74
Hamburg CSD	63	49	29	40
Helping Services for Youth & Families	-	89	-	60
Iowa City CSD	658	474	385	388
Maquoketa CSD	-	144	-	141
Mid-Iowa Community Action, Inc.	-	221	-	125
North Fayette Valley CSD	-	29	-	23
Oakridge Neighborhood Services, Inc.	195	414	156	371
Oelwein CSD	155	569	7	430
Siouxland Human Investment Partnership	893	534	443	482
St. Mark Youth Enrichment	369	344	180	171
Storm Lake CSD	355	356	304	312

Grantee	Total Student Attendees		Regular Student Attendees*	
Waterloo CSD	368	497	146	410
YouthPort/Tanager Place	208	224	99	189
Iowa State Totals	14,543	12,382	5,693	7,313

*Regular attendees attended the 21st CCLC programs for at least 30 days.

As shown in the above table, Iowa 21st CCLC programs served a total of 12,382 students. The number of students served in 2019-2020 was less than 2018-2019 due to the COVID-19 Pandemic. The total amount of funding from 21st CCLC was provided to serve 9,499 students. Because of partner support, 21st CCLC programs in Iowa were able to serve 2,883 (30%) more students.

Although the average numbers of attendees are lower in Iowa than in the US as a whole, the percentage of Iowa attendees who are defined as regular attendees is higher than the U.S. average. While the percentage of regular attendees for all 21st CCLC Program nationwide has hovered around 50% since 2010, Iowa's percentage of regular attendance has increased from about 42% to around 80%. (Note: The 2017, 2018, 2019 and 2020 Iowa Regular attendance percentage reflects regular attendees who were funded entirely by 21st CCLC grant funds.)



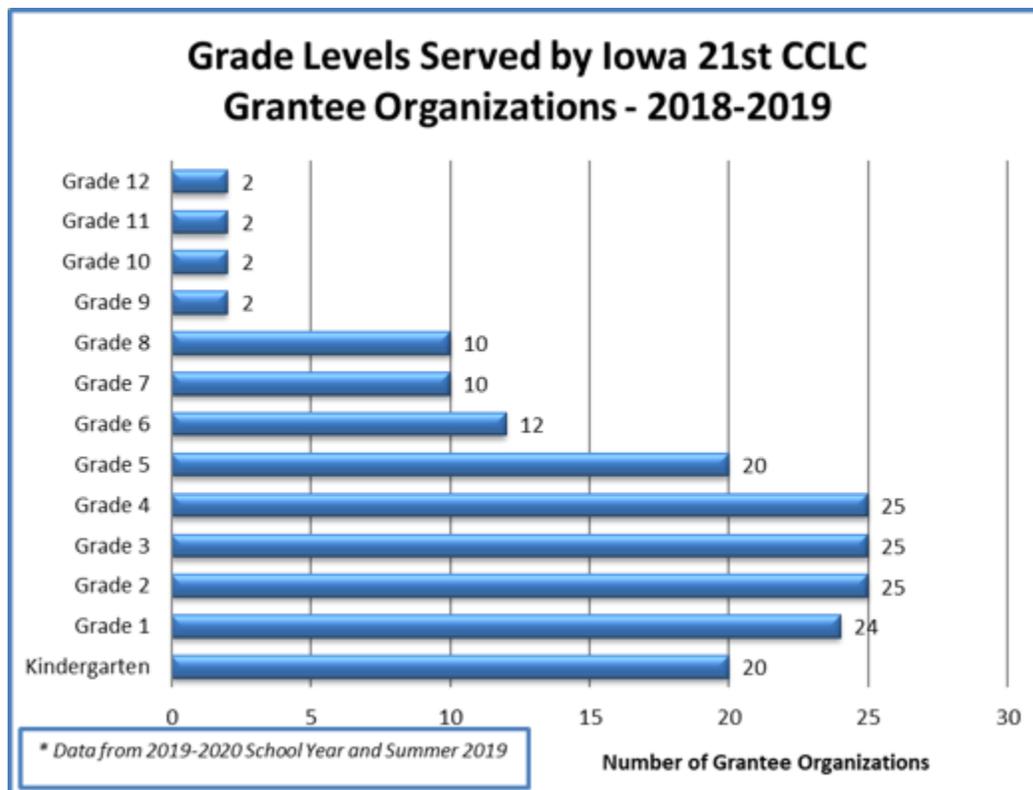
The national average for cost per student for total students in 2016-2017 was \$809.35. The statewide cost per student for the Iowa 21st CCLC programs for 2019-2020 was \$931.84. (Note: The 2019-2020 Iowa cost per student reflects the total students who were funded entirely by 21st CCLC grant funds. Because of transportation issues, rural programs cost more than urban programs.)

To further analyze attendance patterns, the average attendance for Iowa rural and urban centers is shown below.

Average Attendance by Center				
	Total	Elementary	Middle	High
Number of Rural Centers	15 Centers	13 Centers	1 Center	1 Center
Rural Average Attendees	88	58	290	96
Number of Urban Centers	71 Centers	64 Centers	5 Centers	2 Centers
Urban Average Attendees	107	76	156	595

Urban centers have more average attendees than rural centers. It should be noted that the total average attendees by center is skewed by the small numbers of middle and high schools. The Elementary data is more statistically sound due to the larger numbers of centers. The average attendees at centers for urban elementary students is 76 attendees, 18 more attendees (31 percent) than the rural average of 58 attendees.

Iowa 21st CCLC Centers served students in grades K-8, the most crucial grade levels identified by the State of America's Children 2021 report. As seen in the chart below: 20 grantee organizations served Kindergarten students; 24 organizations served students in grade one; 25 organizations served students in grades two, three and four; 20 organizations served students in grade five; 12 organizations served students in grade six; 10 organizations served students in grade seven; and 10 organizations served students in grades eight and nine. In addition, two organizations served students in grades ten, eleven and twelve (*End-of-Year Survey data*).



Partnerships. Partners in the 21st CCLC program provided not only funding, but in-kind services, volunteer staffing, and fulfilled other needs unique to each center. Iowa 21st CCLC programs had 81 Vendor, 140 Partial and 481 Full partners for a total of 702 partners working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability (*Data from Local Evaluations*). The table below lists the number of services provided by partners. Partners were separated into Vendor (received payment for services), Partial (provided services as discounts and/or provided some services at no charge) and Full (provided services at no charge). Many partners provided more than one type of service (*Data from Local Evaluations*).

Contribution Type	# of Vendor Partners	# of Partial Partners	# of Full Partners
Provide Evaluation Services	15	5	21
Raise Funds	5	16	19
Provide Programming / Activity-Related Services	47	90	337
Provide Food	3	13	58
Provide Goods	4	20	76
Provide Volunteer Staffing	20	13	173
Provide Paid Staffing	20	20	26
Other	13	6	51
Total Services Provided	127	183	761

Many partners provided more than one type of service. The number of partners is always less than the Total Services Provided.

In 2019-2020, Iowa 21st CCLC grantees were supported by 702 community partners that provided support for programs in a wide variety of ways. The average number of partners was 25 per grantee.

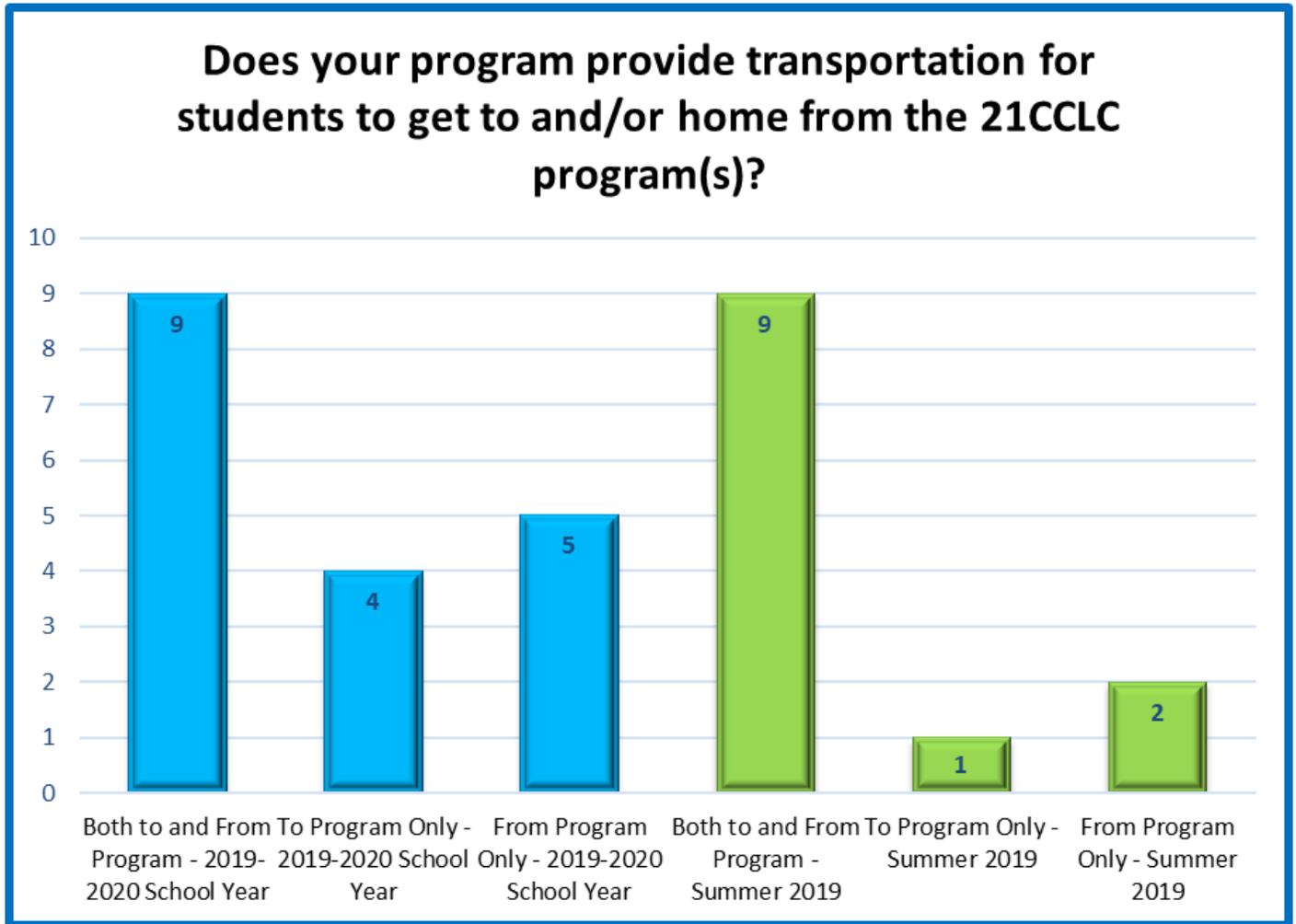
Grantee	Total Partners
Allamakee CSD	41
Andrew CSD	32
Audubon CSD	25
Bettendorf CSD	42
Boys & Girls Club of the Cedar Valley	13
Boys & Girls Clubs of Central Iowa	16
Burlington CSD	40
Cedar Rapids CSD	19
Central Decatur CSD	13

Grantee	Total Partners
Clinton CSD	44
Council Bluffs CSD	50
Davenport CSD	17
Des Moines Independent CSD	27
Dubuque CSD	12
Fairfield CSD	18
Hamburg CSD	17
Helping Services for Youth & Families	18
Iowa City CSD	15
Maquoketa CSD	10
Mid-Iowa Community Action, Inc.	10
North Fayette Valley CSD	10
Oakridge Neighborhood Services, Inc.	53
Oelwein CSD	12
Siouxland Human Investment Partnership	13
St. Mark Youth Enrichment	72
Storm Lake CSD	21
Waterloo CSD	30
YouthPort/Tanager Place	12
TOTALS	702

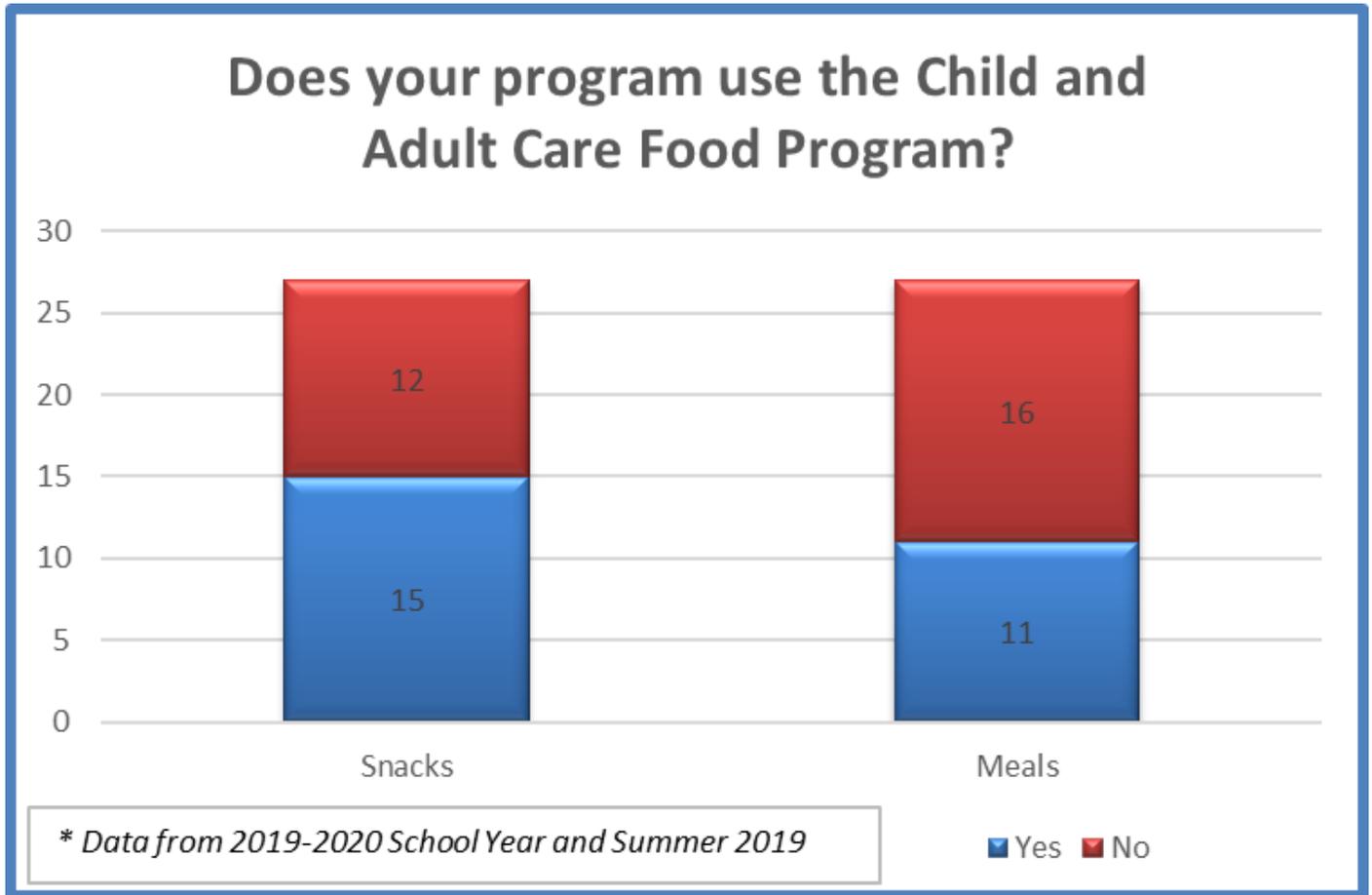
Impact of COVID-19 Pandemic

The total number of partners for all 21st CCLC grantees was **702** for the 2019-2020 school year. The total of 702 partners was 63 fewer partners than the 2018-2019 school year. The drop in partnerships can be attributed to the COVID-19 Pandemic. Some business partners closed and other partners lost customers and had to reduce support.

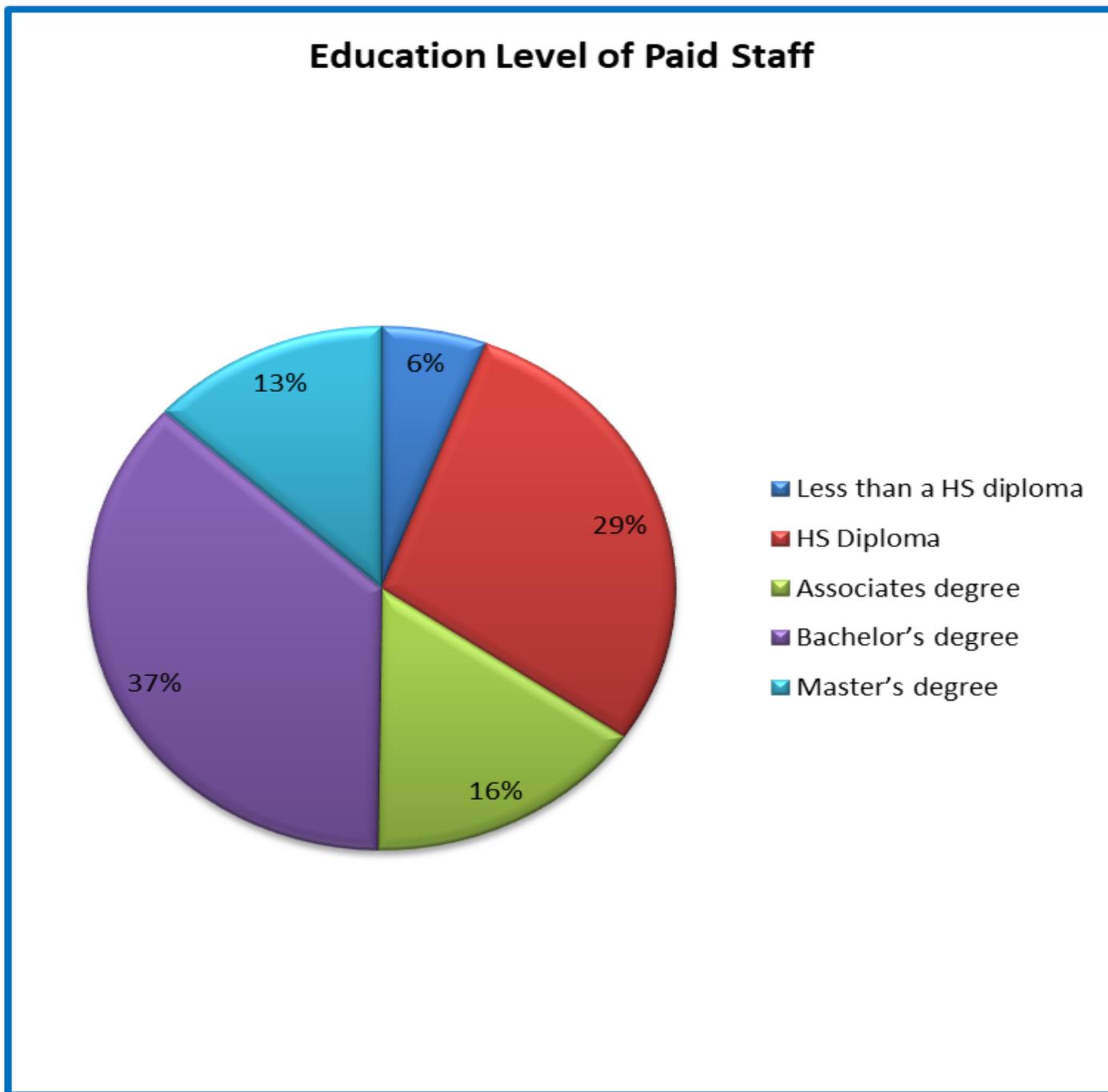
Transportation. During the 2019-2020 school year, nine 21st CCLC Programs provided transportation both to and from the 21st CCLC program sites, four programs provided transportation only to the program sites, and five provided transportation only from the program site. During the summer of 2019, nine 21st CCLC Programs provided transportation both to and from the 21st CCLC program sites, one program provided transportation only to the program sites, and two provided transportation only from the program site. Seven 21st CCLC Program grantees did not provide transportation. (*Data from End-of-Year Survey*).



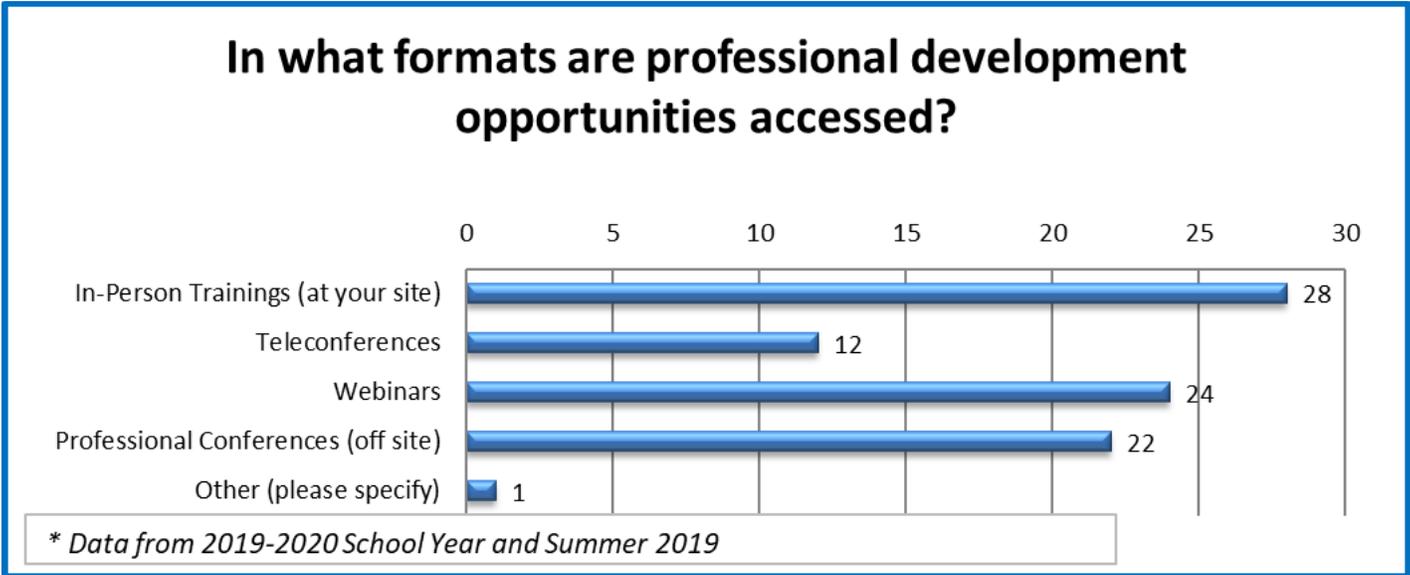
All Iowa 21st CCLC organizations provided snacks or full meals for students. As seen in the chart below, 11 of the organizations used the Child and Adult Food Care Program (CAFPC) for meals and 15 of the organizations used the CAFPC for snacks. All of the organizations not using CAFPC for snacks or meals reported their snacks and/or meals meet or exceed USDA guidelines (*data from End-of-Year Survey*). The total responses does not total 28 (the total 21st CCLC Grantees) because one organization did not respond to the question on snacks and a different organization did not respond to the question on meals.



Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 28 21st CCLC organizations indicated they had a total of 916 paid staff, of which 387 are certified teachers. As illustrated in the chart below, 37 percent of paid staff had a Bachelor's degree and 13 percent of paid staff had a Master's degree. Additionally, 16 percent of paid staff had an Associate's degree and 29 percent of paid staff had a high school diploma. Also, 6 percent of paid staff had less than a high school diploma. (*end-of-year survey data*).

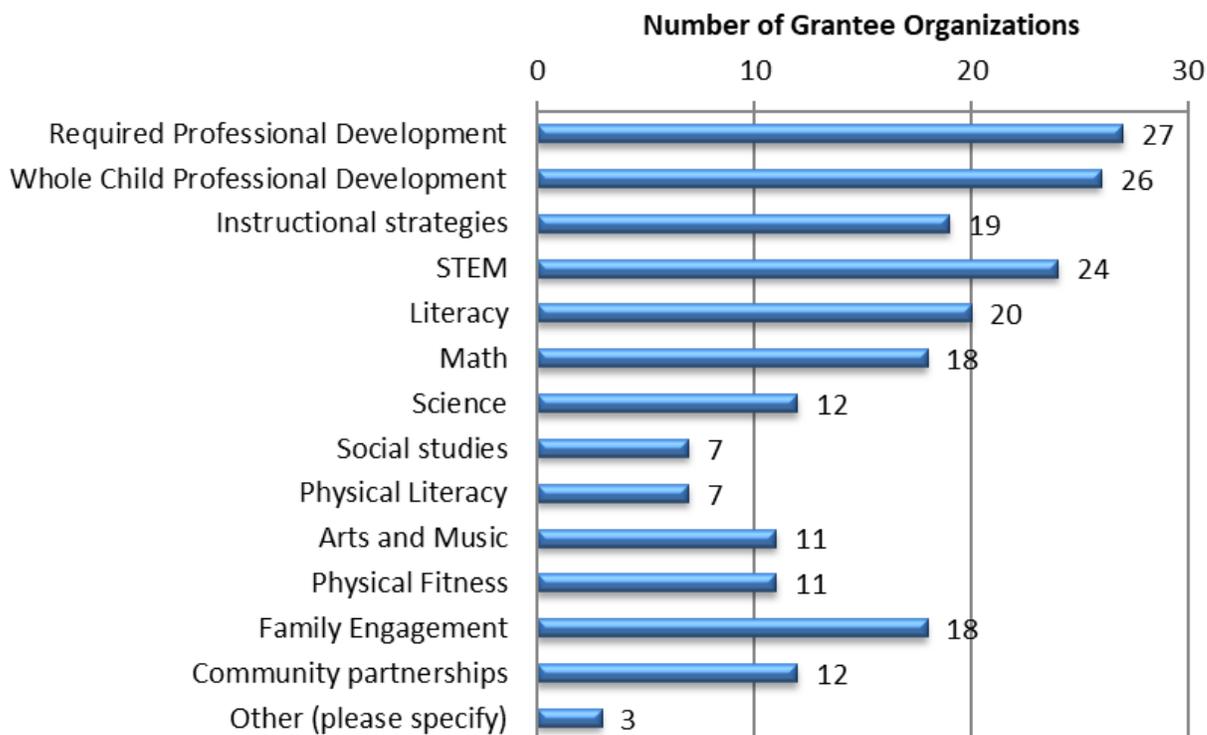


All grantees provided professional development opportunities for center staff. In-person trainings were utilized by all 28 of them and 24 organizations used webinars. Twenty-two organizations used professional conferences and teleconferences were used by 12 organizations. One grantee used a different form of online training not specified (*end-of-year survey data*).



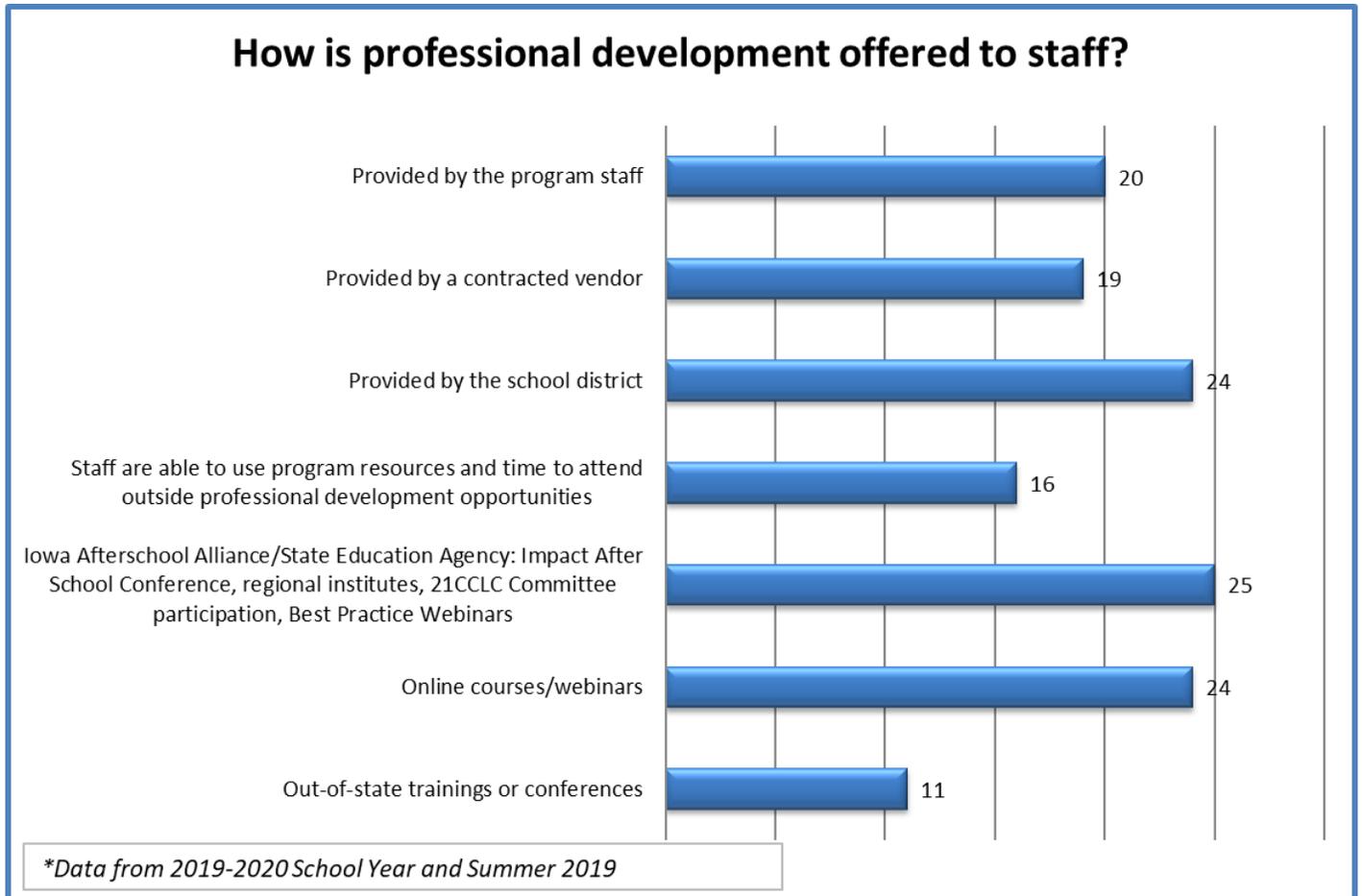
All Iowa 21st CCLC grantee organizations provided Professional Development offerings for center staff. A variety of professional development topics were provided by grantee organizations. *Required Professional Development: required by District or law (site logistics such as blood borne pathogens, mandatory child abuse reporting, building safety, etc.)* was offered by 27 of the 28 organizations. *Whole Child Professional Development (Behavior Management/Positive Behavior Supports, Social Emotional Learning (SEL), medical/dental, and mental health)* was offered by 26 organizations. Professional development opportunities in *Instructional Strategies (Academic and Enrichment Opportunities)* was offered by 19 organizations. Professional Development was also offered in *STEM, Literacy, Math, Science, and Social Studies*. In addition there were Professional Development sessions on *Physical Literacy, Arts and Music, Physical Fitness, Family Engagement, and Community Partnerships*. Other offerings were provided as identified by individual program needs (*end-of-year survey data*).

Professional Development Offerings



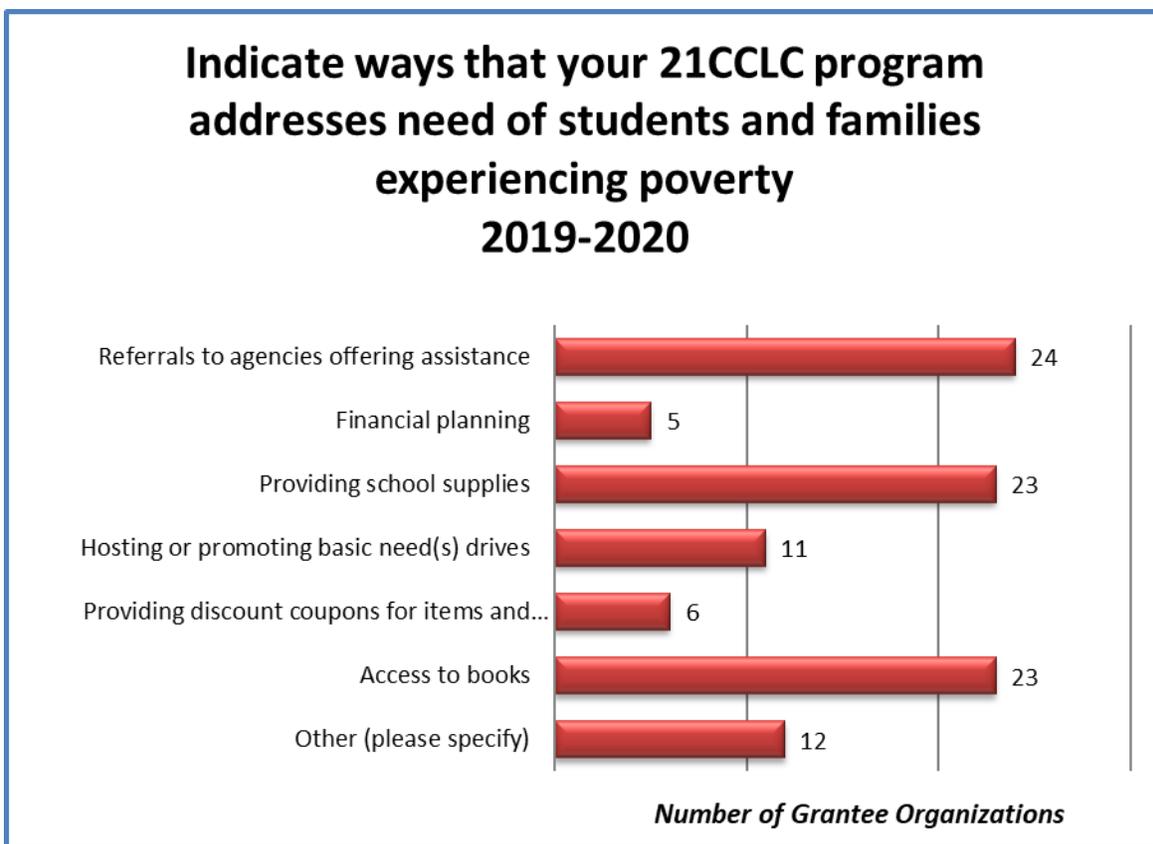
* Data from 2019-2020 School Year and Summer 2019

Professional development is offered to staff in a variety of ways. School districts provided training for 24 of the 21st CCLC Programs and 20 of the 21st CCLC Programs utilized staff to provide training. Twenty-five organizations utilized at least one of the following: the Iowa Afterschool Alliance/State Education Agency: Impact After School Conference, regional institutes, 21CCLC Committee participation, and Best Practice Webinars. In addition, 24 organizations used online courses/webinars, 19 organizations used contracted vendors for professional development, and 11 organizations sent staff to out-of-state trainings or conferences. In 16 programs, staff members are able to use program resources and time to attend outside professional development opportunities. The chart below summarizes the number of ways professional development is provided (*End-of-Year Survey data*).

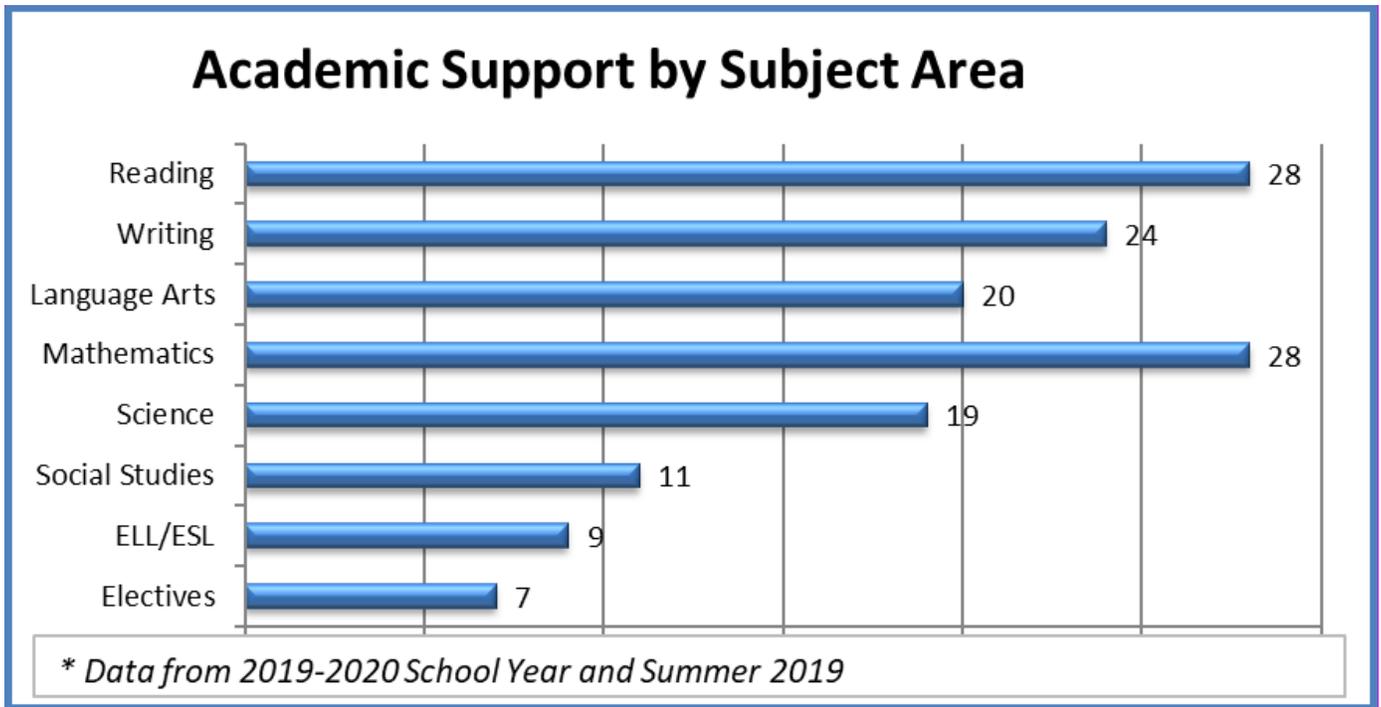


Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. The chart below is a summary of support. Twenty-four grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, 23 grantee organizations provided school supplies and provided access to books, 11 grantee organizations hosted or promoted basic need(s) drives, 6 grantee organizations provided discount coupons for items and services, and 5 grantee organizations provided financial planning services. Other ways 21st CCLC programs provided support included (*End-of-Year Survey data*):

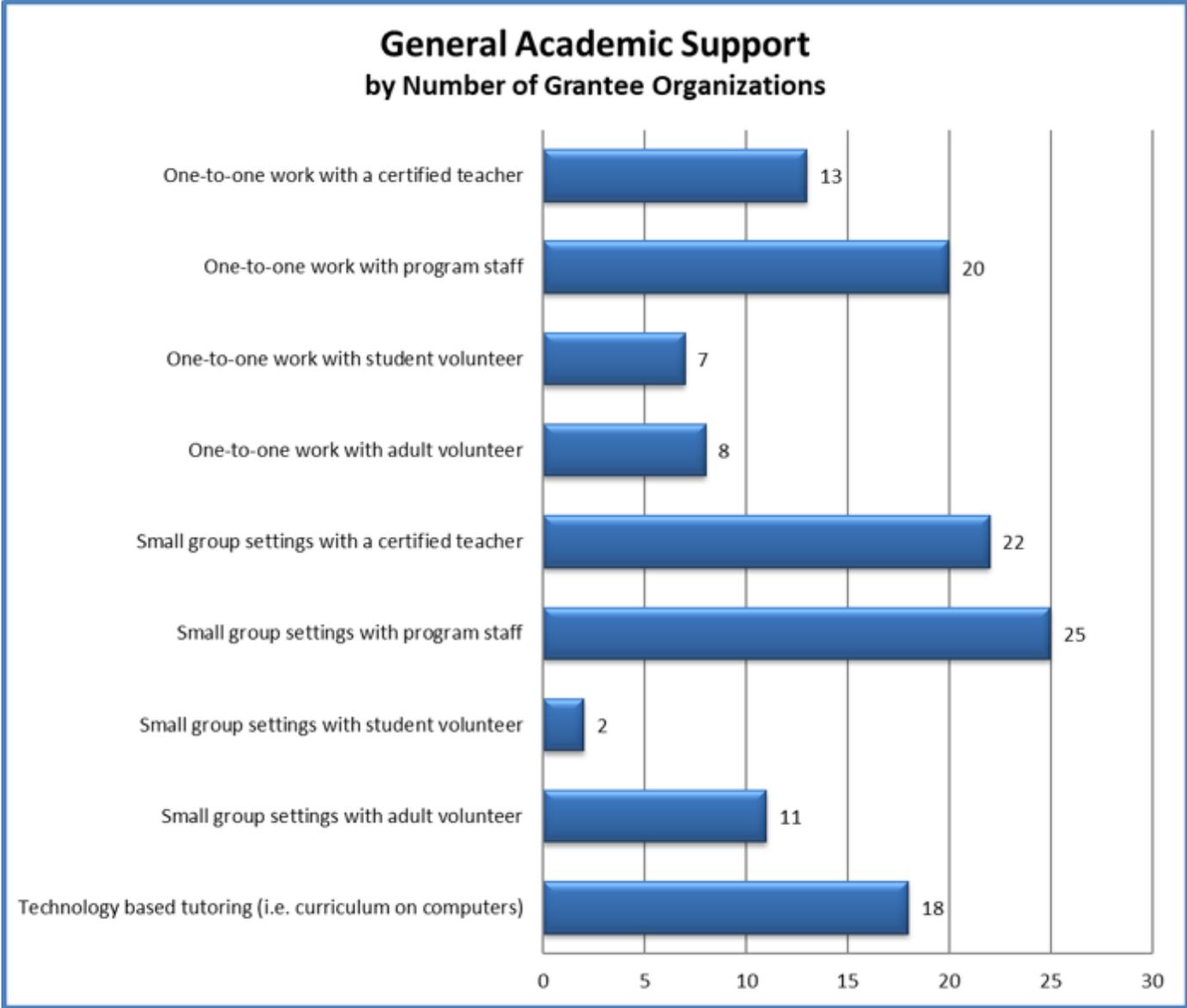
- Help with food needs, including snacks and meals, food pantries, and weekend food backpacks.
- Distributing donations from donors to families in need.
- Technology support including free Wi-Fi and devices.
- Learning support.



Academic support. Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in various subject areas. The chart below summarizes the types of academic support by subject area offered. All 28 grantee organizations responding to the end-of-year survey provided academic support in Mathematics and Reading, 24 grantee organizations provided academic support in Writing, 20 grantee organizations provided academic support in Language Arts, 19 grantee organizations provided academic support in Science. In addition, 11 grantee organizations provided academic support in Social Studies, 9 grantee organizations provided academic support in ELL/ESL and 7 grantee organizations provided academic support in Electives. (*End-of-year survey data*).

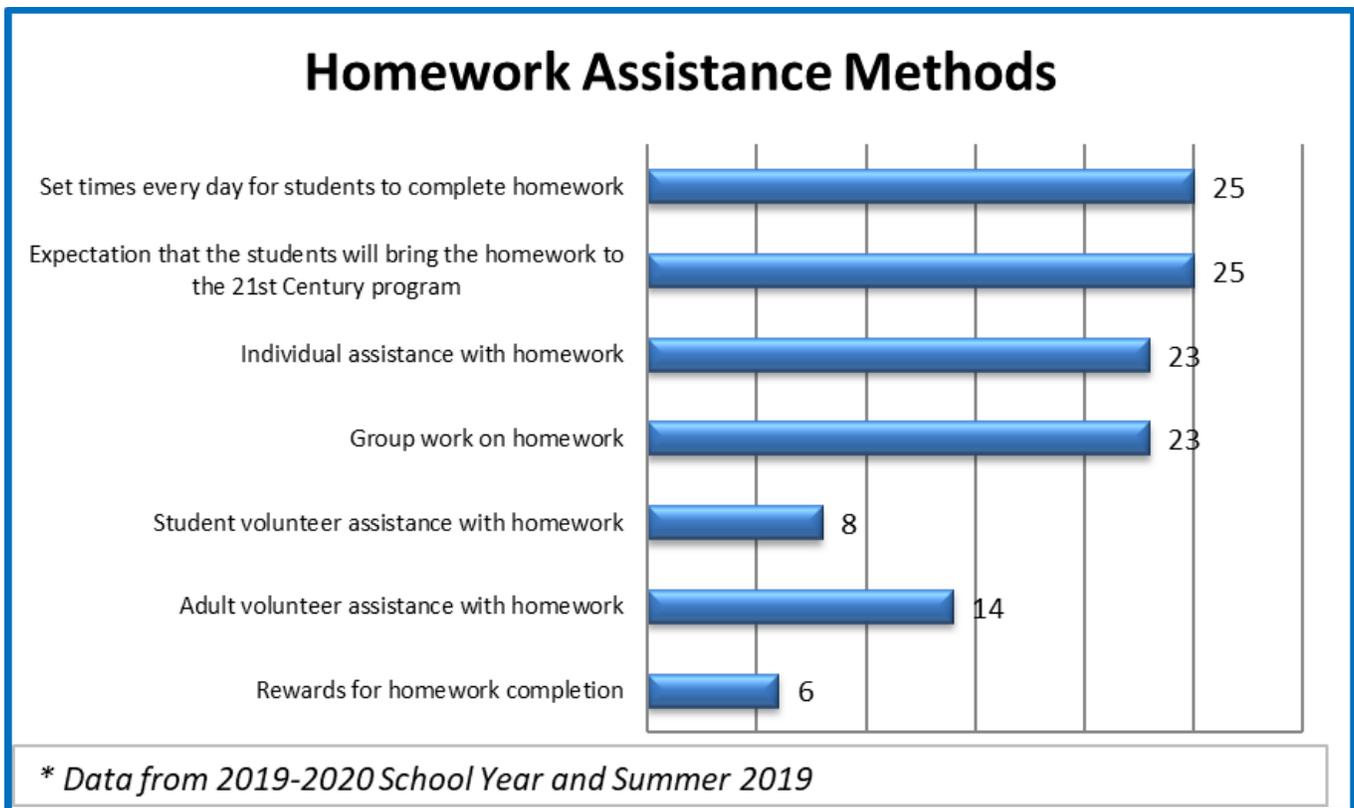


Academic support in the 21st CCLC programs was provided by 21st CCLC Programs. The chart below summarizes the types of academic support offered. Academic support was offered three ways. Small group settings were used by up to 25 of the grantee organizations, one-to-one work was used by up to 20 of the grantee organizations and technology-based tutoring was used by 18 of the grantee organizations. (*End-of-Year Survey data*):



As part of the 21st CCLC Program, 26 grantee organizations provided homework assistance. One program is a summer program only and one program is at a school district that does not give homework. Ways homework assistance was provided included the following (*end-of-year survey data*):

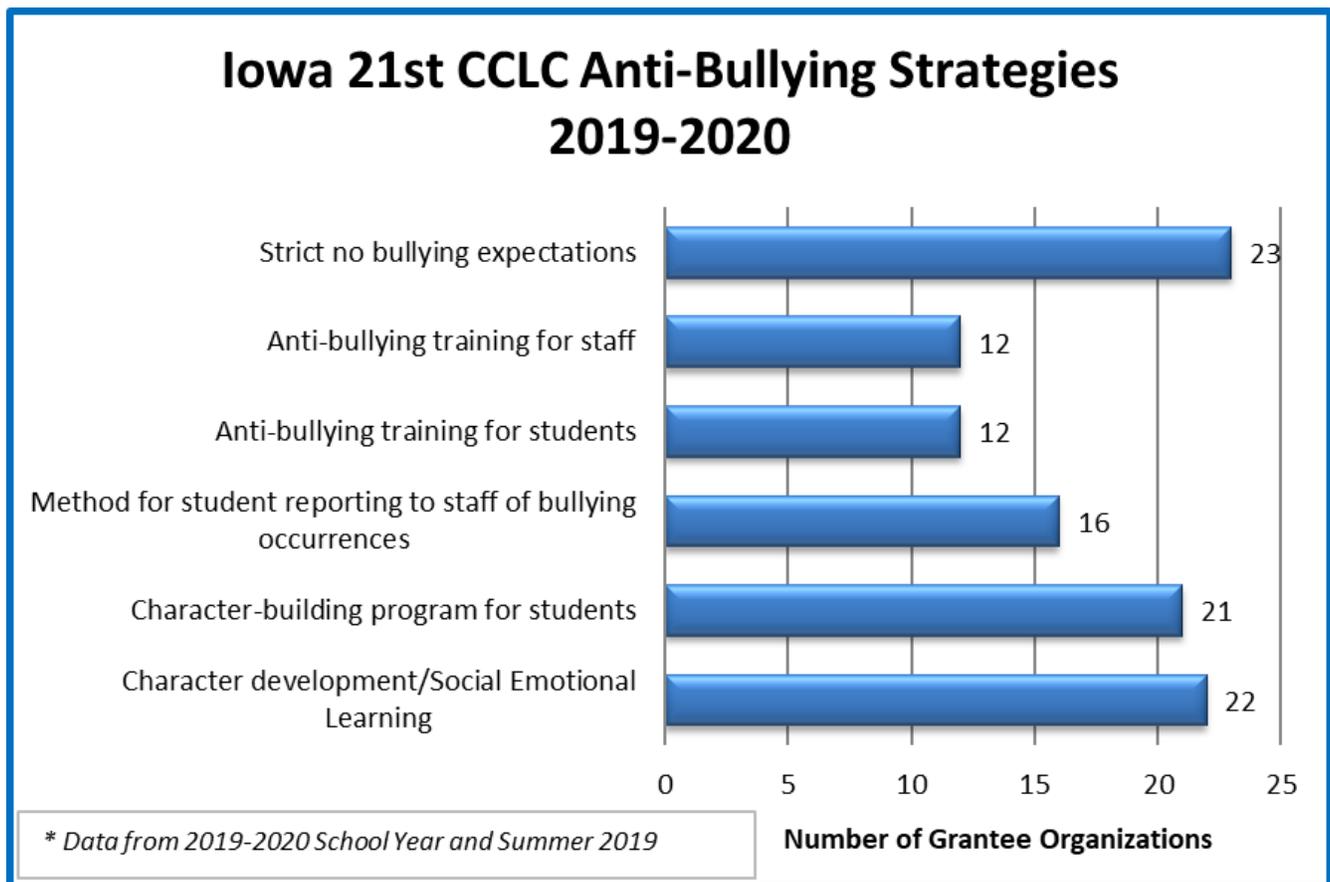
- Twenty-five of the respondents set times every day for students to complete homework.
- Twenty-five of the respondents have expectations that the students will bring the homework to the 21st Century program.
- Twenty-three programs provide individual assistance with homework.
- Twenty-three programs provide group work on homework.
- Eight programs have student volunteer assistance with homework.
- Fourteen programs have adult volunteer assistance with homework.
- Six programs have rewards for homework completion



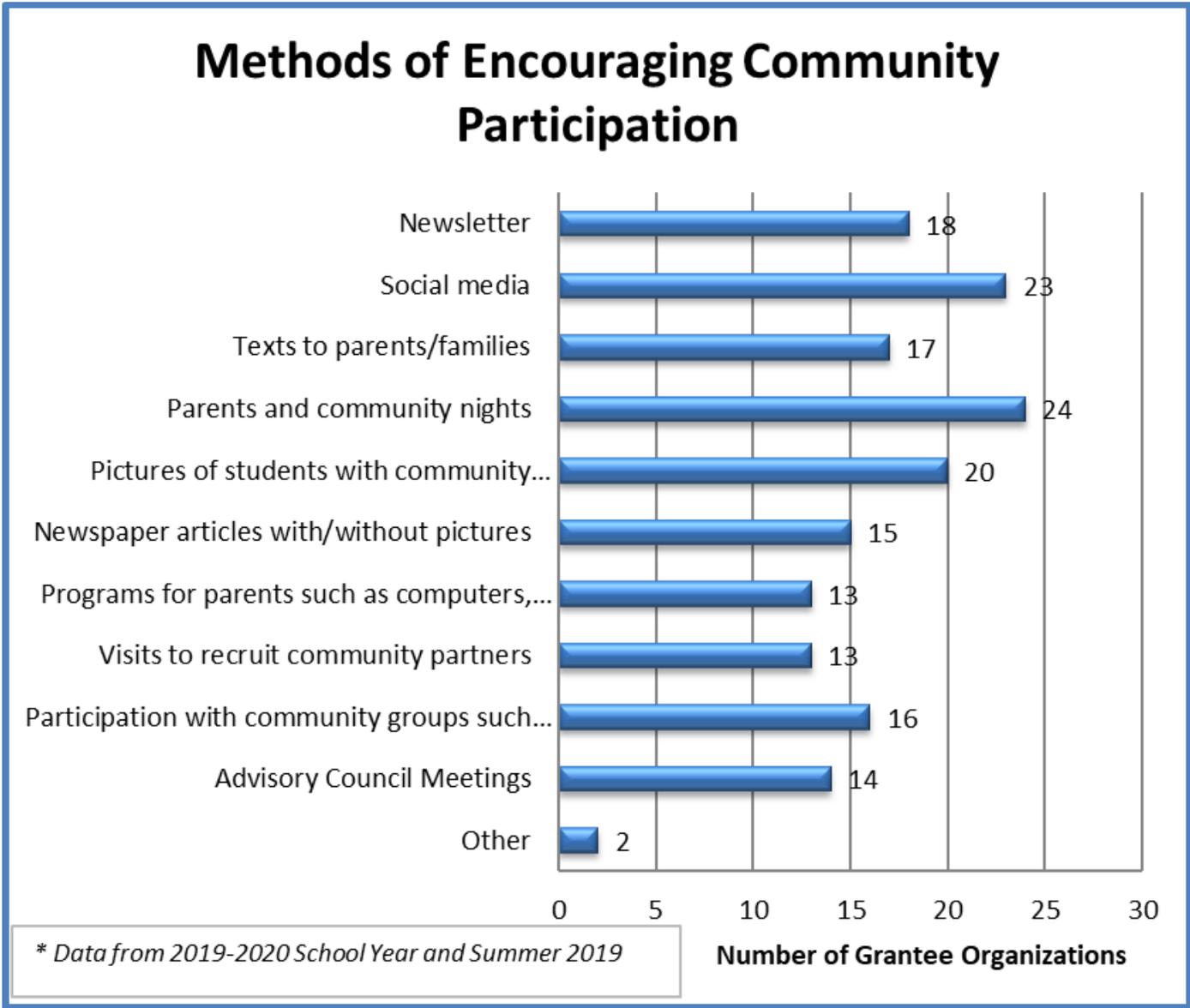
Student Behavior. In order to affect behavior changes in students, all 28 Iowa 21st CCLC programs have included activities and strategies. Grantee organizations were asked how they encouraged students' motivation to learn. Twenty-five grantee organizations provided enrichment activities tied to student achievement and offered praise or recognition for student achievement in the program. In addition, twelve grantee organizations offered rewards or recognition for student achievement on report cards or state testing. (*End-of-Year Survey data*).

According to the National Center for Educational Statistics (NCES), in 2016-2017, 20.2 percent of 12-18-year-old students reported having been bullied at school during the school year including 5.3 percent reporting that the bullying included physical assault. The 21st CCLC programs in Iowa have implemented strategies to help students' relationships with peers and/or bullying. All organizations responding to the end-of-year survey have anti-bullying strategies in place. (*End-of-Year Survey data*).

- Twenty-three organizations have strict no bullying expectations.
- Twelve organizations have anti-bullying training for staff.
- Twelve organizations have anti-bullying training for students.
- Sixteen organizations have a method for student reporting to staff of bullying occurrences.
- Twenty-one organizations have a character-building program for students.
- Twenty-two organizations have a program for character development/Social Emotional Learning.

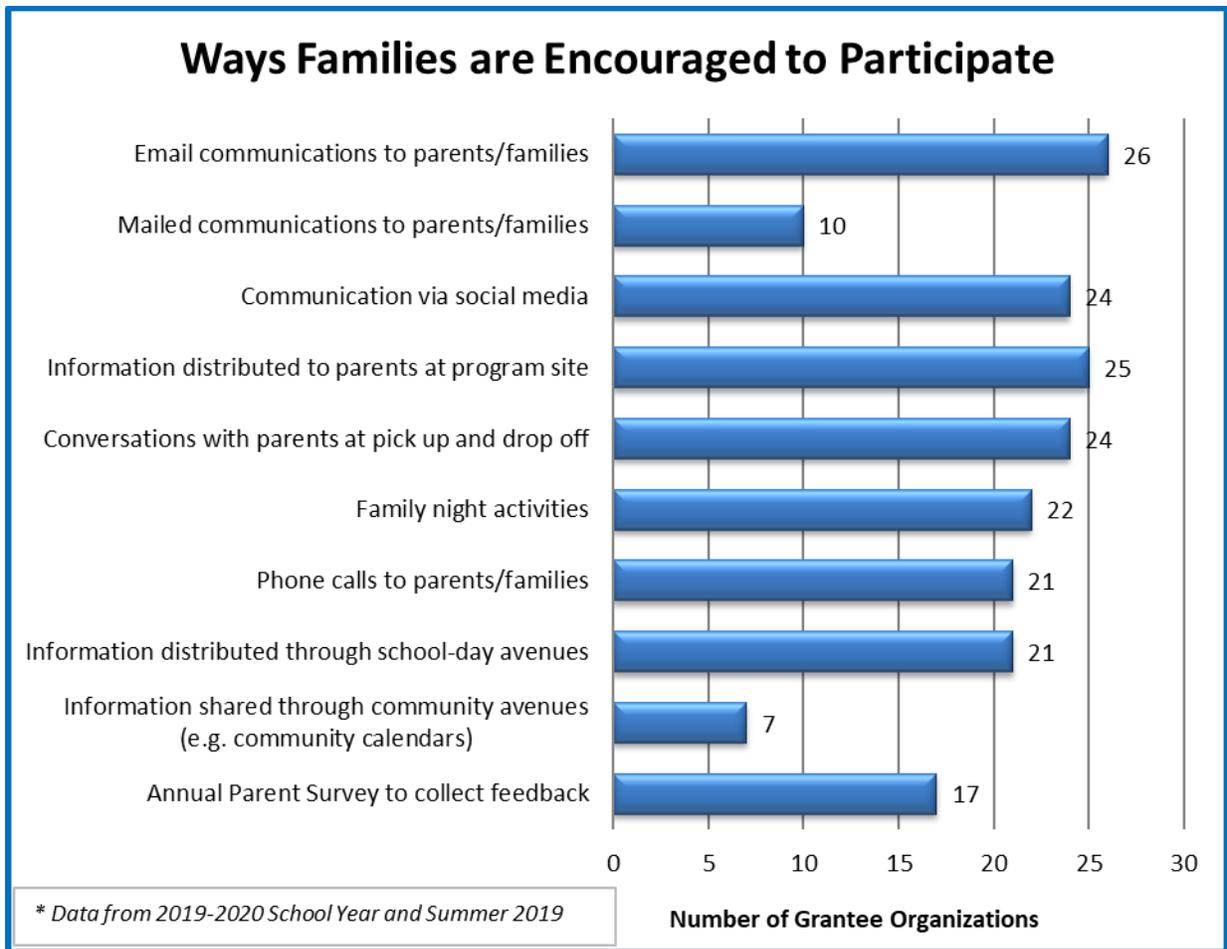


Parent and Community Participation. Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation. Methods varied from Parent and Community Nights (24 grantee organizations) to Advisory Council Meetings (14 organizations). All methods can be seen in the chart below (*End-of-Year Survey data*).



Parental and family involvement in student programming was encouraged. Communicating with parents was done using a variety of methods (*End-of-Year Survey data*).

- Twenty-six organizations used e-mail communications to parents/families.
- Ten organizations used mailed communications to parents/families.
- Twenty-four organizations used communication via social media.
- Twenty-five organizations used information distributed to parents at program site.
- Twenty-four organizations held conversations with parents at pick up and drop off.
- Twenty-two organizations held family night activities.
- Twenty-one organizations used phone calls to parents/families.
- Twenty-one organizations used information distributed through school-day avenues.
- Seven organizations used information shared through community avenues.
- Seventeen organizations shared information through community avenues (e.g. community calendars).



Program Objectives

21st CCLC grantee organizations are required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA) to give a picture of program success. Grantee organizations also used local objectives to provide a mechanism for program success based on local needs.

GPRA Measures

The GPRA data intends to measure student improvement based on how many regular attendees needed improvement. The data used for the GPRA Measures was from the Summer and Fall of 2019 and the Spring of 2020.

The fourteen GPRA measures are:

- The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.
- The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.
- The number of all 21st Century regular program participants who improved in mathematics from fall to spring.
- The number of elementary 21st Century regular program participants who improved in English from fall to spring.
- The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.
- The number of all 21st Century regular program participants who improved in English from fall to spring.
- The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.
- The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.
- The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
- The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.
- The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.
- The number of all 21st Century regular participants with teacher-reported improvements in student behavior.

The table below is a summary of all GPRA Measures for all grantee organizations. Blank cells indicate data was not available for that measure.

Iowa 21st CCLC GPRA Measures Summary

Grantee	Math Improvement			English Improvement			Proficiency		Homework & Class Participation			Student Behavior		
	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
	Elem.	Sec.	All	Elem.	Sec.	All	Elem. Read	Sec. Math	Elem.	Sec.	All	Elem.	Sec.	All
Allamakee CSD	na	39%	39%	na	61%	61%	na	28%	na	88%	88%	na	89%	89%
Andrew CSD	100%	100%	100%	100%	100%	100%	11%	100%	95%	100%	95%	94%	100%	94%
Audubon CSD	86%	na	86%	78%	na	78%	22%	na	80%	na	80%	100%	na	100%
Bettendorf CSD	88%	na	88%	75%	na	75%	70%	na	86%	na	86%	85%	na	85%
Boys & Girls Club of the Cedar Valley	59%	68%	60%	63%	69%	64%	40%	56%	na	na	na	na	na	na
Boys & Girls Clubs of Central Iowa	na	64%	64%	na	86%	86%	na	6%	na	na	na	na	80%	80%
Burlington CSD	88%	69%	84%	93%	66%	84%	49%	13%	67%	63%	65%	26%	40%	30%
Cedar Rapids CSD	na	na	na	41%	na	41%	10%	na	na	na	na	na	na	na
Central Decatur CSD	97%	na	97%	89%	na	89%	90%	na	90%	na	90%	80%	na	80%
Clinton CSD	48%	50%	48%	57%	60%	57%	49%	50%	na	na	na	na	na	na
Council Bluffs CSD	94%	86%	93%	91%	91%	91%	30%	21%	28%	21%	25%	22%	42%	30%
Davenport CSD	63%	na	63%	63%	na	63%	13%	na	na	na	na	55%	na	55%
Des Moines Independent CSD	24%	na	24%	29%	na	29%	16%	na	na	na	na	16%	na	16%
Dubuque CSD	na	76%	76%	na	57%	57%	na	38%	na	84%	84%	na	72%	72%
Fairfield CSD	56%	na	56%	53%	na	53%	11%	na	na	na	na	na	na	na
Hamburg CSD	92%	na	92%	89%	na	89%	20%	na	95%	na	95%	97%	na	97%
Helping Services for Youth & Families	25%	na	25%	58%	na	58%	58%	na	na	na	na	na	na	na
Iowa City CSD	77%	na	77%	79%	na	79%	8%	na	na	na	na	na	na	na
Maquoketa CSD	66%	na	66%	64%	na	64%	19%	na	81%	na	81%	81%	na	81%
Mid-Iowa Community Action, Inc.	70%	na	70%	68%	na	68%	35%	na	86%	na	86%	89%	na	89%
North Fayette Valley CSD	36%	na	36%	69%	na	69%	31%	na	87%	na	87%	67%	na	67%

	Math Improvement			English Improvement			Proficiency		Homework & Class Participation			Student Behavior		
	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
Grantee	Elem.	Sec.	All	Elem.	Sec.	All	Elem. Read	Sec. Math	Elem.	Sec.	All	Elem.	Sec.	All
Oakridge Neighborhood Services, Inc.	na	na	na	na	na	na	na	na	100%	100%	100%	100%	67%	91%
Oelwein CSD	27%	20%	23%	50%	21%	33%	0%	7%	na	100%	100%	na	100%	100%
Siouxland Human Investment Partnership	100%	na	100%	100%	na	100%	100%	na	100%	na	100%	na	na	na
St. Mark Youth Enrichment	na	na	na	81%	na	81%	na	na	100%	na	100%	95%	na	95%
Storm Lake CSD	97%	39%	80%	91%	48%	84%	20%	58%	na	55%	55%	na	73%	73%
Waterloo CSD	62%	na	62%	60%	na	60%	44%	na	71%	na	71%	84%	na	84%
YouthPort/Tanager Place	41%	na	41%	52%	na	52%	52%	na	na	na	na	8%	na	8%
Statewide Totals	66%	67%	66%	64%	68%	65%	35%	49%	85%	79%	83%	29%	77%	38%

Organizations did not report data for all measures. For some organizations (Audubon CSD, for example), they provided an elementary program only and thus did not have secondary data. A variety of data sources were used for GPRA Measures. All data sources were approved by the Iowa Department of Education. Some data was not available due to the COVID-19 Pandemic. For example, grantee organizations that depended on state assessments did not have Spring data since the Spring state assessments were not administered in 2020. In addition, some teacher surveys were not completed due to school closings in March of 2020 due to the COVID-19 Pandemic. Below are statewide percentages in the four key GPRA measures of academic improvement, academic proficiency, homework completion and class participation, and student behavior.

Academic Improvement. For mathematics, 66 percent of regular attendees identified as needing improvement showed improvement statewide. For English, 65 percent of regular attendees identified as needing improvement showed improvement statewide.

Academic Proficiency. For elementary reading, 35 percent of regular attendees identified as not being proficient achieved proficiency statewide. For secondary mathematics, 49 percent of regular attendees identified as not being proficient achieved proficiency statewide.

Homework completion and class participation. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation was 83 percent statewide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 38 percent statewide.

The table below compares Iowa statewide percentages to the national percentages provided in the *21st Century Community Learning Centers Overview of the 21st CCLC Annual Performance Data: 2016–2017*. Percentages in **red** indicate where Iowa outperformed the national average. The 2016–2017 report is the latest federal report on 21st CCLC Programs.

GPRA Measure	Iowa Statewide Percentages 2019-2020	National Percentages 2016-2017*
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	66%	51%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	67%	48%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	66%	50%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	64%	50%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	68%	48%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	65%	49%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	35%	25%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	49%	19%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	85%	68%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79%	66%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	83%	68%
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.	29%	61%
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.	77%	59%
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.	38%	60%

* The 2016-2017 National Percentages were the latest data posted by the U.S. Department of Education.

Iowa percentages on GPRA Measures compare favorably to the national percentages. Of particular note was the percentage reaching proficiency in mathematics. For secondary students identified as not proficient in mathematics, Iowa outperformed the nationwide percentage by 30 percentage points (49 percent to 19 percent).

Academic Improvement. For mathematics, 66 percent of regular attendees identified as needing improvement showed improvement in Iowa compared to 50 percent nationwide. For English, 65 percent of regular attendees identified as needing improvement showed improvement in Iowa where 49 percent showed improvement nationwide.

Academic Proficiency. For elementary reading, 35 percent of regular attendees identified as not being proficient achieved proficiency in Iowa compared to nationwide where 25 percent improved to proficient. For secondary mathematics, 49 percent of regular attendees identified as not being proficient achieved proficiency in Iowa where 19% achieved proficiency nationwide.

Homework completion and class participation. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation was 83 percent in Iowa and 68 percent nationwide.

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 38 percent in Iowa and 60 percent nationwide.

Local Objectives

In addition to the GPRA Measures, all Iowa 21st CCLC programs set local objectives with the purpose of measuring unique facets of the 21st CCLC Program not covered by GPRA Measures. For the 28 grantees included in this evaluation period (2019-2020), a total of 285 objectives were developed. Many grantees used the same objectives for each Center but objective ratings varied. For this reason, each center was listed as having its own set of objectives for this overall analysis. Overall success of the Iowa 21st CCLC Centers seems positive with 64 percent of objectives met and 19 percent of objectives not met but progress was made. Only one percent of objectives were not met and no progress was made toward the objectives. Sixteen percent of objectives were rated as unable to measure, mainly due to the COVID-19 Pandemic. For example, teacher surveys were not completed by all grantees and Iowa Assessments were not administered in the Spring of 2020 due to school closings. The table below includes the number of local objectives and the number of objectives by ratings for each grantee organization.

Grantee	Total Number of Objectives	Met the Stated Objective	Did not meet but made progress toward the stated objective	Did not meet and no progress was made toward the stated objective	Unable to measure the stated objective
Allamakee CSD	10	7	0	0	3
Andrew CSD	5	5	0	0	0
Audubon CSD	1	0	0	1	0
Bettendorf CSD	14	14	0	0	0
Boys & Girls Club of the Cedar Valley	9	5	0	0	4
Boys & Girls Clubs of Central Iowa	3	0	1	0	2
Burlington CSD	11	11	0	0	0
Cedar Rapids CSD	7	5	2	0	0
Central Decatur CSD	2	0	0	0	2
Clinton CSD	18	12	2	0	4
Council Bluffs CSD	22	19	3	0	0
Davenport CSD	9	0	6	0	3
Des Moines Independent CSD	20	0	18	0	2

Grantee	Total Number of Objectives	Met the Stated Objective	Did not meet but made progress toward the stated objective	Did not meet and no progress was made toward the stated objective	Unable to measure the stated objective
Dubuque CSD	10	5	2	1	2
Fairfield CSD	5	4	1	0	0
Hamburg CSD	3	0	3	0	0
Helping Services for Youth & Families	7	2	0	0	5
Iowa City CSD	12	12	0	0	0
Maquoketa CSD	7	7	0	0	0
Mid-Iowa Community Action, Inc.	7	1	6	0	0
North Fayette Valley CSD	3	3	0	0	0
Oakridge Neighborhood Services, Inc.	6	5	1	0	0
Oelwein CSD	8	5	3	0	0
Siouxland Human Investment Partnership	27	18	0	0	9
St. Mark Youth Enrichment	35	27	2	0	6
Storm Lake CSD	12	6	3	1	3
Waterloo CSD	7	4	1	0	2
YouthPort/Tanager Place	5	5	0	0	0
Iowa State Total	285	182	54	3	47

Best Practices

For the 2019-2020 Iowa 21st CCLC State Evaluation, grantees were asked to provide a list of best practices in local evaluations. Although no guidelines were provided on how best practices were to be determined, the majority of the best practices could be organized around the following facets of the after-school programs.

- Program Operations
- Community and Parental Involvement
- Objectives

Below are best practices selected from local evaluations.

Program Operations

“This is the second year of the monthly reporting initiative which is completed at the end of each day. The process is simply to write several sentences or a short paragraph at the end of each day. The report includes daily attendance for morning and evening and a short statement about “What stands out for you today?” or “What was important?”. The report is submitted at the end of each month, but it is, importantly, completed at the end of each day” (Allamakee CSD).

“Appropriate, healthy, and stable relationships between program staff and Club Members (also referred to as just “Members”) are high priorities for BGCCI, as mentioned in the Keep Attendance High section. Staff expressed excitement upon seeing students at Club, held them accountable to attend, and would trouble-shoot barriers to attendance and other hardships with families. Staff takes time to get to know each Member by name and learn his/her/their interests, successes, and challenges” (Boys and Girls Club of Central Iowa).

“Safety/Social Skills - The program follows safe drop off/pick-up procedures, implements a sign in/sign out procedure, as well as daily attendance (name to face) practices to ensure all children are safe and accounted for. Staff always promote a safe and positive environment. Staff serve as role models and utilize the Seven Healthy Habits which is used by the school district to increase social competence” (Hamburg CSD).

“Modifications to interventions and services based on COVID-19 guidance and practices. To support families, Beyond the Bell made modifications to interventions and services based on consultation and guidance on best practices and safety during the pandemic. Examples include phone engagement and outreach to parents, provision of at-home learning resources to support home literacy, and creation/ delivery of home literacy kits designed to each age group” (Siouxland Human Investment Partnership).

Community and Parental Involvement

“Community involvement has been an on-going, evolving, and growing element of the 21st Century Program. This involves regular partner meetings during which ideas for programs recruitment of volunteer, and reports on how the partners continue to support the 21st Century programs” (Allamakee CSD).

“Because all schools in the District have “early out” Wednesdays, extra Student Adventures program hours has allowed the District to provide students with a ‘field trip’ within the community every Wednesday. The Student Adventures Program Director shares that engaging students in the services and activities available to them through their own community helps bond students to the community by allowing them to interact with a wide variety of caring adult role models. ...this practice is one of our most effective recruiting tools and the best practice for engaging the community and students in the program. Our retention rates and daily attendance rates are good evidence that this practice is effective. Student Adventures received an Iowa DE commendation for this practice” (Clinton CSD).

“The continuation of Saturday morning field trips is a best practice component of the CCP programming. Long term benefits of field trips for children from rural areas are documented in an article The Importance of Field Trips for At-Risk Children, found among the resources provided for CCP programs” (Fairfield CSD).

“Strong research support and innovative practices show that family engagement is a key component of creating comprehensive learning pathways for children. The program has partnered with school district’s Parents Association for Kids (PACK). The partnership is to plan and provide an array of family literacy activities such as literacy night, guest speakers, and other events” (Maquoketa CSD).

“Implementation of site-specific food banks to address hunger insecurity. In partnership with Food Bank of Siouxland, a food bank was offered for Hunt families to support food insecurity needs. During

the school year, boxes were given out one time per month resulting in nine (9) food banks during the school year. During pandemic it continued with a once a month via a pickup strategy. Seventy-eight (78) families benefitted from the food banks” (Siouxland Human Investment Partnership).

Objectives

“Social skill building: the program emphasizes social skills and character. The program decided based on student behavior data and teacher surveys to focus on cooperative learning opportunities in order to increase confidence, teamwork, and character development. The program is focused on teaching social skills and character. Students are taught that being a good listener, showing kindness and compassion, and helping others are things that make up a person’s character and that a person’s character reflects a person’s social skills. Throughout the year students are given opportunities to practice social skills and learn about how character and social skills are intertwined” (Bettendorf CSD).

“In the 2019-2020 school year, 41 staff were trained in Conscious Discipline. Conscious Discipline empowers staff to be conscious of brain-body states in themselves and children. It then provides staff with the practical skills needed to manage thoughts, feeling and actions. With this ability to self-regulate, they are then able to teach children to do the same. By doing this, they help children who are physically aggressive (survival state) or verbally aggressive (emotional state) become more integrated so children can learn and use problem-solving skills (executive state). The first year of implementation of Conscious Discipline resulted in an 89.5% reduction in students’ behaviors resulting in office referrals during the afterschool hours” (Burlington CSD).

“Cultural awareness is critical to the task of becoming a 21st Century global citizen. The Centers are intentional in including programming that advances students’ cultural competencies and have elected to use a fine arts pathway to promote cultural consciousness; additionally, there are annual field trips that are designed to provide students with and Arts and Music cultural experience. The districts also utilize their art teachers to develop activities to explore their own cultural and artistic identity” (Central Decatur CSD).

“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. In December 2019, the Junior Jacket Robotics hosted a 48 team tournament, 24 Elementary and 24 Middle School teams competed” (Council Bluffs CSD).

“Des Moines Public Schools 21CCLC programs employ many best practices as defined by the Iowa Afterschool Alliance “Standard Categories and Corresponding Indicators of Quality Afterschool Programs”. DMPS also evaluates after school programs twice yearly with the Youth Program Quality Assessment tool (YPQA) and began using the Quality Rating System (QRS) at each site” (Des Moines Independent CSD).

“Project Based Learning is central to the best practices within LEAP. Project Based Learning is a teaching method in which students gain knowledge and skills by being immersed in a topic or skill in which they have the opportunity to investigate, interact and collaborate with others, and learn in an authentic and hands-on environment” (Dubuque CSD).

“STEM Activities: these activities are incorporated into the lesson plans at least once a day. Basic activities include card and dice games for math, Snap Circuits, and chain reaction STEM kits. Activities are hosted by partner agencies and also through the organized curriculum” (Helping Services, Inc.).

“One of the most successful activities was music lessons. El Sistema is an international initiative that brings free music (violin) lessons to underserved students who have very limited access. Teachers reported that the students were able to have this unique opportunity to learn and play music instruments. This activity not only increased students’ confidence, but also increased attendance, maturity, and overall enjoyment of coming to program” (Iowa City CSD).

“St. Mark implements a best practice, holistic approach to social emotional learning because students need to feel safe and connected first before they are ready to learn. Social emotional learning is reflected at every level of St. Mark, from the purposeful training the staff receive to the physical tools utilized daily at site. The aim of these efforts is for students to build 5 cognitive and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are critical in a student's resilience and success in all areas of life” (St. Mark Youth Enrichment).

Summary and Recommendations

Summary

For 2019-2020, the Iowa 21st CCLC program continued to meet and exceed the requirements of afterschool programs as stated by the U.S. Department of Education. *“This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools”* (U.S. Department of Education). For 2019-2020, the Iowa 21st CCLC State Evaluation examined 28 grantee organizations with a total of 101 centers. The 101 centers served 12,382 total students with 9,499 students funded with 21st CCLC federal funds (Grantees identified as being in Cohorts 10, 11, 12, 13 and 14). Iowa 21st CCLC centers provided programs for all grade levels. The Iowa 21st CCLC programs were supported by 702 partners, 621 of them providing services at no charge or with a discount.

The COVID-19 Pandemic presented many challenges to grantees. Schools were closed in March. Most programs provided virtual assistance as well as supplies and food to 21st CCLC students. The 21st CCLC Programs in Iowa met the Pandemic challenges and made changes as the 2020-2021 school year began.

To improve results, professional development is available for staff members on a variety of subjects and professional development is provided in different formats, including face to face and web-based. Staff members ensured there was academic support for all subject areas and academic interventions are varied in both types of intervention and methods of delivery. Staff members were qualified and 50 percent of staff members had a Bachelor’s or Master’s degree.

The 2019-2020 21st CCLC programs in Iowa had a total of 285 Local Objectives and 83 percent of them were met or made progress toward. Progress was not made on three objectives and forty-seven objectives were reported as not measured. Local objectives were not measured due to the COVID-19 Pandemic.

Parents showed an appreciation for the program. Schools were closed in March, 2020 due to the COVID-19 Pandemic and as a result, end-of-year parent events were cancelled. However, parental involvement was strong throughout the 21st CCLC Programs. Andrew CSD had a *Parent Lighthouse Team* that held monthly parent meetings. At the Bettendorf CSD the Mark Twain Center held a “backpack” night and over 300 families attended. The Neil Armstrong Center (Bettendorf CSD) reported that 98 percent of parents attended parent conferences in the Fall of 2019. At Burlington CSD, 74 percent of parents said they feel like they have a greater role in their child’s academics as a result of the 21st CCLC Program. At a Clinton CSD November family event, 100 percent of parents attending rated the event “excellent.” Fairfield CSD had over 300 parents and students attend the November event. North Fayette Valley CSD had 80 percent of parents participating in family events and student activities. At Storm Lake CSD, over 90 percent of parents stated that they were very satisfied with the after school programs and were pleased to see positive growth socially, emotionally and academically in their children.

Comments from students, parents, staff and other stakeholders across the sites reflected appreciation for the program.



“I think I would say as a math teacher, seeing students being provided with the extra help at the after school program gives them an understanding of concepts that they didn't have before. They received more personal one-on-one attention with help from the after school program” (Allamakee CSD Teacher).



“The ALEAP program at Andrew Community School is an amazing program and our family is so thankful that we have this opportunity!” (Andrew CSD 21st CCLC Parent).



“We look forward to these next two years of Launch (21st CCLC Program) with our daughter, and I would highly recommend this program to any parent who has not experienced it. Launch truly is life-changing!” (Audubon CSD 21st CCLC Parent).



“Students who participate in the SSA program benefit in so many ways. They become connected and contributing members of our school community, and they grow academically, behaviorally, and socially. The program supports parents as well, providing excellent opportunities for parents to become involved in their children’s education. The results are positive, and our students are flourishing!” (Bettendorf CSD Principal).



“Being in Rock-It definitely helps you build relationships with students. I get one-on-one time with each and every one of the students. I can learn about them and they can learn about me. I think that really strengthens the teacher-student relationship and makes for a better program” (Bettendorf CSD 21st CCLC Volunteer).



“The club is a place I can entrust that my kids are safe and in a positive environment with other kids. They get to learn positive ways of dealing with everyday problems” (Boys and Girls Club of the Cedar Valley 21st CCLC Parent).



“Keep up the great work. I APPRECIATE the kindness and support he gets at Exploration Academy” (Central Decatur CSD 21st CCLC Parent).



“We are delighted that our children are asked to be part of the program and we don’t know what we’d do without the afterschool program” (Clinton CSD 21st CCLC Parent).



“What I like about clubs is getting to do something I love, that I look forward to doing in the future, and will help me succeed in my future career choice” (Council Bluffs CSD 21st CCLC Student).



“Stepping Stones provides a safe place for my kids to go afterschool where I know they are cared for and receiving help with their academics” (Davenport CSD 21st CCLC Parent).



“Chess has been a club that has helped my son stay focused during the school day. Alex brought home a chess game and has been trying to teach his siblings how to play. So fun and educational. THANK YOU!” (Des Moines CSD 21st CCLC Parent).



“I really enjoy being able to grow stronger relationships with students through Leap. Being able to interact with students that I might not see throughout the year is awesome” (Dubuque CSD 21st CCLC Teacher).



“Happy to be a part of a program that engages kids in worthwhile activities, and one that is actively involved in the community and not just the school” (Hamburg CSD 21st CCLC Partner).



“This program is wonderful and I would gladly pay money for my children to continue to go there if that means keeping the program.” (Helping Services CSD 21st CCLC Parent).



“The Before/After school program has been an amazing addition to my grandchild’s education. The program fills the need for parents/grandparents who need to work and do not have a place for their child to go to for those few minutes before school starts.” (Maquoketa CSD 21st CCLC Parent).



“I have been associated with Oakridge 21st Century Afterschool program for 12 years. While working here as a teacher for K-1st grade I have literally seen our youth transform from being just children into being students. Those who have been exposed to knowledge and have absorbed it into the mental consciousness, both educationally and socially. Their discovery of knowledge can readily be seen on their illuminated faces when they have grasped, contained and can recall their lessons. This is a great program. Oakridge has responded to a need in this community that will continue to blossom and build lives into the future” (Oakridge Neighborhood Services 21st CCLC Teacher).



“The communication, diversity of activities and reading! I have been amazed at all the awesome activities my child has been so excited to participate in! Definitely enrolling next year” (St. Mark Youth Enrichment 21st CCLC Parent).



“I have a 5th grader and 8th grader that both attend the Tornado Learning Club every day after school. They are always telling us what fun they had and are looking forward to tomorrow!” (Storm Lake 21st CCLC Parent).



“We have so many fun things to do in the afternoon, I love the Rec Specialists, they are all amazing, they are all nice, and the teachers are amazing- I love them.” (Waterloo CSD 21st CCLC Student).

Recommendations

For 2019-2020, the Iowa 21st CCLC Programs have continued to serve the needs of students. To help with future improvement, the following recommendations are provided as part of this evaluation.

- The COVID-19 Pandemic response from 21st CCLC Programs should be analyzed for Best Practices that can be continued to improve services. For example, the six support committees continued meeting virtually and monthly virtual meetings were held with 21st CCLC Program Directors to provide technical assistance and share best practices.
- Training and support for Local Evaluations should continue as the Iowa Department of Education directs. Support could include webinars, written guidelines and video training.
- Local Evaluators and Program Directors should be encouraged to contact the Iowa Department of Education and the State Evaluators for guidance and assistance in completing their Local Evaluations.
- The local evaluation form should continue to be reviewed annually and revised as needed to clarify any areas where local evaluators had questions on providing information. This process should include input from the Evaluation Committee, the Iowa DOE and the state evaluators.
- Site visits help 21st CCLC Grantees improve and meet ESSA requirements. Due to the COVID-19 Pandemic, site visits were curtailed. It is recommended that site visits be reinstated as soon as possible.
- Data from the Annual Performance Report, the end-of-year survey and the Local Evaluation should be identical. This data integrity should be stressed in trainings.

Grantees

The state of Iowa awarded grants to 28 grantee organizations operating 101 sites in 2019-2020 for a total of \$8,851,553. The grants provided 101 sites for 21st CCLC Centers, serving 9,499 children with federal funds. This state evaluation for 2019-2020 examined 28 grantee organizations with 101 centers (Grantees identified as being in Cohorts 10, 11, 12, 13 and 14). New grantees do not report evaluation data until they have completed one year of operations. *Data provided by Iowa DOE.*

Iowa 21st CCLC Grantees and Centers Table

Organization	Cohort	Centers
Allamakee CSD	12	Waukon Middle School
Andrew CSD	10	Andrew Community School District
Audubon CSD	11	Audubon Elementary School
Bettendorf CSD	10	Mark Twain Elementary School
	14	Neil Armstrong Elementary School
Boys & Girls Club of the Cedar Valley	10	Central and Carver Middle Schools and Lincoln Elementary School
	12	Cunningham Elementary School and Sacred Heart
	13	Highland Elementary School
Boys & Girls Clubs of Central Iowa	14	Callanan and Harding Middle Schools
Burlington CSD	12	Black Hawk, Grimes and Sunnyside Elementary Schools
	14	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School
Cedar Rapids CSD	11	Grant, Grant Wood, Hoover, Nixon, and Taylor Elementary Schools
Central Decatur CSD	12	Central Decatur CSD South and North Elementary Schools, Lamoni CSD Elementary School, and Mormon Trail CSD Elementary School
Clinton CSD	11	Whittier Elementary and Clinton Middle Schools
	13	Bluff, Jefferson, and Eagle Heights Elementary Schools
Council Bluffs CSD	10	Franklin, Longfellow, and Rue Elementary Schools
	11	Abraham Lincoln and Thomas Jefferson High Schools
	12	Carter Lake and Roosevelt Elementary Schools
	13	Bloomer and Edison Elementary Schools
Davenport CSD	12	Hayes Elementary School
	13	Madison Elementary School

Organization	Cohort	Centers
	14	Jefferson Elementary School
Des Moines Independent CSD	10	Stowe Elementary School
	11	Cattell, Howe, Lovejoy, and Oak Park Elementary Schools
	12	Capitol View, King, and Monroe Elementary Schools
	13	Garton, Hillis, River Woods, and Willard Elementary Schools
	14	Park Avenue, Jackson, and South Union Elementary Schools
Dubuque CSD	13	George Washington and Thomas Jefferson Middle Schools
Fairfield CSD	13	Pence Elementary School
Hamburg CSD	11	Marnie Simons Elementary School
Helping Services for Youth & Families	10	North Fayette and West Union Elementary School
Iowa City CSD	10	Kirkwood Elementary School
	11	Archibald Alexander Elementary School
	12	Hills Elementary School
	13	Mark Twain Elementary School
Maquoketa CSD	14	Briggs and Cardinal Elementary Schools
Mid-Iowa Community Action, Inc.	14	Anson, Fisher, Franklin, Hoglan, Rogers, and Woodbury Elementary Schools
North Fayette Valley CSD	14	Valley Elementary School
Oakridge Neighborhood Services, Inc.	10	Oakridge Neighborhood Services
Oelwein CSD	11	Oelwein High School
	14	Wings Park Elementary and Oelwein Middle Schools
Siouxland Human Investment Partnership	10	Irving and Leeds Elementary Schools
	11	Liberty Elementary School
	14	Hunt Elementary School
St. Mark Youth Enrichment	10	St. Mark Youth Enrichment and Dyersville Elementary School (Summer Only)
	13	Dyersville Elementary School
St. Mark Youth Enrichment	14	Audubon, Lincoln, and Marshall Elementary Schools

Organization	Cohort	Centers
Storm Lake CSD	13	Storm Lake Elementary School
	14	Storm Lake Middle School
Waterloo CSD	13	Irving, Lowell, and Becker Elementary Schools
YouthPort/Tanager Place	11	Hoover Elementary School and Cedar River Academy at Taylor Elementary School

Below is a synopsis of each Iowa 21st CCLC program in Cohorts 10, 11, 12, 13 and 14. Each synopsis includes attendance numbers and focuses on objectives, partnerships, parent involvement and sustainability. A new section for 2019-2020 is how the COVID-19 Pandemic affected each Grantee's 21st CCLC Program. Main objectives were the GPRA Measures used by the U.S. Department of Education. In addition, local objectives were developed by grantees to define progress in areas identified as needed. Data on local objectives was obtained from the individual grantee organization evaluation reports as well as information from Program Directors. Additional data was provided by the Iowa DOE.

At the beginning of each grantee's section is a list of notable facts. The notable facts list includes the percentage improvement reported for GPRA Measures (if available), an attendance data summary, and summary data on partnerships and local objectives. For each grantee organization, the number of attendees and partners is shown in a summary chart. Next is the Effects of the COVID-19 Pandemic section. Then there is a short discussion of partnerships and parent involvement followed by the objectives section. The objectives section includes two parts. First is a section on GPRA Measures. Second is a short summary of each grantee's local objectives, including their ratings. Information on sustainability plans follows and at the end of each grantee organization section is a summary of the local organization's 21st CCLC Program, including any recommendations (if included in the Local Evaluation) for changing the 21st CCLC Program.

Allamakee CSD

Allamakee CSD 21st CCLC Notable Facts:

GPRA Measures

- 39% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 2).
- 61% of secondary students identified as needing improvement in English improved (GPRA Measure 5).
- 28% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 88% of secondary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 10).
- 89% of secondary students identified as needing improvement improved in student behavior (GPRA Measure 13).

Attendance

- The 21st CCLC Program served 290 students.
- 137 students (47%) were regular attendees.
- 152 students (52%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 41 partners supporting the 21st CCLC Program that provided \$12,282 in in-kind value.
- The 21st CCLC Program had 10 local objectives and met seven of them.

Overview and Attendance.

Allamakee CSD had one 21st CCLC Program (titled Community Connections) in Cohort 12. Cohort 12 had one center at Waukon Middle School

Allamakee followed a needs assessment process to develop the 21st CCLC Program. The needs assessment included stakeholder meetings held during the grant writing process as well as group interviews with youth, parents, teachers and partners. Surveys were received from students and parents to help determine what activities would be offered. The 21st CCLC Program exceeded the required 60 hours of contact time, meeting five days per week during the school year for three hours after school and one hour before school. The activities list included over 30 activities at Waukon Middle school that included clubs, field trips and family events. The summer program met for five days a week for four hours per day for 30 days total and offered 36 different activities. The local evaluation stated, *“CC focuses on tutoring, homework assistance based on student need, math, reading, enrichment clubs, and hands-on experiences. Certified teachers, Luther College students, and Senior High mentors utilizing evidence-based curriculum from the school day provide these services.”*

Community Connections 21st CCLC served 290 students and 47% or 137 of these students were regular attendees. The Program had 98% of the total school population attending at least one time. For 2019-2020, 52% of the total students served were identified as FRPL. The summer program had 58 students attending. Allamakee had 41 total partners supporting the program. Parents were active in the program with 97 total parents attending meetings and events. Parents attended the five Parent Advisory Meetings and five other events. A Spring Family Night was planned but canceled due to the Pandemic.

Allamakee CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Allamakee CSD	12	41	Waukon Middle School	290	137
TOTALS		41		290	137

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

When schools closed on March 16 we thought it would be just a few weeks so we didn't implement anything except the lunch program offering grab and go meals. We had experiential learning trips planned, but with the uncertainty they were put on hold and ultimately cancelled. As we went on classes were cancelled for the year. We contacted some families, discussed options, but did not resume programming until summer 2020. The school attempted to have students participate in distance learning, but since they couldn't make it mandatory at that time they had very low participation. We did not provide 4th quarter programming, but did work on setting up a safe summer program ... We did have a limited summer 2020 program with no field trips and limited use of the other rooms in the school, including the gym and weight room. At this time new procedures were put in place with social distancing, wearing masks, increased use of hand sanitizer, and increased wiping down of surfaces which was supported by the staff, students, and parents.

We started the fall with full face-to-face classes during the day and afterschool programming, again with many more safety precautions in place. (Local Evaluation).

Partnerships.

Allamakee CSD had 41 partners for the 2019-2020 school year. Partners provided a variety of services to the 21st CCLC program. Allamakee CSD estimated that the in-kind value provided by the partners totaled \$12,282.

Highlights of donations include: students, parents, teachers, businesses, and other community members giving time for interviews which helps in the evaluation process; high school students volunteering with homework help and clubs; AEA staff doing PD, helping with robotics and other technology programs; Conservation doing multiple programing topics and summer programming time; business giving us discounts to participate in experiential learning activities; parents donating food for family nights; and NE Iowa Community College collaborated with STEAM Camp during the summer. (Allamakee Local Evaluation).



Figure 2: Youth look on as a pilot shows off his airplane

Parent Involvement.

Allamakee CSD reported that 97 parents participated in meetings and events for the 21st CCLC Program. Advisory committees of parents and students met five times during the year. Parent communication is done using a variety of contacts. Allamakee held five summer field trips, two parent events and parent teacher conferences.

Objectives.

GPRA Measures

Allamakee CSD used classroom grades to assess student proficiency improvements in mathematics (GPRA Measures 1-3), GPRA Measure 8, Improvement in Proficiency in mathematics), and improvement in English. State Assessments were not administered due to the Pandemic.

The GPRA summary table below indicates percentage improvement for each measure Allamakee CSD submitted in the local evaluation.



Figure 3: Youth are playing an outdoor game with pool noodles and balls.

Allamakee CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	39%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	39%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	61%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	61%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	28%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	88%

Program GPRA Measures	Percentage Improvement
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	88%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	89%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	89%

Students “needing improvement” are defined as those earning classroom grades of C, D, or F in the first quarter. Improvement is then defined as students earning (i) an A or B in the third quarter among anyone needing improvement (C, D, or F in the first quarter), (ii) a C in the third quarter among those given an F or D in the first, or (iii) a D in the third quarter among those given an F in the first quarter. Thus, improvement is measured by students who improve by at least one letter grade, among those who need improvement, from the first to the third quarter in each subject area (English and math). “Proficient” in mathematics is defined as earning an A or B; “not proficient” is earning a C, D, or F in math class. Again, the focus is on those not proficient in the first quarter who became proficient in the third quarter in math classes. (Local Evaluation)

Objectives

Allamakee CSD had 10 objectives for Cohort 12 and seven of them were met. Three of the objectives were not measured due to the Pandemic. The methodology for measuring the local objectives as well as the justification for rating the objectives was included. For Cohort 12, six objectives dealt with student achievement, two objectives dealt with parental engagement and two objectives dealt with student behavior. The objectives and their ratings are listed below.

Cohort 12 Objectives

- At least 50% of students attending 30 or more times will be proficient in reading (English/Language Arts) as measured by English/Language Arts class grades in the third quarter. *Met the Stated Objective.*
- At least 50% of students attending 30 or more times will be proficient in mathematics as measured by math class grades in the third quarter. *Met the Stated Objective.*
- At least 20% of non-proficient participants attending 30 or more times will improve from non-proficient to proficient or above in terms of classroom grades in reading (English/Language Arts) from the first quarter to the third quarter. *Met the Stated Objective.*
- At least 20% of non-proficient participants attending 30 or more times will improve from non-proficient to proficient or above in terms of classroom grades in mathematics from the first quarter to the third quarter. *Met the Stated Objective.*
- At least 50% of students assessed through FAST (reading) and attending 30 or more times will reach benchmarks. *Met the Stated Objective.*
- At least 50% of students assessed through FAST (mathematics) and attending 30 or more times will reach benchmarks. *Met the Stated Objective.*

- All students and families will be engaged with and supported by caring adults.
- 90% of participants attending 30 or more times will agree that they like and look forward to the program as measured by student surveys or individual or group interviews. *Met the Stated Objective.*
- 75% of the parents of students attending 30 or more times will agree they are willing to donate time, supplies, financial support, or attend school day or extracurricular events. *Unable to Measure the Stated Objective.*
- 90% of participating families will be satisfied with the program as measured by parent survey or individual or group interviews. *Unable to Measure the Stated Objective.*
- 90% of students attending 30 times or more will be satisfied with their improvement on a personal health goal as measured by student survey or individual or group interviews. *Unable to Measure the Stated Objective.*

Sustainability.

Allamakee CSD has a sustainability plan based on partnerships and funding from the district itself. Memorandums of understanding and a list of funding partners was included in the local evaluation together with the partners' contributions. For example, the Allamakee County Foundation for Afterschool Programming is a permanent funding source.

Allamakee CSD Summary.

Allamakee Community School District reported success for the 2019-2020 21st CCLC Program. Called Community Connections, the program served 290 students with a regular attendance of 137 (47 percent). Community Connections partnered with 41 organizations who participated in a variety of ways. Parents volunteered and attended parental events. Improvement was reported on all GPRA Measures. Of the 10 total local objectives, 7 were reported as met and 3 were unable to measure due to the Pandemic. Methodology and ratings justification were included in the local evaluation. Local evaluators recommended changes including conducting FAST assessments three times per year and adjusting activities based on student interest. Allamakee CSD has a sustainability plan based on support from partners, especially funding from the Allamakee County Foundation for Afterschool Programming. Recommendations for objectives included adjusting baselines and criteria for measuring them.



Figure 4: Youth are sitting on the floor playing a movement game.



“I think I would say, as a math teacher, seeing students with the extra help that they receive at the after school program that they gain an understanding of concepts that they didn't have before, get more personal one-on-one attention with help from the after school program, and just the accomplishment that they understood, or understand, what they previously did not understand.” (Allamakee Teacher).



“Our community wants what is best for our youth and count on programs like this to ensure every student has access to enrichment activities and supports.” (Allamakee Principal).



“The staff at the 10th hr. program works very hard to help students be successful with their homework. They provide a caring environment for the students to work in. They also provide fun educational games for those who have finished their assignments.” (Allamakee 21st CCLC Parent).

Andrew CSD

Andrew CSD 21st CCLC Notable Facts:

GPRA Measures

- 100% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- 100% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- 11% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 100% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 95% of students at all levels identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).
- 94% of students at all levels identified as needing improvement improved in student behavior (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 102 students.
- 50 students (49%) were regular attendees.
- 43 students (42%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 32 partners supporting the 21st CCLC Program that provided \$8,780 in in-kind value.
- The 21st CCLC Program had five local objectives and met all five of them.

Overview and Attendance.

For the 2019-2020 school year, Andrew CSD had one center in Cohort 10 titled the Andrew Community School District Leaders Education After School Program (ALEAP). This is the fifth year of ALEAP and 102 students were served by the 21st CCLC Program. The program had 77 percent of the total school enrollment participating in the 21st CCLC Program. For 2019-2020, 42 percent of the total students served were identified as FRPL. The summer program had 62 students attending. ALEAP had 32 partners for 2019-2020. ALEAP is supported by the Parent Teacher Organization (PTO) and held 10 parent meetings. Attendance at the 10 events totaled 81 parents.



Figure 5: Youth show off an arts and crafts project.

Andrew CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Andrew CSD	10	32	Andrew CSD	102	50
TOTALS		32		102	50

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

The COVID 19 pandemic closed the program for over 40 school days, eliminated the SPRING testing administration, cancelled several program activities, and prevented students from receiving academic support. The school closure did decrease the number of students reaching the 30 day or more regular attendee requirement. The students and parents were disappointed that the pandemic disrupted the program’s benefits. Parents felt the financial strain because they needed to find daycare for their children while at work. The overall program outcomes were met but the program leaders felt the program’s outcomes would have been slightly higher if students would have completed the school year (Local Evaluation).

Partnerships.

Andrew CSD had 32 partners that contributed an estimated \$8,780 in in-kind value.

The partners raise funds to support valuable learning activities, provide the programming and activities to expand student learning opportunities, donate food and/or supplies to keep program costs down, and volunteer so that the program may provide adult mentoring interaction and/or activity supervision to expand access to more interesting activities. The partners also provide community involvement so that students see first-hand the civic contribution by their parents and neighbors. (Local Evaluation).



Figure 6: Youth are swimming.

Parent Involvement.

The ALEAP Program works closely with the PTO. Ten parent meetings were held and a total of 81 parents attended these events. *“The PTO meetings provided an opportunity to continually have conversations and assess the program outcomes. PTO provided assistance with programming suggestions, recruiting volunteers, and maintaining positive relationship with program partners”* (Local Evaluation). Parent communication is done using Facebook, district website, Twitter, text messages, email, and flyers home to parents.

Objectives.

GPRA Measures

Andrew CSD used *FastBridge®* to assess student performance for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure.

Andrew CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	100%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	100%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	11%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	100%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	100%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	94%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	100%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	94%

The local evaluation reported, “*The program had a HIGH impact (GPRA #1 to #8) on improving student academic performance and student classroom academic habits (GPRA #9 to #14) that promoted increased student learning. The past four years since the inception of the GPRA measures the program has had success improving student performance on the GPRA measures.*”

For the elementary students in the program who were identified as needing improvement, 100 percent improved in mathematics and 100 percent improved in English. For reading 11 percent of elementary students moved from not proficient to proficient. For the secondary students in the program who were identified as needing improvement, 100 percent improved in mathematics and 100

percent improved in English. For mathematics the one secondary student identified as not proficient moved to proficient. Teachers reported that 95 percent of students improved in homework completion and class participation and 94 percent of students improved their behavior.

Local Objectives

Andrew CSD had five local objectives for the 21st CCLC Program for the 2019-2020 school year. All five objectives were reported as being met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives, one dealt with student achievement, three dealt with student leadership and self-efficacy, and one dealt with increasing student interest in a variety of activities. The objectives and their ratings are listed below.

- ALEAP participants will show accelerated growth in reading/language arts, math, and science skills. *Met the Stated Objective.*
- Students will model 7 Habits of Highly Effective People through leadership opportunities and responsibilities. *Met the Stated Objective.*
- Students will increase attendance and reduce behavior referrals during the school day. *Met the Stated Objective.*
- Students will set goals, monitor goals, and review goals with an adult throughout the program. *Met the Stated Objective.*
- Students will participate in activities and programs that are new or not currently in their interest area. *Met the Stated Objective.*

Sustainability.

Andrew CSD has a formal sustainability plan that includes both community and school district support. The sustainability plan listed five efforts to promote sustainability for the 21st CCLC ALEAP Program.

1. Ongoing professional development will build capacity in school staff to lead ongoing efforts beyond the term of the grant.
2. Community partners to provide in-kind services with outside sources funding ongoing resources.
3. Parent Lighthouse will continue its annual donation to the school district with part of the funding tagged for the ALEAP.
4. Creation of the Andrew Schools Education Foundation to receive corporate gifts to support the ALEAP.
5. Resource allocation is prioritized by the district administration to continue support for low socioeconomic status students.

Andrew CSD plans for ensuring sustainability of ALEAP included re-prioritizing existing funding (General Fund, Federal Title 1, and Dropout Prevention).

It should be noted that the Local Evaluation reported that even though the 2019-2020 school year was the last year of 21st CCLC Grant funding, the program will be continued without 21st CCLC Funding.

Andrew CSD Summary.

Andrew Community School District had continued success for the fifth year of its 21st CCLC Program. Called ALEAP (Andrew Community School District Leader Education After School Program), the program served 77 percent of the school population. The number served was 102 students with a regular attendance of 50. In addition, 62 students attended the 21st CCLC summer session. ALEAP had the support of 32 partners who provided \$8,780 in in-kind value. ALEAP held ten parent meetings and 81 parents attended in total. Improvement was reported for all GPRA Measures. All local objectives were met and a complete discussion of methodology and ratings justification was included in the local evaluation. Andrew CSD had a formal sustainability plan that included continuing the program when 21st CCLC grant funds are expended. No major changes are planned for the fifth year of the 21st CCLC Program.



Figure 7: Youth are making slime.



“ALEAP has been a great way for me to connect with students that I don't work with on a daily basis.” (Andrew CSD Teacher).



“Jackson County Conservation has worked with the Andrew School District in their after school program since 2014... Our environmental education outreach programs align with state science standards and help add additional science and nature hands-on learning opportunities for the students.” (21st CCLC Partner).



“I love to play PE games and outdoor activities because I like to run around, play with friends, and these activities bring more people which make it more fun. I also love to do the color by number multiplication and division sheets. It makes me feel like I am getting my facts better.” (21st CCLC Student).

Audubon CSD

Audubon CSD 21st CCLC Notable Facts:

GPRA Measures

- 86% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 78% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 22% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 80% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).
- 100% of elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 67 students.
- 30 students (45%) were regular attendees.
- 38 students (57%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 25 partners supporting the 21st CCLC Program that provided \$9,152 in in-kind value.
- The 21st CCLC Program had one local objective and did not meet the objective.

Overview and Attendance.

In 2019-2020, Audubon CSD had one center. The Launch Kids Club was held at Audubon Elementary throughout the summer and after school during the school year. The 21st CCLC Program served 67 total students during the school year with 30 (45 percent) regular attendees and 38 (57 percent) students identified as FRPL. The summer program served 81 total students. Audubon CSD had 25 partners for the 21st CCLC Program who provided \$9,152 in in-kind services. The local evaluation reported that no parent meetings were held.



Figure 8: Youth are using tools.

Audubon CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Audubon CSD	11	25	Audubon Elementary School	67	30
TOTALS		25		67	30

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Like most school districts in Iowa, Audubon CSD closed in March 2020 due to the COVID-19 pandemic. The LAUNCH program is housed in the Audubon Elementary building and therefore, was also closed. No data is available for Spring Assessments in math or reading. In addition, parent and teacher surveys were unable to be completed. Data was mostly pulled from existing data sources including social media and the student information system. Data will be impacted again for the summer of 2020 and also the 20-21 schoolyear. (Local Evaluation).

Partnerships.

The 25 partners for the Audubon CSD 21st CCLC Program provided a variety of services to the 21st CCLC program. Most (23) of the partners provided programming and activity related services in the form of presentations and field trips. Audubon CSD estimated that the in-kind value provided by the partners totaled \$9,152.

Parent Involvement.

Audubon CSD reported that no parent meetings were held in 2019-2020 for the 21st CCLC Program. Parents were informed on activities and schedules using social media and parents were encouraged to contact staff with questions and concerns. The Local Evaluation included recommendations to increase parent involvement.

Suggestions to build parent involvement include creating a parent advisory committee and having a table at open house and conferences. A committee can help determine activities, reach out to community resources and engage fellow parents. An informational table can help increase participation and encourage parents to interact with program staff while bringing additional awareness to community members and parents (Local Evaluation).

Objectives.

GPRM Measures

Audubon CSD used classroom grades, *FAST Early Reading*, teacher interviews and the Student Information System (behavior reports) to assess student performance for GPRM measures. The GPRM summary table below indicates percentage improvement for each measure. The Audubon CSD 21st CCLC Program is solely an elementary program so only GPRM Measures for elementary students were provided in the Local Evaluation.

Audubon CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	86%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	78%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	22%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	80%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	100%

For the elementary students in the program who were identified as needing improvement, 86 percent improved in mathematics and 78 percent improved in English. For reading nine students were identified as not proficient and two of the students (22 percent) improved to proficient. Teachers reported that 80 percent of students improved in homework completion and class participation. Behavior reports indicated that 100 percent of students improved their behavior.

Local Objectives

Audubon CSD one local objective for the 21st CCLC Program for the 2019-2020 School Year and did not meet the objective. The methodology for measuring the local objectives was included and a discussion was provided on the Local Objective. No specific recommendations were included in the Local Evaluation on how to meet or change the objective in the future. The objective and its rating are listed below.

- 80% of Students regularly attending LAUNCH will meet the K-6 benchmark on the FAST. *Did not meet the stated objective.*

Sustainability.

Audubon CSD provided the following information on sustainability.

Audubon CSD plans to sustain the current program through current grant money and strong community support through local and county partners. The majority of activity funding is provided by local partners either by in-kind donations or providing learning opportunities for students. Currently, the grant provides financial support for other activities provided at a discounted rate (e.g., community pool), transportation to activities out of safe walking distance and staff salary. The use of the school building and grounds is donated by the school district. In addition, summer meals can be provided through the USDA grant to all children in the community providing a financial break for the LAUNCH program. A feasibility study may need to be done to determine if the program is sustainable without the use of grant funds to continue the same level of engaging activities and dedicated staff. (Local Evaluation)

Partner contributions are also a part of the sustainability plan and their total contributions for in-kind services were estimated at \$9,152 from 25 partners.

Audubon CSD Summary.

Audubon Community School District continued the 21st CCLC Program in 2019-2020. Called Launch Kids Club, the program served 67 students with a regular attendance of 30 (45 percent). For the summer session, 81 students attended the. Audubon had 25 partners and 23 of them provided presentations and program activities. No parent events were held and no explanation was provided on why parent events were not offered. Improvement on all GPRA measures was reported for the elementary students attending the program. It should be noted that very few students were identified as needing improvement. Audubon CSD had one local objective and did not meet the objective. No specific recommendations were provided on meeting or changing the objective in the future. The Audubon CSD sustainability plan focused on partners and additional support from the school district. Recommendations for adding one objective and future changes to the program were included in the local evaluation.



Figure 9: Youth are reading with each other outside.



“We look forward to these next two years of Launch with our daughter, and I would highly recommend this program to any parent who has not experienced it. Launch truly is life-changing” (Audubon 21st CCLC Parent).



“The compassion shown by the Launch workers is so incredible it brings tears to my eyes even thinking about all they have done for this child, and so many more children too” (Audubon 21st CCLC Parent).

Bettendorf CSD

Bettendorf CSD 21st CCLC Notable Facts:

GPRA Measures

- 88% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 75% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 70% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 86% of elementary students improved in homework completion and class participation (GPRA Measure 9).
- 85% of elementary students improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 176 students.
- 173 students (98%) were regular attendees.
- 82 students (47%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 42 partners supporting the 21st CCLC Program that provided \$200,600 in in-kind value.
- The 21st CCLC Program had 14 local objectives and met all of them.

Overview and Attendance.

For the 2019-2020 school year, Bettendorf CSD had two centers: Mark Twain Elementary (Cohort 11), called the Steamer Success Academy and Neil Armstrong Elementary School (Cohort 14), called the Rock-It Academy. Both centers had summer school programs.

Bettendorf CSD served 176 students in the two 21st CCLC Centers and 82 (47 percent) students were identified as FRPL. The summer program had 110 students attending. Bettendorf was supported by 42 partners who provided over \$200,000 of in-kind services. Each center held four parent events and participation numbers were included in the Local Evaluation. Other scheduled parent events for Spring on 2020 were cancelled due to the COVID-19 Pandemic.



Figure 10: Youth are holding award certificates for attendance.

Bettendorf CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Bettendorf CSD	11	26	Mark Twain Elementary School	76	76
Bettendorf CSD	14	16	Neil Armstrong Elementary School	100	97
TOTALS		42		176	173

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Mark Twain Elementary School 21st CCLC Local Evaluation. From March 16, 2020 to August 2020, the district was closed. The before and after school program as well as the summer school program did not operate. Steamers Success Academy staff reached out personally to groups of students via email, Facebook, and regular mail, maintaining a personal connection with SSA staff while the pandemic prevented in-person programming. Meals were provided to families free of cost, school learning packets were printed for families with limited Internet availability, and school devices were available for home use. The Steamer Success Academy also provided SSA students with literacy care packs filled with high interest books, pencils, notebooks, lined paper, and snacks.



Figure 11: Youth are playing a guessing game around a table.

Neil Armstrong Elementary School 21st CCLC Local Evaluation. From March 16, 2020 to August 2020, the district was closed and all learning was provided using online and/or virtual technologies. The before and after school program as well as the summer program did not operate. The program leaders adjusted during this time period by posting videos created by the Rock-It Academy staff on the academy's Facebook page for students and families. Rock-It Academy staff divided students into small groups and reached out personally to their small groups of students via email, Facebook, and regular mail. The staff and program leaders received emails from parents and students stating they were grateful to hear from staff and view the video updates. The program leaders recognized the continued virtual connection did sustain the program's efforts to have a positive impact on the social, emotional, behavioral, and academic outcomes (Local Evaluation).

Partnerships.

Bettendorf CSD had 42 partners supporting the 21st CCLC Program. Some examples and highlights of partnerships included (from the Local Evaluation):

Mark Twain Elementary School Steamer Success Academy

A notable highlight of the involvement of community partners was that students in the Steamer Success Academy have collectively developed an intense interest in the STEAM fields of study, due to the field trips and outreach activities provided by the YMCA, Niabi Zoo, Quad City Botanical Center, and Putnam Museum. Another highlight was the relationship building between our students and trusted adults and mentors that has resulted from partnering with the National Honor Society and

the Bettendorf Middle School, the Fire Department and Police Department, and the AmeriCorps organization.

Neil Armstrong Elementary School Rock-It Academy

A few partnership highlights have been: [a] One Eighty of the Quad Cities brought a free weekly program to the school in which students could participate (voluntarily). This program provided games, songs, and snacks. [b] Riverbend Food Bank increased donations for the food pantry and also started providing toiletries and office supplies. [c] Neil Armstrong Elementary PTA was instrumental in funding and creating the Butterfly Way Station, including training for students and hands-on activities related to the species of vegetation, butterflies, and continued care of the area.

Bettendorf CSD estimated that the in-kind value provided by the partners totaled over \$200,000.

Parent Involvement.

Bettendorf CSD indicated that parent involvement and communication were key factors in the success of the 21st CCLC Program. Parents assist the program in various ways including chaperoning field trips, assisting with special projects, and attending meetings and events. Parent communication is done face-to-face during program drop off/pick-up times as well as using phone calls, e-mails, the school messenger system, flyers, newsletters and the program handbook. Parent volunteers served meals, helped organize events and attended field trips. Bettendorf CSD held several family events as illustrated below.



Figure 12: Youth are listening to a speaker.

Mark Twain Elementary School Steamer Success Academy

The 21st CCLC Program at Mark Twain Elementary School held four parent events. Three of these parent events were in-person and included: Unpack Your Backpack (300 families attended), District Family Math Night (37 attendees) and Hop Into the New Year (200 attendees). The fourth event was the Literacy Packages and Supply Pick-up done after schools were closed in March of 2020 due to the COVID-19 Pandemic. The 21st CCLC Program provided 10 books and journal for each student in the Program as provided by a partnership with First Book's Book Bank.

Neil Armstrong Elementary School Rock-It Academy

Scheduled meetings for the 21st CCLC Program at Neil Armstrong Elementary School were held throughout the year. In September, Literacy Night was attended by 134 people. Other events listed in the Local Evaluation were Game Night, a fall festival in October, a holiday party in December and other celebrations during the year. No attendance numbers were given for events other than the Literacy Night. Scheduled events for the Spring of 2020 were cancelled due to the COVID-19 Pandemic.

Objectives.

GPRC Measures

Bettendorf CSD used *FastBridge* to assess student performance in mathematics, English and reading for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure. The Bettendorf CSD 21st CCLCC Program is elementary only so no data was available for secondary measures.

Bettendorf CSD 21st CCLCC GPRC Measures Summary for 2019-2020

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	88%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	88%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	75%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	75%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	70%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	86%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	86%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	85%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	85%

For the elementary students in the program who were identified as needing improvement, 88 percent improved in mathematics and 75 percent improved in English. For reading 70 percent of elementary

students moved from not proficient to proficient. Teachers reported that 86 percent of students improved in homework completion and class participation and 85 percent of all students identified as needing improvement in the 21st CCLC Program improved their behavior.

Local Objectives

Bettendorf CSD had 14 local objectives for the 21st CCLC Program for the 2019-2020 School Year and all 14 objectives were reported as being met. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete.

Each Cohort's objectives and their ratings are listed below.

Cohort 11 Mark Twain Elementary School

- Increase students' academic achievement. *Met the Stated Objective.*
- Increase student, parent, and school staff communication to improve student success. *Met the Stated Objective.*
- Increase student attachment to education, their peers, adults, and the community. *Met the Stated Objective.*

Cohort 14 Neil Armstrong Elementary School

The 21st CCLC Program at Neil Armstrong Elementary School had three overarching goals for the Program.

- Goal 1: Increase student academic achievement.
- Goal 2: Increase student, parent, and staff communication and to increase student attachment to learning.
- Goal 3: Increase student attachment to education, peers, adults, and the community.

The three goals each had objectives. The objectives and their ratings are listed below.

- GOAL 1 – Objective 1a. Children actively participate in literacy and math activities as recorded by staff. *Met the Stated Objective.*
- GOAL 1: Objective 1b. School staff report participants improve academically, in annual surveys. *Met the Stated Objective.*
- GOAL 1: Objective 1c. Participant's increase in literacy, math achievements increase as measured by Iowa assessments scores, grades, and other district assessments. *Met the Stated Objective.*
- GOAL 2: Objective 2a. At least 20 Neil Armstrong families attend Family Literacy Events regularly. *Met the Stated Objective.*
- GOAL 2: Objective 2b. Program parents collaborate with teachers in cooperative IAP goal setting. *Met the Stated Objective.*
- GOAL 2: Objective 2c. Program parents attend twice-yearly conferences with school and program staff. *Met the Stated Objective.*
- GOAL 2: Objective 2d. Parents, students, school staff, partners, and other community members contribute to the program's Advisory Committee. *Met the Stated Objective.*
- GOAL 3: Objective 3a. At least 30 Neil Armstrong children participate in service learning projects. *Met the Stated Objective.*

- GOAL 3: Objective 3b. At least 80% of Neil Armstrong participants attend field trips to community partner sites. *Met the Stated Objective.*
- GOAL 3: Objective 3c. Program staff report increased social skills in start and end-of-year assessments. *Met the Stated Objective.*
- GOAL 3: Objective 3d. In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with students. *Met the Stated Objective.*

Sustainability.

Bettendorf CSD reported that there are on-going efforts to promote sustainability as listed in the current local evaluations. *To promote sustainability, shareholders should ensure that the program continues to target children with academic needs, coordinates regularly with the local education agency, hires and retains certified teachers and other highly-qualified staff, and works closely with schools, parents, and children (Local Evaluation).* The Local Evaluation provided information on efforts for future sustainability, including obtaining funding from grants and utilizing existing program to prevent duplication of efforts. Partnerships were listed as an important part of sustainability efforts. Total contributions for in-kind services provided by partners were estimated at over \$200,000.

Bettendorf CSD Summary.

Bettendorf Community School District had two centers for its 21st CCLC Program. Called the Steamer Success Academy at Mark Twain Elementary (Cohort 11) and the Rock-It Academy at Neil Armstrong Elementary School (Cohort 14) , the two centers served 176 total students and 173 (98 percent) of students were regular attendees. Of the 176 total students, 82 percent of students served were FRPL. In addition, the centers served 110 students in summer programs. Forty-two partners supported the 21st CCLC Program and provided in-kind services with an estimated value of over \$200,000. The local evaluation reported that parents were active in the program at least four family events were held for each Center. Other events were scheduled but cancelled due to the COVID-19 Pandemic. Improvement on GPRA Measures was very positive. All local objectives were met, and a complete discussion of methodology and ratings justification was included in the Local Evaluation. In addition, appropriate recommendations were included for each objective for future years. Bettendorf CSD has continued its efforts to develop a sustainability plan, including an advisory committee to provide guidance.



“With all of the big changes this year, it was a consistent and stable place for my daughter. She felt cared for and safe. It was a positive learning environment. As a parent, I felt very comfortable knowing that she was in a good environment.” (21st CCLC Parent).



“This is a great program for kids. Providing hands-on opportunities for students helps them learn in an enjoyable way. The Steamer Success Academy allows Mark Twain students to connect with organizations in the greater community.” (21st CCLC Partner).



“This is my last year at Rock-It. It’s been good. I’ve been coming since I was in kindergarten and I still like it. Now I get to be a mentor and leader. It’s awesome being able to help the younger students. I’m going to miss Rock-It when I go to middle school.” (21st CCLC Student).



“Rock-It has been such an exciting job for me. Through the years seeing how much kids learn and grow with each other has been fun, interactive adventure.” (21st CCLC Youth Mentor).

Boys & Girls Clubs of Cedar Valley

Boys & Girls Clubs of the Cedar Valley 21st CCLC Notable Facts:

GPRA Measures

- 60% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- 64% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- 40% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 56% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).

Attendance

- The 21st CCLC Program served 263 students.
- **211 students (80%) were regular attendees.**
- **235 students (89%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 13 partners supporting the 21st CCLC Program that provided \$340,911 in in-kind value.
- The 21st CCLC Program had nine local objectives and met five of them.

Overview and Attendance.

For the 2019-2020 school year, Boys & Girls Clubs of the Cedar Valley had three centers in Cohort 10, two centers in Cohort 12 and one center in Cohort 13. The 21st CCLC Program served 263 total students with 211 (80 percent) attending 30 days or more and 235 (89 percent) were classified as FRPL. The summer program for Cohorts 10, 12 and 13 served 327 total students. The 21st CCLC Program had 13 partners supporting the program that offered a variety of services with an in-kind value of \$340,911. The Boys & Girls Clubs of the Cedar Valley held four parent events for 2019-2020 but no attendance numbers were provided in the Local Evaluation.



Figure 13: Youth pose for a picture in a classroom.

Boys & Girls Clubs of the Cedar Valley 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of the Cedar Valley	10	13	Lincoln Elementary School, Carver Academy and Central Middle School	95	73
Boys & Girls Clubs of the Cedar Valley	12	13	Cunningham and Sacred Heart Elementary Schools	145	119

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of the Cedar Valley	13	13	Highland Elementary School	23	19
TOTALS		13		263	211

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

The pandemic was by far the most unexpected and intrusive event of the year. To ensure the safety of our families, Club members, and staff we reduced the number of youth we served and eliminated any parent activities within our facilities. Although we closed our sites for six weeks for training and to clean our facilities, we continued to serve our youth by providing meals to the entire family, program materials, and support to families. Once we reopened our facilities, we provided full day programming that included academic, social-emotional, and recreational programming with social distancing and frequent handwashing time. When the schools decided to remain closed for the remainder of the school year, we continued to provide all day camp to the limited number of youth for the safety of the community, staff, Club members, and families. (Local Evaluation).

Partnerships.

Boys & Girls Clubs of the Cedar Valley reported that they had 13 partners that provided \$340,911 in in-kind value. Of the 13 partners, 6 participated in raising funds for the program. The Local Evaluation reported that a total of 481 volunteers participated in the Program.

Parent Involvement.

For 2019-2020, four parent events were held by the Boys & Girls Clubs of the Cedar Valley. No attendance numbers were reported for the events. Communication methods with parents included flyers, personal contact, social media and phone calls. The Boys & Girls Clubs of the Cedar Valley also held special events and new literacy events at some sites. The number of parent events decreased from the previous year due to the COVID-19 Pandemic.

Objectives.

GPRA Measures

Boys & Girls Clubs of the Cedar Valley Local Evaluation used FAST and student transcripts to measure achievement and proficiency. Both homework completion and class participation and improvements in student behavior were not reported because teacher surveys were not administered due to the COVID-19 Pandemic. The GPRA summary table below indicates percentage improvement for each measure.



Figure 14: Youth are posing for a holiday picture with props.



Figure 15: Staff are transporting youth in a van.

Boys & Girls Clubs of the Cedar Valley 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	59%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	68%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	60%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	63%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	69%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	64%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	40%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	56%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na*
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na*
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na*
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na*

* *Lack of data due to COVID-19 Pandemic.*

Boys & Girls Clubs of the Cedar Valley reported on all academic GPRA Measures. For the all students in the program who were identified as needing improvement, 60 percent improved in mathematics and 64 percent improved in English. In reading, 40 percent of elementary students who were not proficient obtained proficiency and for mathematics 56 percent of secondary students who were not proficient obtained proficiency. Homework completion and class participation (GPRA Measures 9-11) and student behavior (GPRA Measures 12-14) were not reported due to the COVID-19 Pandemic.

Local Objectives

Boys & Girls Clubs of the Cedar Valley had nine local objectives for Cohorts 10, 12 and 13. The 21st CCLC Program met five of them and was unable to measure four of them. Identical objectives were established for each cohort. The methodology and justification for measuring the local objectives was included in the local evaluation. Seven of the objectives dealt with academic improvement, one objective dealt with communication and one objective dealt with student attachment. The objectives and their ratings are listed below.

Cohort 10

- Daytime teachers will report that at least half of the 21st CCLC participants improve academically as evidenced by annual surveys. *Unable to Measure the Stated Objective.*
- 50% of the 21st CCLC participants literacy and math scores will increase over the year and summer as evidenced by student report card and standardized test scores. *Met the Stated Objective.*
- For 21st CCLC participants with two years of FAST scores, at least 25% will increase their proficiency score by the second year. *Met the Stated Objective.*

Cohort 12

- 50% of participants will increase academic grades/scores in math and English. *Met the Stated Objective.*
- The Clubs will see a 35% increase student, parent, and school staff communication to improve student success as measured by parent, student and teacher surveys. *Unable to Measure the Stated Objective.*
- Increase student attachment to education, their peers, adults, and the community. *Unable to Measure the Stated Objective.*

Cohort 13

- Daytime teachers will report that at least 50% of the 21st CCLC participants improve academically as evidenced by annual surveys. *Unable to Measure the Stated Objective.*
- 21st CCLC participants literacy and math scores will increase from previous score over the year and summer as evidenced by student report card and standardized test scores. *Met the Stated Objective.*
- For 21st CCLC participants with two years of Iowa Assessment scores, at least 25% will increase their proficiency rate by the second year. *Met the Stated Objective.*

Sustainability.

Boys & Girls Clubs of the Cedar Valley outlined the sustainability plan for 21st CCLC in the local evaluation. The plan lists the following efforts as part of the sustainability plan.

- The Boys & Girls Clubs of the Cedar Valley will use the capital campaign plan as a base for improvement for our annual campaign.
- Reestablish monthly meetings with community partners to establish relationships, and to give them planning time on how they can help secure future funding.
- Created an endowment with the Community Foundation of Northeast Iowa.
- Used existing programs to offer effective use of public resources.
- Used state and federal resources effectively.
- Seek new funding sources.

Partner contributions are a part of the sustainability plan and the 13 partners provided an estimated \$340,911 in-kind services.

Boys & Girls Clubs of the Cedar Valley Summary.

Boys & Girls Clubs of the Cedar Valley had six centers in its 21st CCLC Program. Overall, the six centers in the program served 263 total students with a regular attendance of 211 (80 percent). In addition, 327 students attended the 21st CCLC summer session. The 13 partners provided various services with an estimated in-kind value of \$340,911. Boys & Girls Clubs of the Cedar Valley held four parent events for the 21st CCLC Program but no attendance numbers were provided. Additional events were not held due to the COVID-19 Pandemic. Improvement was reported for students for all academic GPRA Measures, including elementary and secondary students. Five of the local objectives were met and a discussion of methodology and ratings justification was included in the local evaluation. Boys & Girls Clubs of the Cedar Valley outlined the steps being used to help with sustainability of the program. Recommendations for objectives included adding objectives on specific issues such as language barriers and high student mobility. Recommendations on future plans for changes was to link local data with National Youth Outcomes Initiative, providing students with IDs, and starting the evaluation process earlier in the year.



“I like the staff and feel like they respect me” (21st CCLC Student).



“The kids love coming here, they hate it when they have to miss a day” (21st CCLC Parent).



“The club is a place I can entrust that my kids are safe and in a positive environment with other kids. They get to learn positive ways of dealing with everyday problems” (21st CCLC Parent).



“Two of our members do not have a computer at home and were unable to do their homework. We helped them not only get to work on their homework but to finish all their assignments and late assignments” (21st CCLC Staff).

Boys & Girls Clubs of Central Iowa

Boys & Girls Clubs of Central Iowa 21st CCLC Notable Facts:

GPRA Measures

- 64% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 2).
- 86% of secondary students identified as needing improvement in English improved (GPRA Measure 5).
- 6% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- Percentage of secondary students identified as needing improvement improved in homework completion and class participation was not measured due to COVID-19 Pandemic (GPRA Measure 10).
- 80% of secondary students identified as needing improvement improved in student behavior (GPRA Measure 13).

Attendance

- The 21st CCLC Program served 103 students.
- 69 students (67%) were regular attendees.
- 70 students (68%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 16 partners supporting the 21st CCLC Program that provided \$25,332 in in-kind value.
- The 21st CCLC Program had three local objectives and met none of them.

Overview and Attendance.

Boys & Girls Clubs of Central Iowa had one 21st CCLC Program in Cohort 14 with two centers. Centers were located at Callanan and Harding Middle Schools.

Boys & Girls Clubs of Central Iowa followed a needs assessment process to develop the 21st CCLC Program. The needs assessment included discussions with Des Moines CSD, teacher and parent surveys and school administration input. An advisory committee for the 21st CCLC Program was formed with parents, teachers and administrators from both centers. The Advisory Committee worked to develop the three program goals for the 21st CCLC Program.

The 21st CCLC Program exceeded the required 60 hours of contact time. The activities list included 14 activities that included clubs, field trips and academic enrichment. The local evaluation stated, *"BGCCI and its partners were able to provide two meals and snack, as well as food to take home, for every youth who attended the summer program even once."*

The Boys & Girls Clubs of Central Iowa 21st CCLC served 103 students and 67 percent or 69 of these students were regular attendees. For 2019-2020, 68 percent of the total students served were identified as FRPL. The summer program had 57 students attending. Boys & Girls Clubs of Central Iowa had 16 total partners supporting the program. Parents served on the Advisory Committee. No program events were held during the Summer, 2019 program. The Local Evaluation stated, *"Due to a lack of communication between the then Resource Development Specialist and Site Directors, this grant requirement was overlooked in the summer of 2019."* The Boys & Girls Clubs of Central Iowa

21st CCLC Program held Monthly Teen Nights from September through February where an average of five parents volunteered to assist at each event.

Boys & Girls Clubs of Central Iowa 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of Central Iowa	14	16	Callanan and Harding Middle Schools	103	69
TOTALS		16		103	69

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

“COVID-19 prevented BGCCI from serving Cohort 14 Summer Program attendees during June 2020. This not only impacted the total number of youth served, but also the number of youth who achieved “regular attendee” status with 30 days or more attendance. Since BGCCI’s primary partner and the location of six of the organizations seven Clubs are attached to DMPS schools, the organization followed the district’s guidelines for closing.

BGCCI partnered with several organizations to develop a response to food insecurity in time for July 2020. DMARC’s mobile food pantry began taking orders and delivering them directly to homes for free.

BGCCI remained closed until late fall 2020 when students were expected to attend school remotely. BGCCI opened its doors to youth for all-day support and programming at this time. This will all be reported in the 2020-2021 report.” (Local Evaluation).

Partnerships.

Boys & Girls Clubs of Central Iowa had 16 partners for the 2019-2020 school year. Partners provided a variety of services to the 21st CCLC program. Boys & Girls Clubs of Central Iowa estimated that the in-kind value provided by the partners totaled \$25,332.

BGCCI values and utilizes community partnerships to: provide best-practice programming offered by talented volunteers and professionals, reduce costs, utilize resources wisely, engage youth in unique programming, increase the program’s footprint, and provide the community the opportunity to build relationships with area youth. The organization and the youth served through this program are stronger for these partnerships in many ways. (Boys & Girls Clubs of Central Iowa Local Evaluation).



Figure 16: Youth are participating in an activity involving a battery and wires.

Parent Involvement.

Boys & Girls Clubs of Central Iowa reported that an average of five parents volunteered for each monthly teen night held from September through February. Due to communication problems, no summer parent events were held. Parents served on the Advisory Committee for the 21st CCLC Program. Parent communication is done using flyers at each center. Phone calls were used to

contact parents to address any issues with students. At each center, a slideshow of daily activities was shown on a large TV for parental viewing.

Objectives.

GPRA Measures

Boys & Girls Clubs of Central Iowa used MAP Test Scores to assess student proficiency improvements in mathematics (GPRA Measure 2), Improvement in English (GPRA Measure 5), and proficiency in mathematics (GPRA Measure 8). MAP Test Scores from Fall to Winter were used because Spring tests were not administered due to the COVID-19 Pandemic.

The GPRA summary table below indicates percentage improvement for each measure the Boys & Girls Clubs of Central Iowa submitted in the local evaluation.



Figure 17: Youth are in a dance class.

Boys & Girls Clubs of Central Iowa 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	64%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	64%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	86%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	86%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	6%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na

Program GPRA Measures

Percentage Improvement

12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	80%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	80%

For secondary students identified as needing improvement in mathematics, 64 percent improved. For secondary students identified as needing improvement in English, 86 percent improved. For secondary students identified as not proficient in mathematics, 6 percent attained proficiency. The Local Evaluation noted that six additional students maintained their proficiency status. GPRA Measure 10, the percentage of students identified as needing improvement in homework completion and call participation was not measured due to the lack of the teacher survey (COVID-19 Pandemic was given as the cause). For secondary students identified as needing improvement in student behavior, 80 percent improved as measured by the number of office referrals from Term 1 to Term 2.

Objectives

Boys & Girls Clubs of Central Iowa had three objectives for Cohort 14. For 2019-2020, One objective was not met but progress was made toward the objective and two of the objectives were not measured due to the Pandemic. The methodology for measuring the local objectives as well as the justification for rating the objectives was included. For Cohort 12, six objectives dealt with student achievement, two objectives dealt with parental engagement and two objectives dealt with student behavior. The objectives and their ratings are listed below.

Cohort 14 Objectives

- 70% of students attending the program three or more days a week will demonstrate a 5% increase in their math and reading scores. *Did not meet but made progress toward stated objective.*
- 70% of youth attending the program will show increases in motivation to learn and school connectedness. *Unable to measure the stated objective.*
- 75% of parents will attend quarterly family engagement nights. *Unable to measure the stated objective.*



Figure 18: A youth is cooking French toast in a pan.

Sustainability.

Boys & Girls Clubs of Central Iowa has a sustainability plan based on additional funding (including establishing an endowment), partnerships, and the commitment from the Burt Club, where the 21st CCLC Program will continue to be held. The Local Evaluation reported that Des Moines CSD is the most significant partner but other partners are essential.

Other partners that assist BGCCI in addressing food insecurity include the Food Bank of Iowa, Central Iowa Shelter and Services, and DMARC. These organizations either provide free or

Burlington CSD

Burlington CSD 21st CCLC Notable Facts:

GPRA Measures

- 84% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- 84% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- 49% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 13% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 65% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- 30% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 481 students.
- 292 students (61%) were regular attendees.
- 325 students (68%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 40 partners supporting the 21st CCLC Program that provided \$35,110 in in-kind value.
- The 21st CCLC Program had 11 local objectives and met all 11 of them.

Overview and Attendance.

For the 2019-2020 school year, Burlington CSD had six centers for the 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program had three centers for cohort 12 (Black Hawk, Grimes and Sunnyside Elementary Schools) and three centers for cohort 14 (Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School).

The six centers served 481 total students and 292 (61 percent) were regular attendees. For 2019-2020, 68 percent of the total students served were identified as FRPL. PIECES had 40 partners supporting the 21st CCLC Program that provided \$35,110 in in-kind value. Parents had the opportunity to attend numerous events, including Family Events held every Saturday. The results from a Parent Survey indicated that 91 percent of parents taking the survey were satisfied with program activities and 74 percent felt the program gave them an opportunity to have a greater role in their child's education.



Figure 20: Youth are building structures.

Burlington CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Burlington CSD	12	40	Black Hawk, Grimes and Sunnyside Elementary Schools	242	157
Burlington CSD	14	40	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School	239	135
TOTALS		40*		481	292

Regular attendees attended 21st CCLC programs for at least 30 days.

**Total reflects total number of unique partners.*

Effects of COVID-19 Pandemic

The COVID-19 pandemic that struck in March of 2020 had a significant impact on the spring attendance of the PIECES program. The school shut down that affected the entire state resulted in the PIECES program's loss of meeting space for programming. The instability and fluctuation of the situation did not afford program staff the ability to formalize alternative PIECES program delivery methods prior to the end of the school year. Through the experience and insights gained in the spring of 2020, however, the program was able to put in place the necessary foundations to move to entirely virtual program delivery should the need arise in fall of 2020. Staff roles and responsibilities were outlined, structured activity plans assembled, and platforms for distribution of interactions identified. Material kits for distribution to PIECES participants were also assembled to prepare for possible future virtual program delivery. The challenges of spring 2020 shaped the development of fall 2020 programming to include the incorporation of the necessity to pivot between delivery modes as needed. (Local Evaluation).



Figure 21: Youth used building materials to make an enclosure for themselves.

Partnerships.

Burlington CSD had 40 full partners providing a total of \$35,110 in in-kind services.

The involvement of the diverse representation of partners is one of the program's greatest successes, with several having collaborated with BCSD since the inception of the program. The Burlington Public Library, ADDS, Iowa State University Extension, Kiwanis and the YMCA are examples of long-standing partners whose contributions have been integral to the growth and sustainability of PIECES program.

These partners provide a comprehensive array of resources, including programming, staff, material resources, and programming space. The diversity of partners allows for a broad range of programming to appeal to the participants' varied interests. This in turn ensures investment of both students and the partners in the success of the program (Local Evaluation).

Parent Involvement.

Burlington CSD held several family events. A Valentine Family Night was held at all K-4 buildings. At all K-6 buildings, Iowa Author Kurt Wagner led events on becoming an author. In addition, a Family Event was held every Saturday from September through March. Of those taking a parent survey, 91 percent were satisfied with the program activities, 62 percent had attended a Family Night and 74 percent felt that the program gave them an opportunity to have a greater role in their child's education. The local evaluation did not provide the number of parents taking the survey. Also, no attendance data for the family nights was provided.

Objectives.

GPRA Measures

Burlington CSD used *FAST Assessments* to assess student performance in mathematics, English and Reading. The GPRA summary table below indicates percentage improvement for each measure.

Burlington CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	88%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	69%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	84%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	93%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	66%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	84%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	49%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	13%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	67%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	63%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	65%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	26%

Program GPRA Measures

Percentage Improvement

13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	40%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	30%

Due to the COVID-19 Pandemic, Iowa Assessment data was not available. FAST Assessment scores from the Fall of 2019 to the Winter of 2020 were used. FAST was not administered in the Spring because schools were closed due to the Pandemic in March.

Burlington CSD reported that for students identified as needing improvement in mathematics, 88 percent of elementary students improved and 69 percent of secondary students improved. In English 93 percent of elementary and 66 percent of secondary students improved. Of the elementary students not proficient in reading, 49 percent attained proficiency. Of the secondary students not proficient in mathematics, 13 percent attained proficiency. For all students, 65 percent improved in homework completion and class participation and 30 percent improved in student behavior.

Local Objectives

Burlington CSD had 11 local objectives for the 21st CCLC Program for the 2019-2020 School Year. Cohort 12 had six objectives and cohort 14 had five objectives. All 11 objectives were met. Two of the objectives focused on academic achievement, four of the objectives focused on student behavior, two of the objectives focused on enrichment, two of the objectives focused on parental involvement and one objective focused on community partners. The local evaluation included the methodology for measuring the local objectives and the justification for rating the objectives and their ratings are listed below.

Cohort 12 Objectives

- 50% of students who regularly attend PIECES will show improvement based on Iowa Assessment standard scores. *Met the Stated Objective.*
- 50% of students who attend PIECES regularly will have eight or less days of missed school. *Met the Stated Objective.*
- Students who regularly attend PIECES will show less than 6 average Office Disciplinary Referrals per student. *Met the Stated Objective.*
- By May 2020, students will be exposed to a minimum of five enrichment activities as measured by the PIECES activities tracked in EZ reports. *Met the Stated Objective.*
- By May 2020, 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Met the Stated Objective.*
- By May 2020, the number of community partners will increase by 20%. *Met the Stated Objective.*



Figure 22: Youth are engaged with a STEM experiment.

Cohort 14 Objectives

- 50% of students who regularly attend PIECES will show improvement based on Iowa Assessment standard scores. *Met the Stated Objective.*
- 50% of students who attend PIECES regularly will have eight or less days of missed school. *Met the Stated Objective.*
- Students who regularly attend PIECES will show less than 6 average Office Disciplinary Referrals per student. *Met the Stated Objective.*
- By May 2020, students will be exposed to a minimum of five enrichment activities as measured by the PIECES activities tracked in EZ reports. *Met the Stated Objective.*
- By May 2020, 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Met the Stated Objective.*

Sustainability.

Burlington CSD has a formal sustainability plan that includes seven initiatives. This plan has continued from year to year. The seven initiatives are listed below.

1. *Management of Program.* There is a 21st Century Grant Coordinator who also acts as the Outreach Coordinator for the District.
2. *Data Collection System.* Program uses Infinite Campus and EZ Reports.
3. *Volunteer Coordination.* Volunteers are trained to prepare them for service. Training is given to high school volunteers and adult volunteers are given training as needed.
4. *Student Needs Assessment.* Academic assistance is provided as student needs require it.
5. *Program Evaluations.* In addition to an outside evaluator, two additional evaluation measures are employed. Surveys are given to parents, teachers and students to determine their satisfaction levels and a student advisory council at each center gives feedback and suggestions.
6. *Community Partners.* The number of partners has grown from 20 the first year of the 21st CCLC Grant to 40 partners for 2019-2020.
7. *Additional funding sources.* Funding sources other than 21st CCLC are used to fund and support the program. Six funding partners were listed in the local evaluation.

Partner contributions for 2019-2020 for in-kind services were estimated at over \$35,000.

Burlington CSD Summary.

Burlington Community School District had six centers in its 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program served 481 students with a regular attendance of 292 students. PIECES had the support of 40 partners who participated in a variety of ways, including providing programming and staffing. Parents had the opportunity to attend several events, including Family Events held on Saturdays. In a survey, 91 percent of parents expressed satisfaction with the program. The number of parents attending family nights was not included in the local evaluation. GPRA Measures indicated student improved for each GPRA Measure. Burlington CSD had 11 local objectives and met all 11 of them. Methodology and ratings justification for local objectives was included in the local evaluation. No changes were recommended for the Local Objectives. Burlington CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. The local evaluator recommended no changes in continuing the program.



“Great program that our kids enjoy going to! They feel more connected to the school and staff.” (21st CCLC Parent).



“I truly love my job and see what good it does for these kids. I have never seen more kids in my entire life BEG their mom or dad to let them stay at school for an extra 3 hours. It’s just absolutely amazing.” (21st CCLC Staff Member).



“It is fun to watch our students who at first show no interest in what we are about to do and are complaining about having to do it, but watching their faces change from boredom to excitement makes my day and hopefully theirs also.” (21st CCLC Partner).

Cedar Rapids CSD (Summer Only)

Cedar Rapids CSD 21st CCLC Notable Facts:

GPRA Measures

- 41% of elementary students identified as needing improvement in English improved (GPRA Measure 6).
- 10% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7). This was for a period of seven weeks during the summer.

Attendance

- The 21st CCLC Program served 585 students.
- 306 students (52%) were regular attendees.
- 456 students (78%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 19 partners supporting the 21st CCLC Program that provided \$527,025 in in-kind value.
- The 21st CCLC Program had seven local objectives and met five of them.

Overview and Attendance.

Cedar Rapids CSD 21st CCLC holds a summer only program for six weeks at five elementary schools. Kids on Course University (KCU) is a no-cost opportunity for families with centers at Grant, Grant Wood, Hoover and Nixon elementary schools. The Center at Taylor Elementary School was privately funded. The five centers for KCU served students from Johnson, Grant, Kenwood, Arthur, Garfield, Grant Wood, Nixon, Wright, Hiawatha, Madison, Truman, Van Buren, Cleveland, Harrison, Hoover, Taylor, Viola Gibson, Jackson, Erskine, Coolidge and Pierce Elementary Schools. The total attendance was 585 students and 78 percent of the students were identified as FRPL. The local evaluation stated that the program was held for a total of 33 days, helping the program to have 306 or 52 percent regular attendance.

The Kids on Course University had 19 partners supporting the centers with a variety of services. The 19 partners provided \$527,025 in in-kind value. Parents were invited to attend a parent/family night and 227 parents (39 percent) attended. At the end of the summer program, parents received a report card on their children sharing students' progress in academic achievement for mathematics, reading and writing.



Figure 23: Three youth hug each other.

Cedar Rapids CSD 21st CCLC Program Summary Chart (2019-2020) – Summer Only

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Cedar Rapids CSD	11	19	Grant, Grant Wood, Hoover, Nixon and Taylor Elementary Schools	585	306
TOTALS		19		585	306

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

The Cedar Rapids 21st CCLC Program is a summer only program and the summer of 2019 was not affected by the COVID-19 Pandemic.

Partnerships.

Cedar Rapids CSD had 19 partners supporting the centers in the Kids on Course University program. The eight partners provided in-kind contributions of \$527,025.

Partnerships allowed students in the summer program, Kids on Course University, to eat two meals a day, have high quality mentors, go on at least two field trips, learn about adult education opportunities, have food bags to address over the weekend and receive incentive rewards for attendance. (*Local Evaluation*).

Parent Involvement.

Kids on Course University held a parent/family night with opportunities to talk with staff, learn about adult education programs from Kirkwood Community College and see where students spend their days. The local evaluation stated that 277 (39 percent) parents attended. Parents received a report card on their children at the end of the program sharing students' progress in academic achievement for mathematics, reading and writing.

Objectives.

GPRA Measures

Because Cedar Rapids CSD is a summer only program, most GPRA Measures were not applicable. However, Cedar Rapids CSD did use the *FAST* assessment tool to measure the proficiency of elementary students in reading. The GPRA summary table below indicates percentage improvement for each measure.



Figure 24: A staff person helps a child with a project.

Cedar Rapids CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	41%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	41%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	10%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na

The two items for which data are available concern proficiency in reading. This was measured with the FAST reading assessment. Among the 292 regular attendees for whom both spring and fall reading data were available, 120 (41 percent) improved in reading from spring to fall 2018. Among 214 regular attendees who were not proficient in reading based on not achieving the spring benchmark, 21 (10 percent) improved to proficiency based on the fall reading measure.



Figure 25: A staff and child are working with clay.

Local Objectives

Cedar Rapids CSD had seven local objectives for the 21st CCLC Program for the 2019-2020 School Year. Five of the objectives were met and two did not meet the stated objective, but significant progress was made toward achieving that objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two dealt with student achievement, one dealt with access to resources in the library, two dealt with student participation and two dealt with parent participation. The objectives and their ratings are listed below.

- 40% of KCU students will start the next school year closer to grade level in reading based on FAST CBM scores comparing spring to fall scores. *Did not meet but made progress toward the stated objective.*
- 100% of students will have access to the school's library materials weekly. *Met the stated objective.*
- 70% of students will increase their math scores from the pre-assessment in week one of KCU to the post assessment in week seven. *Did not meet but made progress toward the stated objective.*
- 100% of KCU students will engage in organized physical fitness at least 200 minutes a week. *Met the stated objective.*
- 100% will attend field trip. *Met the stated objective.*
- 100% of KCU parents will receive student report cards. *Met the stated objective.*
- 20% of KCU parents/guardians will attend Family Night. *Met the stated objective.*

Sustainability.

Cedar Rapids CSD has a sustainability plan in place. The local evaluation stated that currently 70 percent of the budget for Kids on Course University is provided by partners and that the afterschool program would survive in some form once 21st CCLC funds are no longer available. The local evaluation listed 19 partners who provided an estimated in-kind total value of \$527,025. The local evaluation stated, *“Currently six community groups have committed in-kind donations, dollars or services that reduce the KCU budget significantly. The Zach Johnson Foundation will continue to lead the effort to tap the vast resources of the Cedar Rapids community to ensure the long term success of this program.”*

Cedar Rapids CSD Summary.

Cedar Rapids CSD had success with its summer only program. Called Kids on Course University, five centers had a total attendance of 585 students with 78 percent FRPL. The 21st CCLC Program was supported by 19 partners who provided \$527,025 in in-kind services. Parents had opportunities to attend parent/family nights and 39 percent of parents attended. GPRA Measures indicated that of the students who were not proficient in reading, 10 percent attained proficiency. In addition, 41 percent of students improved in English. Cedar Rapids had seven local objectives and met five of them.

Methodology and justification for each of the objectives

was complete. Recommendations were included for the program, including continuing a 33-day program to help with regular attendance and continuing parent recruitment for family night. The local evaluation listed current efforts toward continuing the program as the 21st CCLC grant is reduced or stopped.



Figure 26: A child smiles at the camera.



“Being with my teachers was awesome I had a lot of fun this summer thank you for letting me come.” (21st CCLC Student).



“KCU provided my child with learning tools to use in the following grade and fun outdoor activities as well.” (21st CCLC Parent).



“My son loved it and asked if he could do summer school every year.” (21st CCLC Parent).



“The kids that were here put in work and made some impressive gains.” (21st CCLC Teacher).



“This program addresses not only academic needs, but food insecurity, safety, and family literacy and engagement, all of which are vital to providing the type of nurturing environment where our community’s children can flourish.” (Pat Cobb, Board Chair, Zach Johnson Foundation).

Central Decatur CSD

Central Decatur CSD 21st CCLC Notable Facts:

GPRA Measures

- 97% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 89% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 90% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 90% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).
- 80% of elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 132 students.
- 113 students (86%) were regular attendees.
- 81 students (61%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 13 partners supporting the 21st CCLC Program that provided \$21,600 in in-kind value.
- The 21st CCLC Program had two local objectives and was unable to measure either of them.

Overview and Attendance.

For the 2019-2020 school year, Central Decatur CSD had four centers in three school districts. South and North Elementary schools were located in Central Decatur CSD, Mormon Trail Elementary School is located in Mormon Trail CSD and Lamoni Elementary School is located in Lamoni CSD. The four centers served a total of 132 students with 113 (86 percent) of the students were regular attendees. It was reported that 61 percent of all attendees were identified as FRPL. In addition, Central Decatur 21st CCLC served a total of 115 students in summer programs. The 21st CCLC Program was supported by 13 partners who provided an estimated in-kind value of \$21,600. Central Decatur CSD reported that there was one family event held at each center. Other events were cancelled due to the COVID-19 Pandemic.



Figure 27: Youth are engaging with circuits.

Central Decatur CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Central Decatur CSD	12	13	Central Decatur CSD (North and South Elementary Schools). Mormon Trail CSD (Mormon Trail Elementary School) and Lamoni CSD (Lamoni Elementary School)	340	160
TOTALS		15		340	160

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Lamoni- During the spring when we were closed down, I continued to reach out to parents and grandparents of our program students to assist any needs they may have had including providing parents with login information for our Math and Reading programs, and serving lunches daily to keep in contact with parents and students. Our parents were grateful for the support. It was reassuring to keep eyes on kids and make small connections.

Mormon Trail- When we shut down in the spring, lunches were prepared for families. Students had access to multiple online resources.

Central Decatur- When the COVID crisis resulted in the schools closing down in March so did all of our extra programming. Through efforts from the school we continued to provide breakfast and lunch to our students and to the other small towns in our district. Through the food distribution the food trucks also distributed academic packets for students to the towns outside our city limits. This ensured that all students had access to food and academics on a regular basis.

(Local Evaluation).

Partnerships.

Central Decatur CSD had thirteen partners for the 21st CCLC Program for 2019-2020 with an in-kind value of \$21,600.

These partnerships are essential to program success as they provide additional resources and support to students and staff in the program, and reduce barriers for students in meeting and developing lifelong skills. Most program partners provide some type of programming support or staff assistance. Partnerships in rural Iowa are generally cultivated through word of mouth and community connections (Local Evaluation).



Figure 28: A staff leads youth in yoga.

Parent Involvement.

Each of the Central Decatur 21st CCLC centers held one family event for 2019-2020. Other scheduled events were cancelled due to the COVID-19 Pandemic. The Local Evaluation reported that Mormon trail had 25 percent of families attend, Lamoni had 155 parents and students in attendance and Central Decatur had 50 percent of regular attendees at the family event. Communication methods included newsletters and personal communication with parents, especially personal contact at dismissal.

Objectives.

GPRAs Measures

Central Decatur CSD used teacher grade reports to assess student performance and proficiency in mathematics and reading for GPRAs measures. Teacher reports were utilized to assess homework completion and class participation and office referral data and teacher reports were used to assess student behavior. The GPRAs summary table below indicates percentage improvement for each measure. The three centers served only elementary students so secondary results were not applicable.

Central Decatur CSD 21st CCLC GPRAs Measures Summary for 2019-2020

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	97%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	97%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	89%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	89%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	90%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	90%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	90%

Program GPRA Measures

Percentage Improvement

12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	80%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	80%

Central Decatur CSD reported that for the elementary students in the program who were identified as needing improvement in mathematics, 97 percent improved and for elementary students needing improvement in reading, 89 percent improved. For reading proficiency 90 percent of elementary students identified as not proficient moved to proficient. Teachers reported that for students identified as needing improvement, 90 percent of students improved in homework completion and class participation. For students identified as needing improvement in behavior, 80 percent of students improved.

Local Objectives

Central Decatur CSD had two local objectives for the 21st CCLC Program for the 2019-2020 School Year. The objectives were not measured due to the COVID-19 Pandemic. The two objectives dealt with academic performance. The objectives and their ratings are listed below.

- When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in reading as measured by Iowa Assessments. Students in K-1 will utilize FAST assessments. *Unable to measure the stated objective.*
- When matched by similar demographics to non-participants, a higher percentage of students attending 60+ days in the program will be proficient in math as measured by Iowa Assessments. *Unable to measure the stated objective.*

Sustainability.

The sustainability plan for Central Decatur CSD 21st CCLC consisted of the following six pieces listed in the local evaluation that contributed to sustainability efforts.

1. Sustainability through program/data analysis: Continuous program improvement starts with vested stakeholders regularly reviewing data and evaluating progress towards the various established goals. The site coordinators and district administrators used data driven evaluation



Figure 29: A youth plays chess on a computer.

techniques and committed to collaborate on ways to obtain the best possible student learning outcomes.

2. Sustainability through community partners: Sustainability activities throughout the grant cycle included collaboration with diverse partners to provide an array of quality activities.
3. Sustainability through advocacy: The program centers publicly shared program success and needs with the community at large.
4. Sustainability through media: The site coordinators utilized all school and community communication streams to inform the public of the activities and successes of the four program sites.
5. Sustainability through adaptability: Sustainability planning must be creative, flexible and rely on strong partners and internal support.
6. Sustainability through coordinated resources: The school districts provide space, office equipment, and custodial services. School lunch staff provide healthy snacks under the child care food assistance program. The grant partners worked with daily program staff and the site coordinator to provide assistance and information for programming and family literacy needs. Partners worked to combine resources where possible in order to maximize the positive impact on families and the best utilization of public and private funding.

Central Decatur CSD Summary.

For the 2019-2020 school year, the Central Decatur CSD 21st CCLC Program served 132 students and 61 percent were identified as FRPL. In addition, 115 students were served in the summer program. Central Decatur CSD had the support of 13 partners who provided an in-kind value of \$21,300. The local evaluation reported that 21st CCLC Centers held one parent event each. Other parent events were scheduled but cancelled due to the COVID_19 Pandemic. Attendance data was estimated for each event. For elementary students, GPRA Measures showed improvement in mathematics and reading as well as proficiency in reading. Homework and class participation and student behavior also were also reported as improving. The 21st CCLC Program had two local objectives. Both objectives addressed academic improvement and were not measured due to the COVID-19 Pandemic. Central Decatur CSD listed six efforts being utilized to help with sustainability. Recommendations for changes in objectives and future plans for change were included in the evaluation. Recommendations included increasing elementary staff participation, addition of a participant handbook, creating a goals to increase partnerships, addition of a monthly calendar to address sustainability, and adding college and career readiness.



"I love the fact that my son feels safe and enjoys his time at Cardinal muscle. It provides a place for him to grow and learn until I get off work." (21st CCLC Parent).



"Students are held accountable for completing their work. They are more likely to get things done when they attend after school." (Mormon Trail Teacher).



"Going into the afterschool program has been a great way for me to interact on a more personal level with the kids and their interests in nature. Since the setting and format is a little more open than a regular classroom, we are able to offer more hands-on and experiential programs about natural resources. Kids are also able to help guide the activities a little better by showing their interests so we can spend more time on the parts of the activities that they enjoy most" (Wayne County Naturalist).

Clinton CSD

Clinton CSD 21st CCLC Notable Facts:

GPRA Measures

- 48% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- 57% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- 49% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 50% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).

Attendance

- The 21st CCLC Program served 245 students.
- 202 students (82%) were regular attendees.
- 164 students (67%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 44 partners supporting the 21st CCLC Program that provided \$77,964 in in-kind value.
- The 21st CCLC Program had 18 local objectives and met 12 of them.

Overview and Attendance.

The Clinton CSD 21st CCLC Program (called Student Adventures) had five centers for the 2019-2020 school year in Cohorts 11 and 13. The Cohort 11 Centers served students at Whittier Elementary and Clinton Middle Schools. The Cohort 13 Centers served students at Bluff, Jefferson and Eagle Heights Elementary Schools. The Local Evaluation stated,

Overarching goals are to:

1. Provide access to high-quality academic recovery and enrichment programs.
2. Work to close achievement gaps between Caucasian and non-Caucasian students and LSES and non-LSES students.
3. Give students access to a variety of engaging activities that promote positive youth development.
4. Promote community ownership by linking a variety of community resources to the schools, children, and adults who can best benefit from those resources.
5. Lead to greater family awareness of the importance of literacy as the major skill development area that correlates with high success in other academic areas.



Figure 30: Youth are reading together.

The Clinton CSD 21st CCLC Program served a total of 245 students and 202 or 82 percent of them were regular attendees. For 2019-2020, 67 percent of the total students served were identified as FRPL. For the summer, the three cohorts served a total of 121 students. *Student Adventures* had 44 partners supporting the program. Partners provided \$77,964 in in-kind services. Parents were active in the program. They attended events at each school as well as one District-Wide family event. Other events were cancelled due to the COVID-19 Pandemic.

Clinton CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Clinton CSD	11	44	Whittier Elementary and Clinton Middle Schools	93	74
Clinton CSD	13	44	Bluff, Jefferson and Eagle Heights Elementary Schools	152	128
TOTALS		44		245	202

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Due to COVID19, all Iowa schools closed in mid-March and remained closed for the remainder of the 2019-2020 academic year. The Student Adventures program personnel did offer, where students and families had the resources, online tutoring two days a week – rotating between families – in an effort to offer support.

Evaluators note that 2019-2020 was an exceptional year for data collection as school closed due to COVID in mid-March. As such, Spring end-of-the-year comparative data for outcomes was not available. As an alternative, the District and evaluators chose to use Winter mid-point FAST data for all elementary-school students. For Middle School students, FAST tests are not administered and classroom grades were utilized. Survey data, normally collected at the end of the academic year, was not collected. The program was able to send our parent and student surveys from the prior academic year in the Fall of 2020 in an attempt to capture some data from 2019-2020, but return rate was very low. To compensate, evaluators used historical data to look at program trends over the last several years (Local Evaluation).



Figure 31: A police officer interacts with youth.

Partnerships.

Clinton CSD 21st CCLC Centers were supported by 44 partners. Clinton CSD estimated that the in-kind value provided by the partners totaled over \$77,964.

Regular community partners include Area Substance Abuse Council (New Directions) for ATOD prevention activities, Bridgeview Community Mental Health for youth development

activities, the YWCA for recreation activities, Clinton Community College for family literacy and student volunteers, Women’s Health Services for wellness activities, ISU Extension for STEM activities, and the Clinton Sheriff’s Department for safety education. Each of these partners has been with the District for over a decade and each has agreed to a common hourly rate of \$21.50 for their services, which has resulted in an in-kind donation of 12% - 50% depending on the agency’s hourly rate for staff participating in the program. In addition, Clinton County Conservation offers STEM activities at 100% in-kind (Local Evaluation).

Parent Involvement.

In 2019-2020, one District-wide *Student Adventures* event was held and 26 families with an average of four family members attended. Two other events were scheduled but were cancelled due to the COVID-19 Pandemic. The Local Evaluation stated, “*Though not literacy nights, each individual school did provide family events related to their individual projects and goals (family movie and pizza nights, students presenting skits, holiday celebrations, etc.).*” The local evaluation did not provide attendance data for these individual school events.

Objectives.

GPRC Measures

Clinton CSD used Fall 2019 and Winter 2020 FAST Assessments for GPRC Measures 1-8 for elementary attendees and Classroom grades Fall 2019 and Winter 2020 for GPRC Measures 1-8 for middle school attendees. GPRC Measures 9-14 were not measured because teacher surveys were not administered due to the COVID-19 Pandemic.

Clinton CSD 21st CCLC GPRC Measures Summary for 2019-2020

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	48%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	50%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	48%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	57%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	60%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	57%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	49%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	50%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*

Program GPRA Measures

Percentage Improvement

10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na*
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na*
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na*
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na*

* Lack of data due to COVID-19 Pandemic.

Clinton CSD reported improvement for all academic achievement GPRA Measures. Due to the COVID-19 Pandemic, schools were closed in mid-March and no end-of-year survey was administered so no data was reported for GPRA Measures 9-14. For the elementary students in the program who were identified as needing improvement, 48 percent improved in mathematics, 57 percent improved in English and 49 percent moved from not proficient to proficient in reading. For the secondary students in the program who were identified as needing improvement, 50 percent improved in mathematics, 60 percent improved in English and 50 percent moved from not proficient to proficient in Mathematics.

Local Objectives

Clinton CSD had nine local objectives arranged into three main goals for each cohort. The first goal dealt with academic achievement, the second goal dealt with improvement in student behavior and the third goal dealt with family literacy. Of the 18 objectives (9 per cohort), 12 were met and 2 were not met but progress was made toward the objective and 4 were unable to measure. Complete methodology and justification for ratings was included in the local evaluation. The objectives and their ratings are listed below.



Figure 32: Youth are painting llamas.

- Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of K-5 (K-8 for cohort 11) students will be proficient in reading and math as measured by Iowa and/or FAST assessments. *Both Cohorts Met the Stated Objective.*
- Objective G1-2: 75% of parents will agree that their child's academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys. *Both Cohorts Met the Stated Objective.*
- Objective G1-3: 75% of regular attendees in the Student Adventures program will agree that they are doing better in school since attending the program as measured by student surveys. *Both Cohorts Met the Stated Objective.*
- Objective G1-4: Teachers with students in the student Adventures programs will agree that 60% of their students have improved their academic performance as measured by teacher surveys. *Both Cohorts Were Unable to Measure the Stated Objective.*
- Objective G2-1: 65% of Student Adventures participants will decrease their school absences to less than 5 days absent. *Both Cohorts Met the Stated Objective.*
- Objective G2-2: 75% of students in the Student Adventures program will agree that they like the program and look forward to the program and 75% of parents agree that your child has better social skills as measured by student and parent surveys. *Both Cohorts Met the Stated Objective.*
- Objective G2-3: Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along better with others as measured by teacher surveys and school behavior reports. *Both Cohorts Were Unable to Measure the Stated Objective.*
- Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records. *Both Cohorts Did not Meet but Made Progress Toward the Stated Objective.*
- Objective G3-2: 50% of parents attending family literacy events will agree the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations. *Both Cohorts Met the Stated Objective.*



Figure 33: Youth are doing an activity involving cups, straws, and foil.

Sustainability.

Clinton CSD began its sustainability plan process in the summer of 2005 when it entered into an agreement with the Iowa Afterschool Alliance to develop a sustainability plan as a pilot project. The plan, titled *Clinton Community School District Student Adventures Afterschool Program Sustainability Plan 2016-2017* is on file and available for review. It is reviewed yearly and adjusted as needed. Community engagement is the core of the sustainability plan. Clinton CSD estimated the total contributions for in-kind services provided by its 44 partners at over \$77,000.

The latest plan update clearly delineates committees and includes a timeline for reporting progress on goals and objectives. Central to the 2019-2020 plan was the development of a stronger communication plan with community businesses and churches to inform of the program's purposes and accomplishments. In the Department of Education site visit in Spring 2017, it was noted by the DE that ten additional partners had been secured since 2015. In addition, Student Adventure's sustainability committee members would seek smaller grant funds for specific projects with the Student Adventures program through private foundation grants. (Local Evaluation).

Clinton CSD Summary.

Clinton Community School District's 21st CCLC Program, called *Student Adventures* served 245 students with a regular attendance of 202 (82 percent). In addition, 121 students attended the 21st CCLC summer session. Partnerships totaled 44 and partners provided a variety of services with in-kind services estimated at over \$77,000. For 2019-2020 one parent event was held and 26 families with an average of four family members attended. Other events were cancelled due to the COVID-19 Pandemic. Improvement was made for all academic GPRA Measures and 12 of 18 local objectives were met. The local evaluation contained a complete discussion on the methodology for both the GPRA Measures and the local objectives and justification was provided for the ratings of the local objectives. Recommendations for future years included adjusting the parent and teacher surveys in case school shutdowns occur, analyzing how best to utilize District data to compare FAST scores, and utilizing prior attendees to work with younger students. Clinton CSD has an exemplary sustainability plan that is reviewed each year and changed as needed.



"My boys, S. and K., have been attending the afterschool program and the summer camp for 2 years. My husband and I are very pleased with the programs. The one-on-one tutoring they received has tremendously helped them both in their academics. The program also helped with their social skills in school and outside of school. We are delighted that our children are asked to be part of the program and we don't know what we'd do without the afterschool program." (21st CCLC Program Parent).



"It has helped me with my math grades and to accept myself." (21st CCLC Program Student).



"T. is a 3rd grade student of ours that has been with us since he was in 1st grade. He has shown improvement in numerous ways. He has grown in both reading and math for the 2019-2020 school, and has greatly improved on his behavior since he started with us. Now, as a 3rd grader, he is one of the students we can trust with multiple tasks, like reading to the younger students or helping with sanitation at the end of the day, and he is always willing to help." (21st CCLC Program Staff).

Council Bluffs CSD

Council Bluffs 21st CCLC Notable Facts:

GPRA Measures

- 93% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).
- 91% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).
- 30% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 21% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 25% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- 30% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 2,086 students.
- 698 students (33%) were regular attendees.
- 1,490 students (71%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 50 partners supporting the 21st CCLC Program that provided \$445,500 in in-kind value.
- The 21st CCLC Program had 22 local objectives and met 19 of them.

Overview and Attendance.

For the 2019-2020 school year, Council Bluffs CSD had 9 centers in cohorts 10, 11, 12 and 13. The Council Bluffs CSD 21st CCLC Program served 2,086 total students of which 698 (33 percent) were regular attendees. High school students have many other activities and many of them do not attend regularly. Not counting high school students, 56 percent of students were regular attendees. Of the total attendees, 71 percent were identified as FRPL. In addition, the summer programs served a total of 208 students. Council Bluffs CSD reported that the 21st CCLC Program had 50 program partners that provided \$445,500 in in-kind value. Parents are active in the program and attended a variety of events with three events scheduled but not held due to the COVID-19 Pandemic.



Figure 34: Youth are working with robotics.

Council Bluffs CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Council Bluffs CSD	10	50	Franklin, Longfellow and Rue Elementary Schools	446	296
Council Bluffs CSD	11	50	Abraham Lincoln and Thomas Jefferson High School	1190	107
Council Bluffs CSD	12	50	Carter Lake and Roosevelt Elementary Schools	234	155
Council Bluffs CSD	13	50	Bloomer and Edison Elementary Schools	216	140
TOTALS		50		2,086	698

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

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

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

Partnerships.

Council Bluffs CSD had 50 partner who provided \$444,500 in in-kind services. The importance of partnerships was detailed in the Local Evaluation.

The most significant way in which our partnerships help the Council Bluffs CSD 21st CCLC programs serve students is by making our grant funding stretch further than it would without them. Our level of sustainability grows as we gain more and more partnerships. Especially for "full" partners who serve our students at no cost to the program. The number of students we are able to serve is increased with organizations in this category. It also improves the quality of our programs because we are able to have the professionals within the field providing information to our students. This is especially true for our career academies at the secondary level. Another piece involves our "partial" partnerships who provide opportunities in-kind or at a discounted rate. They are able to contribute experiences which typically would not have been a possibility for our students, staff or their families.

Parent Involvement.

Council Bluffs CSD held several events involving parents. In addition, three other scheduled events were cancelled due to the COVID-19 Pandemic.

- Open House (Elementary Schools – 75-100 participants).
- Robotic Tournament (Franklin, Carter Lake, Roosevelt and Edison Elementary Schools).
- Trunk or Treat (100-150 participants per school).
- Lights On After School Open House (42 participants on average).

- Durham Museum (74 total participants).
- Omaha Children’s Museum (79 total participants).

Parents are kept informed through the use of Facebook, paper flyers in both English and Spanish, School Messenger phone calls and e-mails, school websites, newsletters and announcements.

Objectives.

GPRAs Measures

Council Bluffs CSD used classroom grades to assess Seniors’ performance in mathematics and English for GPRAs Measures 1-6. For all other students, MAP scores were used to measure performance for GPRAs Measures 1-8. The GPRAs summary table below indicates percentage improvement for each measure. For academic measures (GPRAs 1-8), data was based on matched pairs where data was available for individual students from both fall and spring.

Council Bluffs CSD 21st CCLC GPRAs Measures Summary for 2019-2020

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	94%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	86%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	93%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	91%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	91%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	91%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	30%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	21%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	28%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	21%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	25%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	22%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	42%

14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior.

30%

For improvement in mathematics, Council Bluffs CSD reported that 94 percent of elementary and 86 percent of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 91 percent of both elementary and secondary students improved their English grades. For students identified as needing improvement in proficiency, 30 percent of elementary students improved to proficient in reading and 21 percent of secondary students improved to proficient in mathematics. Council Bluffs CSD reported that for students identified as needing improvement, 25 percent of students improved in homework and class participation and 30 percent of students improved their behavior.



Figure 35: Youth are doing an activity with food.

Local Objectives

Council Bluffs CSD had 22 total local objectives for the 21st CCLC Program for the 2019-2020 School Year. Of the 22 objectives, 19 were met and 3 were not met but progress was made toward the objective. Eight objectives dealt with student achievement, four dealt with student attendance, four dealt with school engagement and discipline, four dealt with parent perceptions of the program, one dealt with improving college and career readiness and one dealt with graduation rates. Cohort 10 centers served elementary students, cohort 11 centers served high school students and cohorts 12 and 13 served elementary students. The local evaluation included appropriate methodology and ratings justification for all local objectives. The objectives and their ratings are listed below.

- Cohorts 10-13. Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments. *Met the Stated Objective.*
- Cohorts 10-13. Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments. *Met the Stated Objective.*
- Cohorts 10-13. In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average. *Met the Stated Objective.*
- Cohorts 10-13. Disciplinary incidents for in-school behavior of regular attendees will be less than the school average. *Cohorts 10-12 - Met the Stated Objective. Cohort 13 – Did not meet but made progress toward the local objective.*
- Cohorts 10-13. Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child's educational growth. *Met the Stated Objective.*
- Cohort 11. Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, et.) the first fall after graduation will be within 10% of the district's average. *High school – Did not meet but made progress toward the local objective.*
- Cohort 11. Percent of regular attendees graduating with their 4-year cohort will be within 10% of the district's average. *Did not meet but made progress toward the local objective.*

Sustainability.

Council Bluffs CSD has developed a sustainability plan that includes three components.

- *Quality Staffing.* Council Bluffs CSD reported that qualified staff is the core of the afterschool program. Work was done in coordination with the Council Bluffs CSD Human Resources Department to determine appropriate stipend pay for trained staff in the 21st CCLC Program.
- *Community Partner Development.* The 21st CCLC Program was supported by 50 partners who provided \$444,500 in in-kind value. The 21st CCLC Leadership Team make it a part of daily business to learn about local entities and call upon them to get involved in schools.
- *Management Plan.* Council Bluffs used their management plan to increase efficiencies and reduce expenditures. The first effort was adopting a plan that would reflect 21st CCLC Program requirements and align student offerings to meet the needs of students served by the program. The second effort was to offer summer school to only students who were lacking in academic proficiency in at least one core area.



Figure 36: A staff helps youth measure out ingredients for an activity with food.

Council Bluffs CSD Summary.

Council Bluffs Community School District had nine centers in its 21st CCLC Program. Centers were at two high schools, and seven elementary schools. The Council Bluffs CSD Program had 2,086 students in the program with a regular attendance of 698 students. Summer programs for Council Bluffs CSD had a total attendance of 208 students. Community partners numbered 50 and provided \$444,500 in in-kind services. Parents are active in the program and the Local Evaluation included attendance numbers for the events. Three events were scheduled but cancelled due to the COVID-19 Pandemic. Improvement was reported in all GPRA Measures and a full discussion of GPRA Measures and local objectives was included in the local evaluation. Of the 22 total local objectives, 19 were met and three were not met but progress was made toward the objectives. Recommendations for local objectives and on future plans to change were provided in the local evaluation. Council Bluffs CSD has a sustainability plan that focuses on Staffing, Community Partner Development and a Management Plan.



“I feel that last year activities during the school year allowed me to further develop my ability to speak and write English.” (21st CCLC Student).



“What I like about clubs is getting to do something I love, that I look forward to doing in the future, and will help me succeed in my future career choice.” (21st CCLC Student).



"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." (Council Bluffs CSD Teacher).



"My daughter participated in various after school clubs and gained a lot of social skills." (21st CCLC Parent).



"My daughter loves participating in the after school clubs! It keeps her involved and she does learn new things and is always excited to tell me about them!" (21st CCLC Parent).

Davenport CSD

Davenport CSD 21st CCLC Notable Facts:

GPRA Measures

- 63% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 63% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 13% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 55% of elementary students improved in student behavior (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 137 students.
- 117 students (85%) were regular attendees.
- 122 students (89%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 17 partners supporting the 21st CCLC Program that provided \$65,200 in in-kind value.
- The 21st CCLC Program had nine local objectives and met none of them.

Overview and Attendance.

For the 2019-2020 school year, Davenport CSD 21st CCLC (Stepping Stones) had three centers in Cohorts 12, 13 and 14. Davenport CSD stated that the Stepping Stones Program guiding values were (*Local Evaluation*):

- All children deserve physical and emotional environments that satisfy their basic needs.
- All children need supportive adult relationships and role models.
- All children benefit from expanded learning opportunities.
- All children can contribute to and serve their community.
- All children benefit from community collaboration.

The Davenport CSD 21st CCLC Program served a total of 137 students with 117 (85 percent) students with regular attendance and 122 (89 percent) of total students were identified as FRPL. Stepping Stones had the support of 17 partners that provided a total of \$65,200 in in-kind value. The Davenport CSD 21st CCLC Local Evaluation reported that four family events were held. The Local Evaluation did not include the number of parents that attended the events.



Figure 37: Youth build with Legos.

Davenport CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport CSD	12	17	Hayes Elementary School	49	40
Davenport CSD	13	17	Madison Elementary School	39	34
Davenport CSD	14	17	Jefferson Elementary School	49	43
TOTALS		17		137	117

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

The Pandemic of 2020 effected our programming immensely by halting program from March of 2020 – August of 2020. The pandemic created a situation where we were not able to offer summer programs to our students that need it the most (Local Evaluation).

Partnerships.

Davenport CSD had 17 partners for its 21st CCLC Program. Davenport CSD estimated that the in-kind value provided by the partners totaled \$65,200. *“The services provided by the partners, both paid and unpaid, are critical to the success of the programs”* (Local Evaluation). Several partners are community wide, including the River Bend Food Bank that provided backpack meals for weekends to each summer 21st CCLC student at no cost to the 21st CCLC Program.



Figure 38: Youth are listening to a speaker in the cafeteria.

Parent Involvement.

Davenport CSD four family events for each of the Stepping Stones 21st CCLC Programs. The family events were held in October and December of 2019 and January and February of 2020. Events scheduled for March, April and May were cancelled due to the COVID-19 Pandemic. The Local Evaluation did not include the number of parents attending events.

Objectives.

GPRA Measures

Davenport CSD used *FAST, aReading and aMath* to assess student performance in mathematics, English and reading for academic GPRA Measures 1-8. Behavior referrals were used to assess student improvement in behavior (GPRA Measures 12-14). Due to the COVID-19 Pandemic, teacher surveys were not distributed so GPRA Measures 9-11 on Homework Completion and Class Participation were not reported. The GPRA summary table below indicates percentage improvement for each measure.

Davenport CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	63%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	63%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	63%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	63%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	13%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	55%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	55%

* *Lack of data due to COVID-19 Pandemic.*

Davenport CSD reported that improvement was observed for each GPRA Measure for elementary students. For the elementary students in the program who were identified as needing improvement, 63 percent improved in mathematics and English. For reading 13 percent of elementary students moved from not proficient to proficient. Behavior referrals indicated that 55 percent of elementary students needing improvement improved their behavior.

Local Objectives

Davenport CSD had nine objectives for the Stepping Stones 21st CCLC Program. Each Cohort used the same three objectives for a total of nine objectives. For all three Cohorts, two of the objectives were reported as not being met but progress was made toward the objective and one objective was reported as unable to measure due to the COVID-19 Pandemic. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, two dealt with student achievement (reading and mathematics) and one dealt with student behavior. The objectives and their ratings are listed below.

- Stepping Stones participants who attended programs at minimum of 80% of possible program days will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. *Did not meet but made progress toward the stated objective.*
- Stepping Stones participants who attended programs at minimum of 80% of possible program days will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. *Did not meet but made progress toward the stated objective.*
- 80% of Stepping Stones participants (who attended for at least 80% of possible program days) will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors. *Unable to measure the stated objective.*

Sustainability.

Davenport CSD has a formal sustainability plan based on the dedication of community partners to sustain the program beyond grant funding. Specific Strategies include (from *Local Evaluation*):

1. Project design supports building capacity in school staff and partners through professional development experiences and collaborative planning.
2. Enrichment partners provide in-kind services with outside sources of funding to support mission. Many partners have made commitments for contributions to support the program including in-kind for staff, professional development, facilities and other operating expenses.
3. School staff dedicates pledges from Employee giving campaign to support the programs.
4. Resource development is ongoing, led by DCSD with community partnerships and NCSP.

Davenport CSD estimated the in-kind services provided by 17 partners was \$65,200.

Davenport CSD Summary.

The Davenport CSD 21st CCLC Program (Stepping Stones) served a total of 137 students with a regular attendance of 117 (85 percent). A total of 17 partners supported the program in a variety of ways and provided \$65,200 in in-kind value. Davenport CSD reported that four family events were held during the school year but no attendance data was reported for the events. Some students improved for each GPRA Measure. Davenport CSD had nine local objectives for the 21st CCLC Program and made progress toward six of them and was unable to measure three of them. A complete discussion of methodology and ratings justification was included in the local evaluation. Davenport has a formal sustainability plan that includes continuing the program once grant funding ends. The local evaluation reported that there are no plans to change or add any objectives. Recommendations on future plans for change other than objectives were not included in the evaluation.



“I love Stepping Stones, I am happy when I am here.” (21st CCLC Student).



“My kids never want to leave when I come to pick them up.” (21st CCLC Parent).



“Stepping Stones provides a safe place for my kids to go afterschool where I know they are cared for and receiving help with their academics.” (21st CCLC Parent).

Des Moines Independent CSD

Des Moines CSD 21st CCLC Notable Facts:

GPRA Measures

- 24% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 29% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 16% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 16% of elementary students identified as needing improvement in student behavior improved (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 1,936 students.
- 1,097 students (57%) were regular attendees.
- 1,473 students (76%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 27 partners supporting the 21st CCLC Program that provided \$182,860 in in-kind value.
- The 21st CCLC Program had 20 local objectives and met none of them.

Overview and Attendance.

For the 2019-2020 school year, Des Moines CSD had 15 centers; one in Cohort 10, four in Cohort 11, three in cohort 12, four in cohort 13 and three in cohort 14. In addition, Des Moines also served 42 students in the one summer program. The Local Evaluation included the following summary of the 21st CCLC Program in Des Moines CSD.

The 21st Century Community Learning Centers grant provides funding for innovative programs to help students become successful, independent learners. Reading, STEM (science, technology, engineering and math), arts, music, language, and service learning programs are tailored to student need and provide necessary skill building opportunities for students to gain 21st century workforce, academic, and social emotional skills. Other activities include a variety of topics; cooking, global arts, financial education, junior achievement, movie making, gardening, physical fitness activities (disc golf, volleyball, track, soccer, dancing, yoga, Zumba, etc.), and personal development (building healthy self-esteem and positive relationships).



Figure 39: Staff and youth are in their community garden.

During the 2019-2020 School Year, 1,936 students were served by the 21st CCLC Program with 1,097 (57 percent) being regular participants. For the summer program at Stowe Elementary School there were 42 participants. For 2019-2020, 76 percent of the total students served were identified as FRPL. Des Moines CSD reported that there were 27 community partners supporting the 21st CCLC Program that provided \$182,860 in in-kind value. Parents are active in the program All centers scheduled a minimum of four family events during the 2019-2020 school year and the Local Evaluation provided the number of participants for each event. Some events were cancelled due to the COVID-19 Pandemic.

Des Moines CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Des Moines CSD	10	27	Stowe Elementary School	109	53
Des Moines CSD	11	27	Cattell, Howe, Lovejoy and Oak Park Elementary Schools	590	385
Des Moines CSD	12	27	Capitol View, King and Monroe Elementary Schools	374	141
Des Moines CSD	13	27	Garton, Hillis, River Woods and Willard Elementary Schools	424	249
Des Moines CSD	14	27	Park Avenue, Jackson and South Union Elementary Schools	439	269
TOTALS		37		1,897	1,424

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Post the shutdown (March 13, 2020): 21CCLC staff reached out to families weekly during the COVID-19 pandemic. Staff provided daily meals, delivered laptops, and hotspots, and worked a daily call center answering phones and connecting families to resources. 21CCLC staff also delivered meals to families with transportation barriers. 21CCLC staff provided virtual learning and fun programs for students to stay connected during the pandemic (Local Evaluation).



Figure 40: A staff and youth smile for the camera.

Partnerships.

Des Moines CSD had 27 partners that provided over \$182,860 in in-kind value to the 21st CCLC Program.

Community Partnerships are integral to the continued success of the 21CCLC grant program. DMPS began the grant with partners: CultureAll, Community Youth Concepts, and United Way of Central Iowa. Currently we have retained all original partnerships and have added programs to fit the needs and interests of students in the program. Partnerships benefit all involved by introducing programming to students regardless of barriers which include transportation, fees, unique student needs and more. Many of these partners provide free or deeply discounted services and staff which have allowed and will continue to allow our program to meet the needs of students (Local Evaluation).

Parent Involvement.

Des Moines 21st CCLC Centers hold at least four parent nights per year. Hosted family events included Superhero math and literacy night, family night skating, chess competitions, Crazy Eights Family Night, pizza and book-making night, cookies and cocoa book giveaway, family camp in under the stars, holiday extravaganza, ASAP family nights, movie night, February black history month celebration, family game night, family dance party, and a basketball tournament. Communication with parents was done utilizing phone calls, texts, e-mails, social media and newsletters. In addition, students created posters, flyers and invitations for families. Once the schools were closed in March due to the COVID-19 Pandemic, the 21st CCLC staff continued to serve students.



Figure 41: Youth are dressed in costumes.

Post the shutdown (March 13, 2020): 21CCLC staff reached out to families weekly during the COVID-19 pandemic. Staff provided daily meals, delivered laptops, and hotspots, and worked a daily call center answering phones and connecting families to resources. 21CCLC staff also delivered meals to families with transportation barriers. 21CCLC staff provided virtual learning and fun programs for students to stay connected during the pandemic (Local Evaluation).

Objectives.

GPRA Measures

Des Moines CSD used *MAP* to assess student performance in mathematics and in English and reading for GPRA measures 1-8 and the student information system for GPRA Measure 12. The GPRA summary table below indicates percentage improvement for each measure.

Des Moines CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	24%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	24%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	29%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na

Program GPRA Measures	Percentage Improvement
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	29%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	16%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	16%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	16%

Des Moines CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement, 24 percent of elementary students improved in mathematics 29 percent of elementary students improved in English. For elementary students who were identified as not proficient in reading, 16 percent attained proficiency. Numbers of secondary students were not provided for improvement in homework completion and class participation and behavior. It was reported that teacher surveys were not completed due to the COVID-19 Pandemic. Des Moines CSD Used the student information system to determine that 16 percent of 21st CCLC elementary students improved their behavior.

Local Objectives

For the school year 21st CCLC Program, cohorts 10, 11, 12, 13 and 14 had the same four local objectives for the 2019-2020 School Year. Of the four objectives, all cohorts met three of them while cohorts 13 and 14 were unable to measure the stated objective for objective 1. Of the four objectives, one dealt with student achievement, one dealt with student participation, one dealt with family literacy and one dealt with student behavior.

- To provide high-quality, comprehensive out-of-school time academic support activities, aligned with district and state standards, enabling students to improve academically. *Cohorts 10-12 - Did not meet but made progress toward the stated objective. Cohorts 13 and 14 – Unable to measure the stated objective.*
- To engage students in planning for and participating in high-interest educational enrichment activities, in collaboration with community partners, that promote positive youth development,

encourage student engagement, and offer extended learning opportunities. *All Cohorts - Did not meet but made progress toward the stated objective.*

- To provide a high-quality family literacy program that promotes positive parent-child interactions, improves family engagement and supports students' academic success. *All Cohorts - Did not meet but made progress toward the stated objective.*
- To increase student engagement and attendance in school and promote positive behavior outcomes for students in the program. *All Cohorts - Did not meet but made progress toward the stated objective.*

Sustainability.

Des Moines CSD has a sustainability plan that includes both community and school district support. *The program leverages district funds and in-kind support, which will continue beyond the five-year program (Local Evaluation).* The Des Moines CSD has a Community Partnership Liaison that promotes partnerships. Partners are committed to continuing the 21st CCLC Program as shown by their total contributions for in-kind services this year of \$182,860.

Des Moines CSD Summary.

Des Moines Community School District served a total of 1,936 students with a regular attendance of 1,097 during the 2019-2020 School Year. Des Moines had 27 partners who provided \$182,860 in in-kind value. The partners participated in a variety of ways, including materials, oversight, evaluation and staffing. Parents volunteered and attended parental events. Each center held at least four family events although some events were cancelled due to the COVID-19 Pandemic. Improvement was reported for elementary students for all GPRA Measures. Of the 20 total local objectives, 18 were rated as making progress toward the objective and two were unable to measure due to the COVID-19 Pandemic. A complete discussion of methodology and ratings justification for the local objectives was included in the local evaluation. Recommendations for future plans for change focused on applying for a new 21st CCLC grant and *creating methods of communication with staff, parents and community partners to share the goals and objective of 21st CCLC and the important roles it plays in the process and develop the identity and excitement around the 21st CCLC Program and improve areas of interaction and engagement (Local Evaluation).* Des Moines CSD has a sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“Chess has been a club that has helped my son stay focused during the school day. Alex brought home a chess game and has been trying to teach his siblings how to play. So fun and educational. THANK YOU!” (21st CCLC Parent).



“My daughter is in the CYC Team Challenge and loves it. She struggles with anxiety and I believe that her being able to work with others in a different setting helps her to be more confident and social” (21st CCLC Parent).



“My favorite part of 21st Century is that I get to have fun and learn things I didn't know how to do” (21st CCLC Student).



“Valuable for our school, students and staff; mentally, physically and emotionally and it has allowed us to build a relationship with our families and community!” (21st CCLC Staff).

Dubuque CSD

Dubuque 21st CCLC Notable Facts:

GPRA Measures

- 76% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 3).
- 57% of secondary students identified as needing improvement in English improved (GPRA Measure 6).
- 38% of secondary students identified as not proficient in mathematics attained proficiency (GPRA Measure 8).
- 84% of secondary students improved in homework completion and class participation (GPRA Measure 11).
- 72% of secondary students improved in student behavior (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 483 students.
- 58 students (12%) were regular attendees.
- 291 students (60%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$1,889 in in-kind value.
- The 21st CCLC Program had 10 local objectives and met 5 of them.



Figure 42: Youth are engaged in a cooking activity.

Overview and Attendance.

For the 2019-2020 school year, Dubuque CSD had centers at George Washington and Thomas Jefferson Middle Schools. The Dubuque CSD 21st CCLC Program, called LEAP (Literacy Education and Project Based Learning Program) served 483 total students of which 58 (12 percent) were regular attendees. Of the total attendees, 60 percent were identified as FRPL. Dubuque CSD reported that the 21st CCLC Program had 12 program partners. The 21st CCLC Program sponsored registration and information tables at each center during the schools' Open Houses. From those meetings, approximately 300 families requested information about the LEAP program. The Dubuque CSD 21st CCLC held no other events for parents.

Dubuque CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Dubuque CSD	13	12	George Washington and Thomas Jefferson Middle Schools	483	58
TOTALS		12		483	58

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic.

The COVID-19 pandemic had a significant impact on the program, as school closed in mid-March 2020 and many activities ceased at that time (Local Evaluation).

Partnerships.

Dubuque CSD had 12 partners that provided and in-kind services provided by the partners totaled \$1,889. *Partnerships have created a diverse offering of interests and possibilities for middle schoolers. Partners have a passion for the program they offer, allowing students to think about and experience things that would likely be unavailable to them otherwise (Local Evaluation).*

Parent Involvement.

Dubuque CSD did not hold any 21st CCLC parent events. Information tables were sponsored at school Open Houses and approximately 300 parents requested information on the 21st CCLC Program. The Dubuque Local Evaluation included recommendations on efforts to increase parental involvement with the 21st CCLC Program but offering 21st CCLC Parent Events was not listed as one of the recommendations.

Parents are kept informed through the use of paper flyers, electronically through the LEAP website and student mailbag and reminders given to students.

Objectives.

GPRAs Measures

Dubuque CSD used MAP scores to measure performance for GPRAs Measures 1-8. Teacher survey data was used for GPRAs Measures 9-11 and a combination of teacher's survey data and office referral data was used for GPRAs Measures 12-14. Only secondary student data was used. No elementary students are part of the Dubuque 21st CCLC Program. The GPRAs summary table below indicates percentage improvement for each measure.

Dubuque CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	76%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	76%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	57%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	57%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	38%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	84%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	84%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	72%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	72%

The Dubuque CSD 21st CCLC Program services only secondary students so no elementary data was reported. For improvement in mathematics, Dubuque CSD reported that 76 percent of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 57 percent of secondary students improved their English grades. For secondary students identified as not proficient in mathematics, 38 percent attained proficiency. Dubuque CSD reported that for students identified as needing improvement, 84 percent of students improved in homework and class participation and 72 percent of students improved their behavior.

Local Objectives

Dubuque CSD had 10 total local objectives for the 21st CCLC Program for the 2019-2020 School Year. Of the 10 objectives, 5 were met, 2 were not met but progress was made toward the objective, 1 was not met and no progress was made toward the objective, and 2 were unable to measure. Two objectives dealt with student achievement, five dealt with student participation, two dealt with family participation, and one dealt with the student afterschool growth plan. The local evaluation included appropriate methodology and ratings justification for all local objectives. The objectives and their ratings are listed below.



Figure 43: Youth show their sewing projects.

- 100% of regular attenders in the ASP will develop an Afterschool Growth Plan. *Unable to measure the stated objective.*
- 75% of students will show progress towards their plan goals. *Did not meet and no progress was made toward the stated objective.*
- 80% of students in the ASP will participate in Project Based Learning. *Met the stated objective.*
- 50% of regular attenders will increase academic performance in reading on the MAP test. *Met the stated objective.*
- 50% of regular attenders will increase academic performance in mathematics on the MAP test. *Met the stated objective.*
- 50% of students who attend ASP will access the services and supports of the Literacy (i.e., Homework Help) Room. *Did not meet but progress was made toward the stated objective.*
- Each year, 80% of participants will participate in 2 or more enrichment activities. *Did not meet but progress was made toward the stated objective.*
- At least 50% of program regular attender families will engage in celebrating their students' learning by completing an end of year parent survey. *Unable to measure the stated objective.*
- 80% of participants will report new skill-based learning in an enrichment activity. *Met the stated objective.*
- At least 50% of program participants will have a family member attend an Open House night. *Met the stated objective.*

Sustainability.

Dubuque CSD has planned to develop a sustainability plan that will begin in year three of the afterschool project. The plan will focus on partner participation.

Dubuque CSD Summary.

Dubuque Community School District had two centers in its 21st CCLC Program. Both centers were at middle schools. The Dubuque CSD Program had 486 students in the program with a regular attendance of 58 students. Community partners numbered 12 and provided \$1,889 in in-kind services. The Local Evaluation reported that no 21st CCLC parent events were held although a 21st CCLC information table was sponsored at school Open Houses. Improvement in GPRA Measures was recorded. A discussion of GPRA Measures and local objectives was included in the local evaluation. Of the 10 total local objectives, 5 were met. Appropriate recommendations for local objectives and for future plans for change were provided in the local evaluation. Dubuque CSD has a development timeline for creating a sustainability plan in year three of the 21st CCLC Grant that will focus on community partners.



Figure 44: Youth are sitting in a circle waiting for a chance to pet a visiting dog.



“Last year was an amazing opportunity for LEAP. I learned so many cool and fun things.” (21st CCLC Student).



“I really enjoy being able to grow stronger relationships with students through LEAP. Being able to interact with students that I might not see throughout the year is awesome.” (21st CCLC Teacher).



“This also helps keep her off the electronic devices as when she’s at home its permanently attached to her hand.” (21st CCLC Parent).

Fairfield CSD

Fairfield CSD 21st CCLC Notable Facts:

GPRA Measures

- 56% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 53% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 11% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).

Attendance

- The 21st CCLC Program served 171 students.
- 74 students (43%) were regular attendees.
- 92 students (54%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 18 partners supporting the 21st CCLC Program that provided \$2,115 in in-kind value.
- The 21st CCLC Program had five local objectives and met four of them.

Overview and Attendance.

For the 2019-2020 school year, Fairfield CSD had one center in Cohort 13 at Pence Elementary School. Called the CCP (Character and Community Program), the 21st CCLC Program had 171 total attendees with 74 or 43 percent attending regularly. For 2019-2020, 54 percent of the total students served were identified as FRPL. The 21st CCLC Program had 18 partners. Three parent literacy events were held and attendance was reported for each event.



Figure 45: Youth are laying on the floor for an activity.

Fairfield CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Fairfield CSD	13	18	Pence Elementary School	171*	74
TOTALS	18	171	74		

Regular attendees attended 21st CCLC programs for at least 30 days.

*The Fairfield CSD 21st CCLC Program received funding for 70 children and serves over 100 more children because of community partnerships.

Effects of COVID-19 Pandemic

The COVID-19 pandemic, resulting in the closure of school in March 2020 and subsequent recommendations for social distancing, were unusual circumstances that affected attendance and measurement of academic achievement. The after-school program, club activities, field trips, and no-school days were suspended at that time as well. The Director continued to serve families and children by making supplies and suggested activities available.

The additions of the club structure and no school day programming were procedural changes. Parents, staff, and students responded favorably (Local Evaluation).



Figure 46: Youth are smiling while eating their snack.

Partnerships.

Fairfield CSD had 18 partners that contributed an estimated \$2,115 in in-kind value. Ten of the partners were new for the 2019-2020 school year. Volunteers were provided by nine of the partners. *“The program could not provide such a wide range of experiences without these partnerships and volunteers”* (Local Evaluation).

Parent Involvement.

Fairfield CSD held three literacy events for after-school program participants and their families. The November event had approximately 300 parents and children attending. The March event had approximately 150 parents and students attend and 20 parents and students attended the NASA club family night. A parent survey was used to gather input and comments from parents. Parents were informed of events through flyers and individual contact.

Objectives.

GPR A Measures

Fairfield CSD used Fast aMath to measure student performance for GPR A Measure 1 and Iowa Core English Standards to measure student performance for GPR A Measure 4. *FAST aReading* was used to assess student performance for GPR A measure 7. Due to the COVID-19 Pandemic, teacher surveys were not administered and GPR A measures 9-14 were not reported. The GPR A summary table below indicates percentage improvement for each measure.

Fairfield CSD 21st CCLC GPR A Measures Summary for 2019-2020

Program GPR A Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	56%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	56%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	53%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na

Program GPRA Measures	Percentage Improvement
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	53%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	11%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na*
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na*

* Lack of data due to COVID-19 Pandemic.

For the elementary students in the program who were identified as needing improvement, 56 percent improved in mathematics and 53 percent improved in English. For reading 11 percent of elementary students moved from not proficient to proficient. GPRA Measures 9-14 were not reported due to not administering the teacher survey.

Local Objectives

Fairfield CSD had five local objectives for the 21st CCLC Program for the 2019-2020 school year. Four objectives were met and one objective was not met but progress was made toward the objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives, two dealt with student achievement, two dealt with student attendance, and one dealt with student behavior.

- 50% of regular attending CCP students will achieve GL reading proficiency or surpass 1 year's growth on ISASP and FAST. *Met the stated objective.*
- 50% of regular attending CCP students will achieve GL math proficiency or surpass 1 year's growth on ISASP and FAST. *Met the stated objective.*
- 50% of regular attending CCP students will attain school attendance of 90% or higher. *Met the stated objective.*
- 50 % of students enrolled in CCP will attend regularly. *Did not meet but made progress toward the stated objective.*
- Decrease Pence grades 2-4 disciplinary referrals. *Met the stated objective.*

Sustainability.

Fairfield CSD provided a list of sustainability actions from the grant application.

- Build knowledge of after-school programming
- Include budgeting meetings with Title I, At Risk, TAG, Special Education, 504 coordinators to generate effective, integrative budgeting.
- Continue pursuit of stand-alone grants for programming materials, i.e. Jefferson County Juvenile Court System, D-cat Board, STEM Scale Up awards.
- Focus acquisition on in-kind district contributions to comprehensive program development that aligns with strategic improvement. District in-kind: copier, electricity, accounting, payroll, general materials, building care, occasional transportation and grant director time.

Fairfield CSD Summary.

Fairfield Community School District had one center in the 21st CCLC Program. Called CCP, the center was at Pence Elementary School and had 171 total attendees. Regular attendance for the 21st CCLC Program was 74. The Program had the support of 18 partners who provided \$2,115 in in-kind value. The 21st CCLC Program held three family events that were attended by parents and children. Improvement was reported for elementary students for all academic achievement GPRA Measures. GPRA Measures 9-14 were not measured due to the lack of a teacher survey. CCP had five local objectives and met four of them. A complete discussion of methodology and ratings justification was included in the local evaluation and a recommendation to clarify two objectives was included. Fairfield CSD has identified actions to be taken to develop a formal sustainability plan. Future plans included administering a revised student survey and developing a specific sustainability plan.



“The CCP program is continuing to grow and become more essential to the programming of the Fairfield Community School District. The students are experiencing more diverse activities and cultural events as the program grows” (Fairfield CSD Curriculum Director).



“One highlight of the after-school program is the variety of activities for students. Students can search out their interest level and learn something new because of the after-school program. Students enjoy the activities. Seeing the smiles on students who get to go on field trips shows they look forward to the program and activities” (Fairfield CSD Superintendent).



“I’m impressed that you have a NASA Club. I didn’t expect that and I think it’s great! It explores science, and communicating with real NASA engineers” (21st CCLC Parent).



“Friendly staff, convenient, safe place for my child to spend time” (21st CCLC Parent).

Hamburg CSD

Hamburg CSD 21st CCLC Notable Facts:

GPRA Measures

- 92% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 89% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 20% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 95% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).
- 97% of elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 49 students.
- 40 students (82%) were regular attendees.
- 34 students (69%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 17 partners supporting the 21st CCLC Program that provided \$10,260 in in-kind value.
- The 21st CCLC Program had three local objectives and did not meet but made progress on all three of them.

Overview and Attendance.

For the 2019-2020 school year Hamburg CSD had one 21st CCLC center located at Marnie Simons Elementary School. The Program served 49 total students with 40 (82 percent) being regular attendees. Of the total students served 34 (69 percent) were identified as FRPL. The 21st CCLC Program offered a variety of clubs for students to attend and 55 percent (an increase of 13 percent from the previous year) of students attended enrichment clubs. The number of community partners totaled 17 and partners provided \$10,260 in in-kind value. Hamburg CSD held three family nights and attendance numbers were provided for two of the events. A fourth event was scheduled but cancelled due to the COVID-19 Pandemic.



Figure 47: Youth are in costumes.

Hamburg CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Hamburg CSD	11	17	Marnie Simons Elementary School	49	40
TOTALS		17		49	40

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

In early March we were sent home. The after-school program was put on hold to allow for all focus to be on the students to help them succeed while learning at home. Staff, students, and parents struggled as we adapted to using computers and iPads to help students achieve their goals. We were unable to hold our end-of-the-year youth track meet. Another cancelled event was the Drama Club’s play. They had been rehearsing and planned to put on their play at the end of the school year. The Hamburg Colonial Theatre had donated their theater space and intended to let the students perform their play on the theater’s stage free of charge.

I and other staff delivered homework and daily hot meals to the students’ homes. This is when I would get to see a smiling face through a window as I left items at their doors (Local Evaluation – edited for length).

Partnerships.

Hamburg CSD reported that 17 partners supported the 21st CCLC Program and provided \$10,260 in in-kind value.

“The school is extremely thankful for all contributing partners, realizing the roles played by these partners are crucial for the program’s success. The partners provide field trip opportunities for participating students, donate food and other items to support celebrations, donate items to support the educational programs, donate items to support low income families, and much more. Hamburg is proving that a small rural community can rally its resources to provide quality experiences for its young people (Local Evaluation).”



Figure 48: Youth are doing an activity around a table.

Parent Involvement.

Parental involvement was an important objective from the inception of the afterschool program planning process (Local Evaluation). Hamburg CSD held a back-to-school night at the beginning of the school year. A family night was held as part of the Kiwanis’ annual Trick-Or-Treat on Main Street and 23 families attended. A Family Math Night was held and ten families attended. An end-of-year track meet was scheduled but cancelled due to the COVID-19 Pandemic. During the school year, a texting app, letters, notes, flyers, phone calls and personal contacts are utilized. An end-of-year survey was given to parents but none were returned due to the COVID-19 Pandemic.

Objectives.

GPRC Measures

Hamburg CSD used *FAST* to assess student performance in mathematics and in English and reading for GPRC measures. The GPRC summary table below indicates percentage improvement for each measure. The Hamburg CCLC Program serves only elementary students so no data was available for secondary students.

Hamburg CSD 21st CCLC GPRC Measures Summary for 2019-2020

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	92%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	92%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	89%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	89%
7. The percentage of elementary 21 st Century regular program participants who improved from not proficient to proficient or above in reading on state assessments.	20%
8. The percentage of middle/high school 21 st Century regular program participants who improved from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	97%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	97%

Hamburg CSD reported that of the regular elementary attendees in the 21st CCLC program who were identified as needing improvement 92 percent improved in mathematics and 89 percent improved in English. Of the students identified as not proficient in reading, 20 percent achieved proficiency.

Teachers reported that 95 percent of students also improved in homework completion and class participation and 97 percent of students improved their behavior.

Local Objectives

Hamburg CSD listed three local objectives for the 21st CCLC Program for the 2019-2020 School Year and all three were rated as not met but progress was made toward the stated objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with student behavior and participation in school programs, and one dealt with parental engagement and educational opportunities for them.

- Improve student learning in math and reading. Did not meet but made progress toward the stated objective.
- Improve student behavior and participation percentages in school programs. Did not meet but made progress toward the stated objective.
- Increase the engagement of parents and provide educational opportunities for them. Did not meet but made progress toward the stated objective.



Figure 49: A youth holds a book up to her face.

Sustainability.

The Hamburg Community School District will maintain our 21st Century After School program after funding ends (Local Evaluation). Ways to continue funding for the program include using at-risk/drop-out prevention funds, Hamburg CSD general funds, and several on-going grants. In addition, use will be made of volunteers and other grant opportunities will be pursued.

The Hamburg Community School District has put thought into the sustainability of its 21st Century after-school programs, with the above formalized plan. They have identified other streams of income and are open to leveraging their resources through other grant applications. They have strong on-going partners, they continue to engage new partners, and have a solid history of the program that adds to their incentive to see the programming continue (Local Evaluation).

Hamburg CSD Summary.

The Hamburg Community School District 21st CCLC Program served 49 students with a regular attendance of 40. Hamburg had the support of 17 partners who provided \$10,260 in in-kind value. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate in the clubs. Three parent events were held and attendance numbers were provided. Improvement was reported for elementary students for all GPRA Measures. The 21st CCLC Program had three Local Objectives and all three were not met but progress was made toward the stated objectives. Appropriate recommendations were made for the Local Objectives. Recommendations for changes for the future of the 21st CCLC Program included beginning data collection earlier in the year as well as adding additional pieces of data for the local evaluation. Hamburg CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



Figure 50: Youth are doing an activity using parts from a bin.



“Happy to be a part of a program that engages kids in worthwhile activities, and one that is actively involved in the community and not just the school.” (21st CCLC Partner).



“In the past year, we have witnessed many of the younger students come out of their shells and become friends with older students. In return, these older students have developed their leadership skills through these friendships, and it drives them to be more helpful during the after-school time, as well” (21st CCLC Local Evaluation).



” The leaders are nice, and they let us do fun stuff” (21st CCLC Student).

Helping Services for Youth and Families

Helping Services for Youth & Families 21st CCLC Notable Facts:

GPRA Measures

- 25% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 58% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 58% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).

Attendance

- The 21st CCLC Program served 61 students.
- 60 students (98%) were regular attendees.
- 11 students (18%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 18 partners supporting the 21st CCLC Program that provided \$58,010 in in-kind value.
- The 21st CCLC Program had seven local objectives and met two of them.

Overview and Attendance.

Helping Services for Youth & Families works in conjunction with the TigerHawk Connections Learning Center (TCLC) that is located at West Union and North Fayette Elementary Schools. The 21st CCLC Program served 61 students during the school year with 60 (98 percent) being regular participants. In addition, Helping Services served 28 total students during the summer. Of the 61 total student, 11 (18 percent) were identified as FRPL. The number of community partners totaled 18 supporting the program with a variety of services and an in-kind value of \$58,010. Helping Services held a parent orientation meeting and one family literacy night where 45 students and parents were in attendance. Two more family nights were planned but cancelled due to the COVID-19 Pandemic.

TCLC enhances student learning, increases access to community supports and activities, and provides parent education and support for school-aged youth and their families. We work to incorporate experiences from a variety of areas including academic, enrichment, cultural, and recreational activities and we do this through an organized curriculum, trained staff, strong partnerships with the school administration and teachers, involvement with community partners, and by finding ways to incorporate movement in our lessons and activities (Local Evaluation).



Figure 51: A youth draws with sidewalk chalk.

TCLC 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Helping Services for Youth & Families	10	18	West Union and North Fayette Elementary Schools	61	60
TOTALS		18		61	60

Regular attendees attended 21st CCLC programs for at least 30 days

Effects of COVID-19 Pandemic

2019-2020, what a long strange trip it's been. The pandemic has affected this TCLC program and the data available for analysis. This evaluator felt fortunate to have the local Academic Performance Levels for the 1st and 3rd quarters. A valid evaluation was possible with this data. Missing is a second set of data points from an objective test. The evaluator was also grateful to have information from a parent/student survey. This information and comments are a part of this report.

The TigerHawk funding ended with the past fiscal year, so there is no staff in place to attempt to do teacher surveys. This data is simply unavailable.

The evaluator believes the information in this evaluation is valid and accurate despite this trying year. (Local Evaluation).

Partnerships.

Helping Services for Youth and Families had 18 partners for the 21st CCLC Program that *“provided an in-kind value of \$58,010 and provided educational enrichment opportunities for students, technical assistance and training for TCLC staff, program materials and supplies, and volunteer time for program activities”* (Local Evaluation).

Parent Involvement.

Helping Services for Youth and Families held two events for parents. A parent orientation was held to give parents the opportunity to support the program through various volunteer activities. In February a Family Literacy night was held and 45 students and parents attended. Two additional family nights were scheduled but cancelled due to the COVID-19 Pandemic. Parent communication was facilitated by monthly calendars, newsletters, Facebook, and text messages.



Figure 52: A staff works with a group of youth at a table.

Objectives.

GPRAs Measures

Helping Services for Youth & Families used Academic Performance Standards to assess student performance in mathematics and in English for GPRAs measures. Due to the COVID-19 Pandemic, the teacher survey was not administered and no data was available for GPRAs Measures 9-14. The GPRAs summary table below indicates percentage improvement for each measure.

Helping Services for Youth & Families 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	25%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	25%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	58%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	58%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	58%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na*
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na*

* *Lack of data due to COVID-19 Pandemic.*

Helping Services for Youth & Families reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement 25 percent improved in mathematics and 58 percent improved in English. For those students identified as not proficient in reading, 58 percent attained proficiency. Although data from teacher surveys was not available for GPRA Measures 9-14, the local evaluation reported that a parent/student survey supported positive behaviors from the 21st CCLC Program.

- I complete my homework at TCLC: Yes sometimes-40% Yes, a lot/almost always-60%
- I raise my hand in class and/or I answer questions: Yes sometimes-40% Yes, a lot/almost always-60%

- I listen to my teacher in school: Yes sometimes-20% Yes, a lot/almost always-80%
- I get along with my classmates: Yes sometimes-20% Yes, a lot/almost always-80%

Local Objectives

Helping Services for Youth & Families listed seven local objectives for the 21st CCLC Program for the 2019-2020 School Year. Of the seven local objectives, the 21st CCLC Program met two of them and were unable to measure five of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two dealt with student achievement, one dealt with reading proficiency, one dealt with homework completion, two dealt with student activities and two dealt with parents.

- The majority of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV, including FAST and Iowa Assessments. *Met stated objective.*
- The majority of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV, included Measure of Academic Progress and Iowa Assessments. *Met stated objective.*
- Homework completion increases as reported by teachers. *Unable to measure the stated objective.*
- The majority of enrolled students will have tried a new activity or demonstrated a new skill. *Unable to measure the stated objective.*
- The majority of enrolled students will know the concepts of nutrition, exercise, and overall health. *Unable to measure the stated objective.*
- The majority of parents will increase awareness of academic enrichment activities and how they can support their children’s learning at home. *Unable to measure the stated objective.*
- The majority of parents feel welcome in the program and know what their children are involved in at TCLC. *Unable to measure the stated objective.*



Figure 53: Youth are listening to a speaker in the gym.

Sustainability.

Helping Services for Youth & Families has worked with schools to continue programming as grant funding ended. Continuous conversations centered around increasing free and reduced lunch (FRPL) numbers. Meetings about how to keep the 21st CCLC Program operating without grant funding were put on hold due to the COVID-19 Pandemic. The 21st CCLC Program was not continued for the 2020-2021 school year. Helping Services for Youth and Families had 18 partners that contributed \$58,010 in in-kind value.

Helping Services for Youth & Families Summary.

The number of students served during the school year was 61 with a regular attendance of 60. The program had the support of 18 partners who provided \$58,010 in in-kind value. Two family nights were held and two other family events were cancelled due to the COVID-19 Pandemic. Improvement was reported for elementary students for all academic GPRA Measures. Two of the seven local objectives were met and a complete discussion of methodology and ratings justification was included

in the local evaluation. This is the last year of the 21st CCLC grant and the program was not continued for the 2020-2021 school year.



"Great service for families! Help with homework, snack, great social interaction, caring staff" (21st CCLC Parent).



"This program is wonderful and I would gladly pay money for my children to continue to go there if that means keeping the program" (21st CCLC Parent).



"I can't wait to see my friends at TCLC" (21st CCLC Student).

Iowa City CSD

Iowa City CSD 21st CCLC Notable Facts:

GPRA Measures

- 77% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 79% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 8% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).

Attendance

- The 21st CCLC Program served 256 students.
- 239 students (93%) were regular attendees.
- 175 students (68%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 15 partners supporting the 21st CCLC Program that provided \$58,850 in in-kind value.
- The 21st CCLC Program had 12 local objectives and met 12 of them.



Figure 54: Youth are in line for a meal.

Overview and Attendance.

For the 2019-2020 school year Iowa City CSD had four centers in four cohorts. The Cohort 10 Center was located at Kirkwood Elementary School, the Cohort 11 Center was located at Archibald Alexander Elementary School, the Cohort 12 Center was located at Hills Elementary School and the Cohort 13 Center was located at Mark Twain Elementary School.

The Iowa City CSD 21st CCLC Program served 256 students during the 2017-2018 school year with all 239 (93 percent) being regular attendees. For the summer 2016 program, 218 students were

served. During the school year, 175 (68 percent) of total attendees were identified as FRPL. The Iowa City CSD 21st CCLC Program had 15 partners and the partners provided \$58,850 in in-kind value. Parent events were held at all centers and a variety of communication methods were used to keep parents informed.

Iowa City CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City CSD	10	15	Kirkwood Elementary School	69	65
Iowa City CSD	11	15	Archibald Alexander Elementary School	70	62
Iowa City CSD	12	15	Hills Elementary School	58	54
Iowa City CSD	13	15	Mark Twain Elementary School	59	58
TOTALS	15			256	239

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

This year, due to the outbreak of pandemic during the semester of Spring 2020, the data of student behavior, and homework and class participation in GPRA measure were not available for evaluation. The 21st CCLC program staffs, the ICCSD coordinator, and evaluator can consider collaborating to develop a new instrument for student behavior data that is available to stakeholders while abiding by intact restrictions.

For the same reason, the academic data from spring semester that was used for the evaluation of academic growth was replaced with winter data this year.

During the pandemic, some of the parent involvement events and activities that are in collaboration with partners were canceled. Nevertheless, the program continued the communication with the students and families. (Local Evaluation).



Figure 55: Youth are playing ukuleles.

Partnerships.

Iowa City CSD had 15 partners supporting the 21st CCLC Program with \$58,850 in in-kind value. Fourteen of the partners provided programming/activities for the 21st CCLC Program. Iowa City CSD actively recruited partners for the 21st CCLC Program and worked with the University of Iowa and the ICCSD Foundation on partnership recruitment.

Parent Involvement.

Family events were held at all four 21st CCLC Centers. Cohort 10 held 1 event with 100 parents attending, Cohort 11 held 4 events with a total parent attendance of 238, Cohort 12 held 7 events with a 168 parents attending and Cohort 13 held 2 events with a total of 15 parents attending. Other scheduled events were cancelled due to the COVID-19 Pandemic. Parents were active in the program, participating in parents boards, volunteering where needed, attending parent meetings and family nights and interacting with staff when picking up children. Communication with parents was done utilizing newsletters, text messages, flyers, word of mouth, e-mails, websites and Blackboard messages.

Objectives.

GPRC Measures

Iowa City CSD used *FastBridge aMath and aReading* to assess student performance in mathematics and in English and reading for GPRC measures. Data was not available for GPRC Measures 9-14 due to lack of data caused by the COVID-19 Pandemic. The GPRC summary table below indicates percentage improvement for each measure.

Iowa City CSD 21st CCLC GPRC Measures Summary for 2019-2020

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	77%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	77%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	79%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	79%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	8%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*

Program GPRA Measures	Percentage Improvement
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na*
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	na*

* *Lack of data due to COVID-19 Pandemic.*

For the elementary students in the program who were identified as needing improvement, 77 percent improved in mathematics and 79 percent improved in English. For reading 8 percent of elementary students moved from not proficient to proficient. Due to the COVID-19 Pandemic, scores were compared from Fall to Winter of 2019 since Spring 2020 tests were not administered.

Local Objectives

Iowa City CSD listed 12 local objectives for the 21st CCLC Program for the 2019-2020 School Year utilizing the same three objectives for each site. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with making safe and healthy choices, and one dealt with increasing parents' literacy and employment skills. All objectives were met and there was extensive discussion about the success in achieving all three objectives.

- The majority of students will increase their reading and math assessment levels and the number of students who are proficient on these assessments will increase. *Cohorts 10-13. Met the stated objective.*
- The majority of students will have discovered new interests and acquired the knowledge and skills necessary through BASP program and PBIS to make safe and healthy choices. *Cohorts 10-13. Met the stated objective.*
- The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills. *Cohorts 10-13. Met the stated objective.*

Sustainability.

Iowa City CSD has an extensive formal sustainability plan that includes both community and school district support with an emphasis on partnerships. To improve partnerships, the sustainability plan emphasized the importance of using shared-decision making to determine the direction of the program. The sustainability plan includes a list of funding sources and how funds will be used. The current partners provided \$58,850 in in-kind value.

Iowa City CSD Summary.

Iowa City Community School District had four 21st CCLC Centers in 2019-2020. The number of students served was 256 with a regular attendance of 239 (93 percent). Iowa City had the support of 15 partners who provided \$58,850 in in-kind value. Parents attended events at each site and volunteered where needed. Improvement was reported for elementary students for all GPRA Measures. Iowa City met all 12 local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. The Local Evaluation did not recommend any substantial changes to the 21st CCLC Program. Iowa City CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“My daughter loves going to girl’s scout, children museum, and making things to take home, I love all the different programs here.” (21st CCLC Parent).



Figure 56: Youth are engaging with robotics.

Maquoketa CSD

Maquoketa CSD 21st CCLC Notable Facts:

GPRA Measures

- 66% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 64% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 19% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 81% of elementary students identified as needing improvement in homework completion and class participation improved (GPRA Measure 9).
- 81% of elementary students identified as needing improvement in behavior improved (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 144 students.
- 141 students (98%) were regular attendees.
- 103 students (72%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 10 partners supporting the 21st CCLC Program that provided \$57,886 in in-kind value.
- The 21st CCLC Program had seven local objectives and met all seven of them.

Overview and Attendance.

For the 2019-2020 school year, Maquoketa CSD had two centers in Cohort 14 at Briggs and Cardinal Elementary Schools. Called the *Little Cardinals Out of School Adventures* (Lil' Cards), the 21st CCLC Program had 144 total attendees with 141 or 98 percent attending regularly. For 2019-2020, 72 percent of the total students served were identified as FRPL. The 21st CCLC Program had 10 partners that provided an in-kind value of \$57,886. One parent meeting was held and fifteen parents attended. A second event was scheduled but cancelled due to the COVID-19 Pandemic.



Figure 57: Youth are posed for a photo outdoors.

Maquoketa CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Maquoketa CSD	14	10	Briggs and Cardinal Elementary Schools	144*	141
TOTALS		10		144	141

Regular attendees attended 21st CCLC programs for at least 30 days.

**The Maquoketa CSD 21st CCLC Program received funding for 60 children and serves over 80 more children because of community partnerships.*

Effects of COVID-19 Pandemic

Due to the pandemic the program was required to end our Before/After School program on March 13, 2020. Due to the program was not able to collect reading and math FastBridge® data. The program was also going to have a second parent night activity in the spring which could not be held. In addition due to high positivity rates of COVID-19 in Jackson County, teachers and staff did not desire for the additional health risk of working with students and interactions with parents during the Before/After School program. (Local Evaluation).

Partnerships.

Maquoketa CSD had ten partners that contributed an estimated \$57,886 in in-kind value.

The partners were involved in program assessment, outside evaluation, and decision-making in an effort to improve the out-of-school programming. The partners were involved in developing and hosting community events to promote the out-of-school programming as well as cultivating new partnerships and identifying volunteer opportunities. These meetings provide an opportunity to identify new partners within the community so the program director may contact those potential new partners (Local Evaluation).



Figure 58: Youth are making trail mix as a snack.

Parent Involvement.

Maquoketa CSD held one parent meeting that was attended by fifteen parents. A second meeting was canceled due to the COVID-19 Pandemic. Parent communication was done on a weekly basis with a flyer and phone calls. Personal interaction during pickup time was also used to interact with parents.

Objectives.

GPRM Measures

Maquoketa CSD used Teacher Observations from Classroom Assessments to measure student performance for GPRM Measures 1-8 and Student Formative Behavior Assessments for GPRM Measures 9-14. The GPRM summary table below indicates percentage improvement for each measure.

Maquoketa CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	66%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	66%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	64%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	64%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	19%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	81%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	81%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	81%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	81%

For the elementary students in the program who were identified as needing improvement, 66 percent improved in mathematics and 64 percent improved in English. For reading 19 percent of elementary students moved from not proficient to proficient. For students needing improvement in homework completion and class participation, 81 percent improved. For students identified as needing improvement in behavior, 81 percent improved.

Local Objectives

Maquoketa CSD had seven local objectives for the 21st CCLC Program for the 2019-2020 school year and met all seven of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two were academic goals,

four were enrichment goals and one was a family literacy goal.

- 60% of Lil' Cards students will maintain or grow in reading and math as measured from the end of year spring FastBridge® assessment to the beginning of the year fall FastBridge® assessment. *Met the stated objective.*
- The rate of absenteeism will decrease by 2%. *Met the stated objective.*
- 100% of students will build skills in critical thinking, listening, memory, visualization, and communication through hands-on science, physical, and arts activities. *Met the stated objective.*
- 100% of students will see core concepts differently, allowing them to have their own educational experiences. *Met the stated objective.*
- Low-income students will exhibit higher levels of engagement in the classroom and feel a sense of inclusion. *Met the stated objective.*
- Low-income students will exhibit higher levels of engagement in the classroom and feel a sense of inclusion. *Met the stated objective.*
- 100% of students' families will be more engaged in their children's reading activities and support reading at home and seek out community reading activities. *Met the stated objective.*

Sustainability.

Maquoketa CSD established a sustainability plan for the first year of program implementation. The plan focused on five areas (Local Evaluation).

1. The program leaders, Stakeholder Advisory Group, and partners will seek grant opportunities, approach the City and County, investigate in-kind and volunteer support opportunities, and corporate and private donations.
2. The program leaders, Stakeholder Advisory Group, and partners will develop collaborative relationships with the Community Foundation of Jackson County to assess the feasibility of an annual non-competitive funding donation.
3. The program leaders, Stakeholder Advisory Group, and partners will reach out to neighboring school districts that have sustained programs to investigate successful strategies.
4. The program leaders and Stakeholder Advisory Group will communicate the program's progress toward its student outcome goals. The program's success will be a recruiting tool to engage potential funders in future participation.
5. The program leaders, Stakeholder Advisory Group, and partners will continually foster a strong relationship with current partners and recruit potential new partners. The initial partner contribution list is presented below.



Figure 59: Youth are listening to a speaker around a table.

Maquoketa CSD Summary.

Maquoketa Community School District had two centers in the 21st CCLC Program. Called Lil' Cards, the centers were at Briggs and Cardinal Elementary Schools and had 144 total attendees. Regular attendance at Lil' Cards was 141. Lil' Cards had the support of 10 partners who provided \$57,886 in

in-kind value. The 21st CCLC Program held one family event that was attended by fifteen parents. A second parent event was scheduled but canceled due to the COVID-19 Pandemic. Improvement was reported for elementary students for all academic achievement and student behavior GPRA Measures. The 21st CCLC Program had seven local objectives and met all seven. A complete discussion of methodology and ratings justification was included in the local evaluation. Maquoketa CSD has a sustainability plan that focuses on researching ways to continue the program once grant funding ends.



“The after school program provided a safe and fun opportunity for students to be a part of each day after school. From movie night to science experiments, students participated in a lot of different experiences” (21st CCLC Site Coordinator).



“The Before/After school program has been an amazing addition to my grandchild's education” (21st CCLC Grandparent).



“It was great partnering with the Maquoketa School District for their after school program. We had fun offering nature-related hands-on activities and interacting with the students. We look forward to working with the school and providing enrichment opportunities for the students again in the future!” (21st CCLC Partner).

Mid-Iowa Community Action, Inc.

Mid-Iowa Community Action, Inc. 21st CCLC Notable Facts:

GPRA Measures

- 70% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 68% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 35% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 86% of elementary students identified as needing improvement in homework completion and class participation improved (GPRA Measure 9).
- 89% of elementary students identified as needing improvement in behavior improved (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 221 students.
- 125 students (57%) were regular attendees.
- 175 students (79%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 10 partners supporting the 21st CCLC Program that provided \$24,614 in in-kind value.
- The 21st CCLC Program had seven local objectives and met one of them.



Figure 60: Staff are leading youth in stretches in a gym.

Overview and Attendance.

For the 2019-2020 school year, Mid-Iowa Community Action, Inc. (MICA) had six centers in Cohort 14 at Anson, Fisher, Franklin, Hoglan, Rogers, and Woodbury Elementary Schools. The 21st CCLC Program had 221 total attendees with 125 or 57 percent attending regularly. For 2019-2020, 79 percent of the total students served were identified as FRPL. The 21st CCLC Program had 10 partners that provided an in-kind value of \$24,614. A total of seven parent events were held at various schools and other events were scheduled but canceled due to the COVID-19 Pandemic. Some parent attendance numbers were reported.

Mid-Iowa Community Action, Inc. 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Mid-Iowa Community Action, Inc.	14	10	Anson, Fisher, Franklin, Hoglan, Rogers, and Woodbury Elementary Schools	221	125
TOTALS		10		221	125

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

The COVID-19 pandemic, coupled with a mid-fall start up, greatly impacted the academic outcomes of our students and program success. As a new after-school program operating in all six elementary schools, time was needed to recruit staff, students, and community partners as well as plan the logistics needed to effectively run a high-quality program.

Through the strong partnership of the Full Service Community School staff members at Anson, Woodbury, and Rogers Elementary schools, staff members provided support to families to ensure they had the information from MCSD to be able to support their students' learning. MCSD began to distribute daily meals and staff members provided students with paper packets if access to the Internet was a barrier.

Though 21CCLC programming did not continue, the time was used to plan and strengthen the 2020 – 2021 program. The time was taken to prepare a stronger onboarding training and professional development plan around new learning software, Waterford, and Conscious Discipline training. (Local Evaluation)



Figure 61: Youth are engaging with an activity involving a wooden ramp and balls.

Partnerships.

Mid-Iowa Community Action, Inc. had ten partners that contributed an estimated \$24,614 in in-kind value. MICA reported that partnerships play an important role with the 21st CCLC Program. In addition to the 10 formal partners, 22 members of the community served on the steering committee to provide guidance and support.

The partnership among MICA, MCSD, and community partners is integral to the success of the program. MCSD provided daily snacks, shared transportation with the migrant after-school program, and the development of curriculum and enrichment activities. Community partners connected students and their family with opportunities in the community to which they may not otherwise have had access. Community partners were key in helping to provide fun and educational family engagement events. (Local Evaluation).

Parent Involvement.

Mid-Iowa Community Action, Inc. held seven parent events. Parent attendance was reported for three events but attendance was not taken at the other four events. Other events were scheduled but canceled due to the COVID-19 Pandemic. *Communication efforts included bilingual flyers, text messages, REMIND app, reminder stickers on students clothes, phone calls, and encouraging parents to stay for the event when picking up their child from the program. (Local Evaluation)*

Objectives.

GPRA Measures

Mid-Iowa Community Action, Inc. used FAST Assessment Data measure student performance for GPRA Measures 1-7 and teacher survey data for GPRA Measures 9-14. The GPRA summary table below indicates percentage improvement for each measure.

Mid-Iowa Community Action, Inc. 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	70%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	70%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	68%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	68%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	35%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na

Program GPRA Measures	Percentage Improvement
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	86%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	86%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	89%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	89%

For the elementary students in the program who were identified as needing improvement, 70 percent improved in mathematics and 68 percent improved in English. For reading 35 percent of elementary students moved from not proficient to proficient. For students needing improvement in homework completion and class participation, 86 percent improved. For student identified as needing improvement in behavior, 89 percent improved.

Local Objectives

Mid-Iowa Community Action, Inc. had seven local objectives for the 21st CCLC Program for the 2019-2020 school year. The 21st CCLC Program met one of them and made progress but did not meet the other six local objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two were academic goals, two were enrichment goals, one was a family engagement goal and two were student attendance goals.

- 75% of targeted students will improve their reading proficiency. *Did not meet but made progress toward the stated objective.*
- 75% of targeted students will improve their math proficiency. *Did not meet but made progress toward the stated objective.*
- 85% of students will participate in at least 30 unique enrichment activities. *Did not meet but made progress toward the stated objective.*
- 95% of students will identify three or more program activities as a new interest. *Did not meet but made progress toward the stated objective.*
- 80% of families will participate in one or more family engagement activities (school or program sponsored). *Did not meet but made progress toward the stated objective.*
- Program attendance - 85% average daily attendance. *Did not meet but made progress toward the stated objective.*
- School attendance - Chronically absent students (those missing 10% or more) enrolled in our after-school program will improve their school attendance. *Met the stated objective.*

Sustainability.

Mid-Iowa Community Action, Inc. along with the Marshalltown CSD reported they are committed to having a successful program, including sustaining the program over time.

The program continues to build upon partnerships in the community to bring additional financial and in-kind support for sustainability and align resources for continued programming. Steering committee members include a broad representation of the community and are committed to student achievement and family success. MICA, MCSD, and the steering committee will work together to leverage additional revenue, maximize resources, and seek opportunities to integrate common outcomes and performance measures in other community after-school programs to provide students a safe, high-quality out-of-school time. Additionally, volunteers are regularly recruited to provide support to the program. Approximately 78 hours of volunteer time was provided to the program during the 2019 – 2020 program year. (Local Evaluation)



Figure 62: Youth are building structures using plastic straws and connectors.

Mid-Iowa Community Action, Inc. Summary.

Mid-Iowa Community Action, Inc. had six centers in the 21st CCLC Program. The six centers served a total of 221 total students with a regular attendance of 125 (57 percent). The 21st CCLC Program had 10 partners who provided \$24,614 in in-kind value. The 21st CCLC Program held seven family events and attendance was reported for three of them. Additional parent events were scheduled but canceled due to the COVID-19 Pandemic. Improvement was reported for elementary students for all academic achievement and student behavior GPRA Measures. The 21st CCLC Program had seven local objectives. One objective was met and progress was made on the other six objectives. A complete discussion of methodology and ratings justification was included in the local evaluation and recommendations were made to assist in meeting local objectives in the future. Future plans for changed included more staff development, increasing student attendance and recruiting more partners. Mid-Iowa Community Action, Inc. has the beginnings of a sustainability plan that focuses on providing a quality program to meet student needs.



“Student who regularly attended 21CCLC improved her attendance in school from 16.28% absent in 2018-2019 school year to 0.85% absent in the 2019-2020 school year” (21st CCLC Local Evaluation).



“I hope she can have the same experience this year. Keeping her home during COVID, she’s come back into her shell. I want to see her explore and make friends again” (21st CCLC Parent).



“He wanted to go every day.” (21st CCLC Parent).

North Fayette Valley CSD

North Fayette Valley CSD 21st CCLC Notable Facts:

GPRA Measures

- 36% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 69% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 31% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 87% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).
- 67% of elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 29 students.
- 23 students (79%) were regular attendees.
- 8 students (28%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 10 partners supporting the 21st CCLC Program that provided \$14,300 in in-kind value.
- The 21st CCLC Program had three local objectives and met all three of them.

Overview and Attendance.

In 2019-2020, North Fayette Valley CSD had one center at Valley Elementary School. The 21st CCLC Program served a total of 29 students with 23 (79 percent) being regular attendees. The number of students identified as FRPL was 8 (28 percent). The 21st CCLC Program had ten partners who contributed \$14,300 in in-kind value. North Fayette Valley held two parent events and planned a third event that was cancelled due to the COVID-19 Pandemic.



Figure 63: Youth are doing an activity outside.

North Fayette Valley CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
North Fayette Valley CSD	14	10	Valley Elementary School	29	23
TOTALS		10		29	23

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

The National Pandemic that began in March had a direct impact on the VELC. We are excited to be up and running again this year and will continue to follow the recommendations of the school and the Iowa Department of Public Health. (Local Evaluation).

Partnerships.

The ten partners for the North Fayette Valley CSD 21st CCLC Program provided a variety of services to the 21st CCLC program. All of the partners provided programming and activity related services as well as other support. North Fayette Valley CSD estimated that the in-kind value provided by the partners totaled \$14,300.



Figure 64: Youth are doing an outdoor water activity.

Parent Involvement.

The North Fayette Valley 21st CCLC held two parent events for the 2019-2020 school year. The November Family Fun Night was attended by 24 people and the February Physical Literacy Night was attended by 74 people. A third event for April was scheduled but cancelled due to the COVID-19 Pandemic. *“Parental involvement for students enrolled in the VELC was approximately eighty percent for family nights and student activities”* (Local Evaluation)

Objectives.

GPRA Measures

North Fayette Valley CSD used Academic Performance Levels, *FAST K-1 Reading and Fast CBM Reading* to assess academic student performance for GPRA measures and teacher surveys to assess student behavior measures. The GPRA summary table below indicates percentage improvement for each measure. The North Fayette Valley CSD 21st CCLC Program is solely an elementary program so only GPRA Measures for elementary students were provided in the Local Evaluation.

North Fayette Valley CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	36%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	36%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	69%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	69%

Program GPRA Measures	Percentage Improvement
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	31%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	87%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	87%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	67%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	67%

For the elementary students in the program who were identified as needing improvement, 36 percent improved in mathematics and 69 percent improved in English. For reading 13 students were identified as not proficient and 4 of the students (31 percent) improved to proficient. Teachers reported that 87 percent of students improved in homework completion and class participation. Behavior reports indicated that 67 percent of students improved their behavior.

Local Objectives

North Fayette Valley CSD three local objective for the 21st CCLC Program for the 2019-2020 School Year and met all three of them. The methodology for measuring the local objectives was included and a discussion was provided on the Local Objectives. All three objectives dealt with student academic achievement. The objectives and their ratings are listed below. Recommendations were made to change the objectives to include all possible measures for analyzing them.

- The majority of regular attendance students will demonstrate growth in annual literacy assessments including



Figure 65: Youth are doing an arts and crafts activity at a table.

FAST and Iowa Assessments. *Met the stated objective.*

- The majority of regular attendance students will demonstrate growth in annual math assessments including MAP and Iowa Assessments. *Met the stated objective.*
- Homework completion will increase as reported by teachers. *Met the stated objective.*

Sustainability.

North Fayette Valley CSD reported that the committed partners will assist in developing a sustainability plan for the future of the after-school program. As part of this effort, the 21st CCLC Program has an Advisory Group that includes members from the business community. Partner contributions are a part of the sustainability plan and the ten partners contributed \$14,300 in in-kind services.

North Fayette Valley CSD Summary.

North Fayette Valley implemented the 21st CCLC Program at Valley Elementary School for the 2019-2020 school year. The 21st CCLC Program served 29 students and 23 (79 percent) of the students attended regularly. Two parent events were held with a total of 99 people attending. A third event was planned but cancelled due to the COVID-19 Pandemic. Improvement was reported for all GPRA Measures and all three local objectives were met. The North Fayette Valley 21st CCLC Program has formed an Advisory Group to begin planning for the future of the program when 21st CCLC funds are ended. Recommendations were made to change all objectives to allow for multiple measures for analyzing them. Future plans for changes to the 21st CCLC Program included recruiting more partners, increasing the number of FRPL student attendees and increasing overall attendance.



The Local Evaluation did not contain quotes or comments from stakeholders.

Oakridge Neighborhood Services

Oakridge CSD 21st CCLC Notable Facts:

GPRA Measures

- 100% of students at all levels identified as needing improvement in homework completion and class participation improved (GPRA Measure 11).
- 91% of students at all levels identified as needing improvement in student behavior improved (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 223 students.
- 209 students (94%) were regular attendees.
- 223 students (100%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 53 partners supporting the 21st CCLC Program that provided \$499,705 in in-kind value.
- The 21st CCLC Program had six local objectives and met five of them.

Overview and Attendance.

For the 2019-2020 school year Oakridge Neighborhood Services had one center that served elementary and middle school students. There are two programs, OASIS (Oakridge Achieves Success In School) for elementary K-5 students, and BE REAL (Building and Enriching Relationships Enriching Academics and Learning) for students grades 6-8.

Oakridge 21st CCLC served 223 students during the school year with 209 (94 percent) being regular participants and all students (100 percent) were identified as FRPL. In addition, 191 students attended 21st CCLC during the summer of 2019. The number of community partners supporting the program totaled 53 with an estimated in-kind value of \$499,705. Parents were active in the program and attended 12 parent meetings/events throughout the year.

In September of 2020 the Oakridge Neighborhood Services 21st CCLC Program was recognized with a special award presentation. Below is a section of the award letter.

The Iowa Department of Education's 21st Century Community Learning Center program alongside the Iowa Afterschool Alliance would like to present Oakridge Neighborhood Services a Special Recognition Award for your efforts to feed children during the 2020 COVID-19 pandemic that affected your community.



Figure 66: Youth and staff are planting plants outdoors.

Oakridge Neighborhood Services 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oakridge Neighborhood Services	10	53	Oakridge Neighborhood Services	223	209
TOTALS		53		223	209

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

The 2019-2020 program year has been historic. In this evaluation we have described the swift and compassionate response of the Oakridge Neighborhood 21st CCLC program to shift from a three hour a day after school program to a 10 hour a day academic and enrichment program. The dedicated and committed program staff has responded with a firm steadfastness to meet the needs of students in K – 8 grade. We have described the many new procedures that were introduced including providing direct online instruction in the beginning of the shut down when DMPS was shuttered to bringing students physically onto the Oakridge campus following CDC guidelines for distancing, mask wearing, sanitizing and hand hygiene. Students and parents responded with gratitude for being able to continue their educational program and continuing to be engaged in social, emotional and behavioral activities. While the challenges of the ongoing global pandemic continue, the Oakridge Neighborhood 21st CCLC program is reflecting on lessons learned so far and will continue to meet the challenges ahead. (Local Evaluation).

Partnerships.

Fifty-three partners were listed in the local evaluation, with most of them contributing more than one type of support, including programming and numerous volunteers. Partners provided \$499,705 in in-kind value. Oakridge 21st CCLC identified partners by assessing classroom needs and finding partners to fill those needs. The local evaluation stated, “*Highlights of partnerships include the best*

practices they bring in the areas of literacy, math, and social emotional learning. They do hands-on and group activities which help students perform better in school.” In addition, Oakridge Neighborhood Services was able to provide meals and school supplies. “Post COVID-19 many partners stepped up with increased funding to increase the 21st CCLC staff needed to meet the needs of the students and increased donations of food to combat food insecurity, household and school supplies to address areas of unmet needs” (Local Evaluation).

Parent Involvement.

Oakridge 21st CCLC held 12 parent meetings/events during the year. Parents were made aware of all meetings/events through the use of flyers, letters, phone calls, and personal contact. Parent Teacher Conferences were held at both Edmund Elementary and at the Oakridge 21st CCLC Center and 194 parents participated. The adult and Family Programs at Oakridge served 1,056 participants. Some notable achievements for Oakridge 21st CCLC included:

- 505 in Workforce participation
- 241 in Case Management
- 85 in Technology access
- 29 attained Citizenship and 18 applications were submitted for processing
- 241 in Language services.



Figure 67: A youth is painting a picture.

Objectives.

GPRA Measures

Data for academic GPRA Measures was not available due to the COVID-19 Pandemic. Teacher survey data was used for GPRA Measures 9-14. The GPRA summary table below indicates percentage improvement for each measure.

Oakridge Neighborhood Services 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na

Program GPRA Measures	Percentage Improvement
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	100%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	100%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	67%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	91%

For all students identified as needing improvement in homework completion and class participation, 100 percent improved. For elementary students identified as needing improvement in behavior, 100 percent improved and for secondary students identified as needing improvement in behavior, 67 percent improved.

GPRA Measures 1-8 were not reported. Due to the COVID-19 Pandemic, MAP tests that were to be used for GPRA Measures 1-8 were not administered in the Spring.

Local Objectives

Oakridge Neighborhood Services had six local objectives for the 21st CCLC Program for the 2019-2020 School Year. Five of the objectives were met and one objective was not met but progress was made toward the local objective. The methodology for measuring the local objectives was provided and the justification for rating the objectives was complete. Of the six objectives, four dealt with student achievement, one dealt with student absenteeism, and one dealt with programs for parents. 118 adults participated in ELL classes and over 150 parents, guardians, grandparents and other Girl Scout troops participated in a Lego Event.



Figure 68: Youth are climbing trees and playing outdoors.

- Objective 1:1 - Oakridge will provide AF-OOS academic support 5 days per week, Mon-Fri. for 1-3 hours per day for students in elementary and middle school students. *Met the objective.*
- Objective 2:1 - Provide AF-OOS Educational enrichment 5 days per week, Monday-Friday and alternate Saturdays for 1-5 hours per day for K-8 participants. *Met the objective.*
- Objective 2:2 - 85% of participants will demonstrate success in homework completion and class participation in reading and math as measured by report card grades of C or better in those subjects. *Met the objective.*
- Objective 2:3 - 85% of participants will demonstrate acceptable classroom behavior by having less than two (2) behavior referrals per quarter as measured by Infinite Campus data on classroom incident referrals. *Met the objective.*
- Objective 2:4 - 80% of participants will maintain 9 or fewer absences each semester as measured by Infinite Campus reports. *Did not meet but made progress toward the stated objective.*
- Goal 3: Objective 3.1 - Oakridge will implement programs for parents, including refugee and immigrant parents to support their child's school success. *Met the objective.*

Sustainability.

Oakridge Neighborhood Services has a sustainability plan that contains the following components as outlined in the Local Evaluation.

- *The long-term sustainability strategy will involve garnering broad-based community support, utilizing stakeholders to raise visibility of the program's successes, and building new partnerships.*
- *The Oakridge Youth Director and other department staff are actively engaged with the After School Alliance, the Campaign for Grade Level Reading and the United Way AF-OOS efforts.*
- *We will continue to engage DMPS administrators, 21st CCLC staff and building principals. Those connections will continue to raise visibility regarding the Oakridge 21st CCLC program and provide an avenue for further engagement, conversations about shared services, and opportunities for program collaboration, all necessary in supporting the notion of sustainability.*

- *Additional in-kind and non-financial resources will be considered to help sustain elements of the program, such as in-kind collaborations with community organizations that share mutual goals with youth.*

The 53 partners listed provided \$499,705 in in-kind value.

Oakridge Neighborhood Services Summary.

Oakridge Neighborhood Services served 223 students in its 21st CCLC Program and had a regular attendance of 209 (94 percent). Oakridge Neighborhood Services had the support of 53 community partners who provided a variety of services, especially programming/activities and volunteers with an in-kind value of \$499,705. Parents attended 12 events and volunteered where needed. Improvement was reported for students in GPRA Measures 9-11 (Improvement in Homework Completion and Class Participation) and GPRA Measures 12-14 (Student Behavior). Data was not available for GPRA Measures 1-8 due to the COVID-19 Pandemic. Oakridge Neighborhood Services 21st CCLC Program had six local objectives and met five of them. A discussion of methodology and ratings justification for the local objectives was included in the local evaluation. The Program has a formal Sustainability Plan that includes five stated components. Recommendations for future years included efforts to increase participation, increase partnerships, seek other funding sources, and adding an internal data collection system to streamline the collection of data.



“I have been associated with Oakridge for 12 years. While working here as a teacher for K-1st grade I have literally seen our youth transform from being just children into being students” (21st CCLC Teacher).



“I continue to fully support the 21st Century program and believe it has made a huge impact toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers” (Edmunds Elementary School Principal).



“I am so thankful for the Oakridge program. When I first enrolled the kids I was skeptical, but they exceed my expectations. Every single staff member shows kindness, caring, understanding, and are very empathetic to what each child needs. HOW AMAZING! The kids respect the staff as if it is their own mom and dad. I have never left feeling like any negative vibes from the staff even if they have a bad day” (21st CCLC Parent).

Oelwein CSD

Oelwein CSD 21st CCLC Notable Facts:

GPRA Measures

- 23% of students identified as needing improvement in mathematics improved (GPRA Measure 3).
- 33% of students identified as needing improvement in English improved (GPRA Measure 6).
- 7% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 100% of secondary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 10).
- 100% of secondary students identified as needing improvement improved in student behavior (GPRA Measure 13).

Attendance

- The 21st CCLC Program served 534 students.
- 302 students (81%) were regular attendees.
- 230 students (43%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$19,700 in in-kind value.
- The 21st CCLC Program had eight local objectives and met five of them.

Overview and Attendance.

For the 2019-2020 school year Oelwein CSD had one 21st CCLC Center in Cohort 11 at Oelwein High School and two centers in Cohort 14 at Wings Park Elementary and Oelwein Middle Schools. The Oelwein 21st CCLC Program was called the Husky Adventures Program (HAP).

At all schools, the 2019-2020 program consisted of study tables, camps, and traditional summer classes. Study Tables were designed to assist students in academic growth. Camps are interactive activities that integrate fundamental life skills while encouraging a healthy, creative, and physically active lifestyle. Program camps also offer creative and unique experiences to students that helped broaden their understanding of the world and supplement their academic goals. Program camps encompass student-led and athletic open-membership clubs. (Local Evaluation)



Figure 69: A staff poses with youth in front of a KIND wall.

The Oelwein CSD 21st CCLC Program had a total of 534 students with 430 (81 percent) regular attendance and 230 students (43 percent) were identified as FRPL. In addition, the summer program at Oelwein High School had 35 students attending. The program had 12 partners that provided \$19,700 in in-kind services. HAP held eight events open to the community, parents and families with from 19 to 306 participants.

Oelwein CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oelwein CSD	11	12	Oelwein High School	96	39
Oelwein CSD	14	12	Wings Park Elementary and Oelwein Middle Schools	438	391
TOTALS		12		534	430

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Adverse effects of nature impacted data collection and 21stCCLC hour requirements for the OCSD. During 2019-2020, the OCSD faced the unpredictable consequences of the COVID-19 pandemic. Luckily, the district administered the NWEA-MAP assessment at OHS in the spring right before the governor-ordered shut-down of schools. However, spring assessments were not administered in time at the middle and elementary level schools. As such, fall and winter FastBridge scores were used throughout this report since these were the only assessment data available to the district for WPE and OMS. (Local Evaluation).

Partnerships.

Twelve partners were listed in the local evaluation as contributing programming/activity related services. Oelwein reported that a total of \$19,700 was provided as in-kind value.

Partnerships play a significant role in providing space for activities, opportunities for field trips, and expert-guided educational presentations. Given that Oelwein has a high poverty population, as indicated by FRLP status, partnerships provide OCSD the resources needed to expand students' horizons, keep students interested in academics, and keep them equipped with the required knowledge for living a healthy and productive lifestyle (Local Evaluation).

Parent Involvement.

Communication with parents relied most heavily on the Husky Adventures Facebook page. Other methods of communication included flyers, emails, and announcements posted on schools' hallway monitors. Hap held eight events open to community, parents and families.

- Value Up Talk with Guest Speaker Mike Donahue. 24 families attended.
- November Health Talk. 306 parents and family members attended.
- Safety Fair. 100 parents attended.
- Three Literacy nights. 129 total parents and family members attended.
- Math Night. 34 parents attended.
- Motivational Speaker Amber Lee Snider. 250 parents attended.

Objectives.

GPRC Measures

Oelwein CSD used *The Northwest Evaluation Association's Measures of Academic* and aMath to assess student performance in mathematics, English and reading for GPRC measures (GPRC Measures 1-8). The GPRC summary table below indicates percentage improvement for each measure. For GPRC Measures 9-11, Oelwein used data from Teacher Surveys. The Local Evaluation did not state what instrument was used to assess GPRC Measures 12-14.



Figure 70: Youth are working together on a project.

Oelwein CSD 21st CCLC GPRC Measures

Summary for 2019-2020

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	27%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	20%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	23%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	50%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	21%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	33%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	0%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	7%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	100%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na

Program GPRA Measures	Percentage Improvement
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	100%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	100%

For elementary students identified as needing improvement, 27 percent improved in mathematics and 50 percent improved in English. For secondary students identified as needing improvement, 20 percent improved in mathematics and 21 percent improved in English. For elementary students not proficient in reading 0 percent attained proficiency. For secondary students not proficient in mathematics 7 percent attained proficiency. For secondary students identified as needing improvement in homework completion and class participation, 100 percent improved. For secondary students identified as needing improvement in behavior, 100 percent improved. The Local Evaluation did not explain why there was no data for Measures 9 and 12.

Local Objectives

Oelwein CSD listed eight local objectives for the 21st CCLC Program for the 2019-2020 School Year. Cohort 11 had four objectives for Oelwein High Schools and Cohort 14 had four objectives for Wings Park Elementary and Oelwein Middle Schools. For all eight objectives, Oelwein CSD met five of the objectives and did not meet but made progress toward the other three objectives. The methodology for measuring the local objectives was discussed and the justification for meeting the objectives was included. Of the eight objectives four dealt with student achievement, two dealt with student behavior, and two dealt with family/parent involvement.

Cohort 11 Objectives

- Of regularly attending HAP students, 75% will become proficient in reading on the Northwest Evaluation Association’s Measures of Academic Progress (MAP) by Spring 2020. *Met the stated objective.*
- Of regularly attending HAP students, 75% will become proficient in math on the Northwest Evaluation Association’s Measures of Academic Progress (MAP) by Spring 2020. *Met the stated objective.*
- Of regularly attending HAP students, 85% will receive three or fewer office referrals, 10% will receive four to five office referrals, and only 5% will receive more than six referrals during the 2019-2020 school year. *Did not meet but made progress toward the stated objective.*
- The number of parents attending program events will increase by 50% compared to the 2018-2019 school year. *Met the stated objective.*

Cohort 14 Objectives

- Of regularly attending HAP students, 75% will become proficient in reading on the FastBridge aReading assessment by Spring 2020. *Did not meet but made progress toward the stated objective.*
- Of regularly attending HAP students, 75% will become proficient in math on the FastBridge aMath assessment by Spring 2020. *Did not meet but made progress toward the stated objective.*

- Of regularly attending HAP students, 85% will receive 3 or fewer office referrals, 10% will receive four to five office referrals, and only 5% will receive more than six referrals during the 2019-2020 school year. *Met the stated objective.*
- The number of parents attending program events will increase by 50% compared to the 2018-2019 school year. *Met the stated objective.*

Oelwein CSD Summary.

Oelwein CSD had three centers in the 21st CCLC Program 2019-2020 school year called the Husky Adventures Program (HAP). The total number of students served in the program was 534 with a regular attendance of 430 (81 percent). Oelwein CSD had the support of 12 partners who provided \$19,700 in in-kind support. HAP held eight parent events with over 700 total people attending all events. Oelwein CSD had eight local objectives and met five of them. A discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. Oelwein CSD has a formal sustainability plan that includes financial stability when 21st CCLC grant funds are no longer available. Recommendations were provided in the Local Evaluation for changes in following years of the program.

 "HAP has provided students the tools they need for self-discovery and growth." (21st CCLC Local Evaluation).

 "My kids loved the programs and loved coming home to show me and their siblings what they did that day." (21st CCLC Parent).



Figure 71: A youth engages with robotics.

St. Mark Youth Enrichment

St. Mark Youth Enrichment 21st CCLC Notable Facts:

GPRA Measures

- 81% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 100% of elementary students improved in homework completion and class participation (GPRA Measure 9).
- 95% of elementary students improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 168 students during the school year and 176 during the summer.
- 144 students (86%) were regular attendees.
- 120 students (71%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 72 partners supporting the 21st CCLC Program that provided \$136,309 in in-kind value.
- The 21st CCLC Program had 35 local objectives and met 27 of them.

Overview and Attendance.

For the 2019-2020 school year St. Mark Youth Enrichment had six centers. Cohort 10 had centers at St. Mark Youth Enrichment and Dyersville Elementary School that operated during the summer. Cohort 13 has a center at Dyersville Elementary School that operated during the regular school year. Cohort 14 had centers at Audubon, Lincoln, and Marshall Elementary Schools that operated during the regular school year. *St. Mark offers literacy, STEM, and enrichment activities for 6 weeks over the summer to build upon school year learning and prevent loss of skills (Local Evaluation).* For 2019-2020, 168 students were served by the 21st CCLC Program during the school year with 144 (86 percent) being regular participants and 120 (71 percent) of the total attendees were identified as FRPL. In addition, the St. Mark 21st CCLC Program served 176 students during the summer of 2019. Parents were active in the program and attended events both during the summer and during the school year. St. Mark had 72 partners that contributed \$136,309 in in-kind value to the 21st CCLC Program.



Figure 72: Youth are doing an outdoor activity.

St. Mark Youth Enrichment 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
St. Mark Youth Enrichment	10*	72	St. Mark Youth Enrichment and Dyersville Elementary School	176	27
St. Mark Youth Enrichment	13	72	Dyersville Elementary School	55	47
St. Mark Youth Enrichment	14	72	Audubon, Lincoln, and Marshall Elementary Schools	113	97
TOTALS		72		168**	144**

Regular attendees attended 21st CCLC programs for at least 30 days.

**Cohort 10 is a Summer only program.*

*** Attendance totals reflect school year programs only.*

Effects of COVID-19 Pandemic

Following the closure of schools in March, St. Mark's school year programs were suspended and St. Mark worked remotely to share community resources, offer virtual enrichment to keep students and families connected with their community, and provide learning kits for learning to carry on at home. The grab-and-go learning kits became a critical part of maintaining connection to families and supporting sustained social emotional learning during such a turbulent time. These kits include supplies like journals, pencils, crayons, educational worksheets for academic based activities, breathing and meditation cards to strengthen positive social-emotional practices at home, and family games and crafts that tie in learning to encourage parent engagement. From March- June 1, 677 kits were distributed in Dubuque County.

A major impact of COVID-19 was the ability to measure objectives. St. Mark wasn't able to fully complete post-assessments for social emotional skills, however mid-year data was available. Additionally, spring assessments weren't conducted during the school year for data to be requested for reading and math outcomes. (Local Evaluation).

Partnerships.

The St. Mark Youth Enrichment 21st CCLC Program had 72 partners listed in the local evaluation that provided \$136,309 in in-kind value. Of the 72 partners, 60 of them are full partners and 42 of them provided programming/activity related services. The 21st CCLC Program reported that they have many long-term partnerships. St. Mark Youth Enrichment held monthly stakeholder advisory meetings with the purpose of improving programs. St. Mark also actively recruited additional opportunities for partnering with other organizations and businesses.

Parent Involvement.

“Ongoing communication with parents occurs daily/weekly. Program staff are encouraged to update each parent during the drop off/pick up times. General communication on program updates is provided via email, text messages, paper communication such as flyers, or verbal with program staff communicating directly to parents” (Local Evaluation). Parents attended a mandatory orientation for both the school year and summer programs where the parent handbook, program expectations, and policies and procedures were discussed. In addition, parents attended field trips and volunteered during the program. Cohort 10 (summer only) held a total of two events. One event had 46 families attending but attendance was not taken at the other event. Cohort 13 held a total of two parent events and 15 families attended. A third event was scheduled but canceled due to the COVID-19 Pandemic. Cohort 14 held three events and a total of 79 families attended. Parents were notified of upcoming events through e-mail, flyers, social media, and verbally at sites.



Figure 73: Youth are playing a game involving water and counters at a table.

Objectives.

GPRM Measures

The St. Mark Enrichment 21st CCLC Program only provided data on GPRM Measures for the summer program. Data for the school year was not available due to the COVID-19 Pandemic. For the summer attendees, the St. Mark Enrichment 21st CCLC Program used Quick Phonics Screener for English improvement (GPRM Measure 4) and responses for GPRM Measures 9 and 12. The GPRM summary table below indicates percentage improvement for each measure.

St. Mark Youth Enrichment 21st CCLC GPRM Measures Summary for 2019-2020

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	81%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	81%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na

Program GPRA Measures	Percentage Improvement
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	95%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	95%

For elementary summer attendees who were regular attendees in the 21st CCLC Program and were identified as needing improvement, 81 percent improved in English. For homework completion and classroom participation, 100 percent of elementary students identified as needing improvement improved and 95 percent improved in student behavior. School year data was not reported due to the COVID-19 Pandemic.

Local Objectives

The St. Mark 21st CCLC Program listed 35 local objectives for the 2019-2020 School Year. Of the 35 total objectives, St. Mark met 27 of them, did not meet but make progress toward 2 of them and was unable to measure 6 of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete.

For Cohort 10, which was held in the summer, St. Mark listed 13 objectives and met all of them. There was a wide range of objectives from fostering respect to physical literacy to academic support.

- Objective 1.1: 75% of students in St. Mark summer program will increase/maintain literacy skills. *Met the stated objective.*
- Objective 1.2: 100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips). *Met the stated objective.*
- Objective 1.3: 100% of enrolled students will receive academic support to actively learn and practice new literacy skills in small group and one-on-one settings. *Met the stated objective.*



Figure 74: Two youth are reading together on a blanket.

- Objective 1.4: 100% of enrolled students will build their home libraries with leveled reading books. *Met the stated objective.*
- Objective 2.1: St. Mark will partner with local libraries to encourage reading outside of program. *Met the stated objective.*
- Objective 2.2: 100% of parents/caregivers will attend summer program orientation. *Met the stated objective.*
- Objective 2.3: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- Objective 3.1: Engage 100% of enrolled students in fun, hands-on activities to promote literacy on a daily basis. *Met the stated objective.*
- Objective 3.2: 100% of enrolled students will engage in regular physical literacy activities. *Met the stated objective.*
- Objective 4.1: By the end of summer program, 75% of students will be able to identify one breathing technique and three of the five steps used in Conscious Discipline “Safe Spot” self-regulation process. *Met the stated objective.*
- Objective 4.2: 100% of classrooms will participate in 30 minutes of daily physical activity (outside of weekly field trips, if they are motor driven.) *Met the stated objective.*
- Objective 4.3: St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*
- Objective 4.4: 75% of students will agree they respect other people (classmates, teachers, family, neighbors, etc.) when surveyed at end of program. *Met the stated objective.*

Cohort 13 had 11 local objectives and met 7 of them and did not meet but made progress toward 1 objective and was unable to measure 3 of them. Of the 11 local objectives two dealt with proficiency, four dealt with student attendance and behavior, three dealt with parent engagement, and two dealt with program activities and culture.

- Objective 1.1: 75% of students will demonstrate increased proficiency in annual literacy assessments conducted by WDCSD and St. Mark. *Unable to measure the stated objective.*
- Objective 1.2: 75% of students will demonstrate increased proficiency in annual mathematics assessments conducted by WDCSD and St. Mark. *Unable to measure the stated objective.*
- Objective 1.3: 75% of school-day teachers will report progress in student academics and homework completion. *Unable to measure the stated objective.*
- Objective 2.1: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- Objective 2.2: 75 % of parents will report reading to child at home and checking homework. *Met the stated objective.*
- Objective 2.3: Parents will be engaged in learning social-emotional skills and techniques. *Met the stated objective.*
- Objective 3.1: Enrichment activities will be offered on a weekly basis. *Met the stated objective.*
- Objective 3.2: 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom. *Met the stated objective.*
- Objective 4.1: 60% of students will demonstrate growth in social emotional skills. *Met the stated objective.*

- Objective 4.2. All enrolled students will attend program 75% of time and meet Dyersville attendance policies. *Did not meet but made progress toward the stated objective.*
- Objective 4.3. St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*

Cohort 14 had 11 local objectives and met 7 of them, did not meet but made progress toward one objective and was unable to measure 3 of them. Of the nine local objectives two dealt with proficiency, four dealt with student attendance and behavior, and three dealt with parent engagement.

- Objective 1.1: 50% of students will demonstrate increased proficiency in annual literacy assessments. *Unable to measure the stated objective.*
- Objective 1.2: 50% of students will demonstrate increased proficiency in annual mathematics assessments. *Unable to measure the stated objective.*
- Objective 1.3: 75% of school-day teachers will report progress in student academics and homework. *Unable to measure the stated objective.*
- Objective 2.1: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- Objective 2.2: 75% of parents will report reading to their child at home and checking homework. *Met the stated objective.*
- Objective 2.3: 75% of parents will report improvement of students practicing positive character skills at home. *Did not meet but made progress toward the stated objective.*
- Objective 3.1: Enrichment activities will be offered on a weekly basis. *Met the stated objective.*
- Objective 3.2: 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom. *Met the stated objective.*
- Objective 4.1: 50% of students will demonstrate growth in social emotional skills. *Met the stated objective.*
- Objective 4.2: All enrolled students will attend program 60% of time. *Met the stated objective.*
- Objective 4.3: Programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*



Figure 75: A youth writes in a journal.

Sustainability.

The St. Mark Enrichment 21st CCLC has an extensive formal sustainability plan that includes both community and school district support with an emphasis on funding including maximizing and securing sources of funding. The Local Evaluation listed the following funding sources.

- federal, state, and local grant funds provide a stable base to support specific elements of program that helps inform decisions on allocating other resources (~49% of budget);
- donations secured by cultivating new and engaging existing donors. Funding and in-kind support from individuals, non-profits, community partners, and enrichment providers (~24% of budget).

- fundraising events hosted annually in the spring and winter (~14% of budget);
- community outreach initiatives that provide school supplies to 1600 students and warm winter clothing to more than 200 children in need each year (~5% of budget);
- and nominal program (at non-21st sites) and center rental fees (~8% of budget).

St. Mark Youth Enrichment Summary.

The St. Mark Youth Enrichment 21st CCLC Program had three cohorts in the 21st CCLC Program for 2019-2020. The number of students served in the program was 168 with a regular attendance of 144 (86 percent) for Cohorts 13 and 14. In addition, Cohort 10 was a summer only program and had an attendance of 176 students. St. Mark had the support of 72 partners who provided \$136,309 in in-kind value. Parents attended events for each cohort and volunteered where needed. Data reported for GPRA Measures was from the summer program only. Data for assessing GPRA Measures during the school year was not available due to the COVID-19 Pandemic. St. Mark Youth Enrichment met 27 of the 35 total objectives. A complete discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. St. Mark Youth Enrichment has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“It really says something when a child feels safe, understood, and secure enough to cry and be emotional and be himself. Thank you for all you do and creating such a positive environment for my child.” (21st CCLC Parent).



“We love the programs that you guys bring in. The activities that are done during morning care are always well planned out and make my kids hurry to get ready in the morning to get there. They enjoy going to the gym in the afternoon and the snack.” (21st CCLC Parent).



“Our daughter always looks forward to seeing the teachers & her friends because the environment is fun and exciting for her. St. Marks provides a safe space for her to make friends and learn, offers diversity and a healthy environment for her to grow as a person” (21st CCLC Parent).

Siouxland Human Investment Partnership

Siouxland (SHIP) 21st CCLC Notable Facts:

GPRA Measures

- No data was available for GPRA Measures at the time of this report.

Attendance

- The 21st CCLC Program served 435 students.
- 390 students (90%) were regular attendees.
- 373 students (86%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 13 partners supporting the 21st CCLC Program that provided \$177,756 in in-kind value.
- The 21st CCLC Program had 27 local objectives and met 18 of them.

Overview and Attendance.

For the 2019-2020 school year SHIP operated the Beyond the Bell (BTB) program at six centers. Cohort 9 had centers at East, North and West Middle Schools, Cohort 10 had centers at Irving and Leeds Elementary Schools and Cohort 11 had one center at Liberty Elementary School. SHIP served 435 students with 390 (90 percent) of them being regular attendees. Of the total students served, 373 (86 percent) were identified as FRPL. The 21st CCLC Program had 13 partners that provided \$177,756 in in-kind value. Parents participated in the BTB Advisory Committee and attended two family nights. Two other events were planned but canceled due to the COVID-19 Pandemic.

Siouxland Human Investment Partnership 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Siouxland Human Investment Partnership	10	13	Irving and Leeds Elementary Schools	240	216
Siouxland Human Investment Partnership	11	13	Liberty Elementary School	128	116
Siouxland Human Investment Partnership	14	13	Hunt Elementary School	67	58
TOTALS		13		435	390

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Engaging families and communicating resources available to families in the Siouxland area was a key priority by Beyond the Bell during the COVID-19 pandemic. Parent support and engagement strategies were adjusted to promote child, parent, staff, and family safety during the pandemic.

Pre-COVID, face-to-face activities and events occurred. Engagement with parents occurred with all consistent strategies including in person, phone, email, text, and social media communication. Family events were held in person for Fall of 2019 events.

Early in COVID pandemic in late February and early March 2020, traditional face-to-face check in and out procedures and face-to-face engagement with parents were modified. During this time, parents were not allowed to enter the buildings. A phone call process was implemented to support engagement, checking in and out, and discussing student progress. After March 13, 2020, school was no longer in session due to COVID-19.

Social Media and phone outreach were the primary communication strategies for engagement when school was not operating during the pandemic. BTB designed and implemented monthly family activities to via social media to engage families. Educational and resource articles were also posted through social media on family-focused activities.

Learning Kits were prepared, distributed and/or delivered between March – June 2020.

Based on the needs of the community, virtual activities were considered. However, due to barriers with Wi-Fi and technology access, this was not possible for many families. Learning kits were the key strategy. Between March to May 2020, Beyond the Bell reached out to every family in the 21 CCLC sites to assess interest in student literacy activity bags to be delivered to families. This was conducted via three rounds of this effort between March through May 2020. Activity bags included age-appropriate activities. Each kit had a literacy and math enrichment activity. Kits also included resources to promote other social and recreational activities. Over 100 kits were distributed to families in the cohorts 10, 11, and 14 impacting all four elementary sites.

Changes in grouping and social distancing to promote safety were incorporated in the pandemic and continue into the 2020-2021 school year. Examples include education about safety, social distancing, and all staff and children wearing face coverings. (Local Evaluation).

Partnerships.

Thirteen partners were listed in the local evaluation. Partners provided \$179,456 in in-kind value.

The partnerships listed (in the Local Evaluation) have been longstanding partners with the BTB program. BTB completes an annual Community Impact Report to share with all stakeholders and community partners. This is a way to distribute information on all aspects of the program and highlight how the community helps BTB run successful program (Local Evaluation).



Figure 76: Youth are working on a large coloring sheet together.

Parent Involvement.

“Beyond the Bell emphasizes parent involvement in every aspect of its programming (Local Evaluation)” Two family nights were held and two other events were scheduled but canceled due to the COVID-19 Pandemic. A total of 263 attended each event. In addition, the center at Hunt Elementary School held nine food bank events where 187 children benefited. Communication with parents was done with both formal and informal methods, including the 21st CCLC website, Facebook, brochures in two languages and face to face.

Objectives.

GPRC Measures

The SHIP 21st CCLC Program used a comparison of grade level from the Fall of 2019 to the Fall of 2020 to assess student performance in mathematics, English and reading for GPRC measures. However this approach was used to give an overall assessment of student performance and could not be used to disaggregate by GPRC Measure. Thus the GPRC Measures are not reported for the SHIP 21st CCLC Program. (GPRC Measures 1-8). The SHIP 21st CCCL Program reported that all 166 students with available data moved up a grade level.

Local Objectives

SHIP had the same nine objectives for each Cohort (10, 11 and 14). Of the nine objectives, six were met and three were unable to measure due to the COVID-19 Pandemic. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Three objectives dealt with participation from families, parents and school staff members. One objective dealt with program satisfaction ratings by parents, two objectives dealt with student participation in activities, and three objectives dealt with student improvement in social skills, absenteeism and discipline.

Adult Participation

- Objective A. A majority of regular BTB families in each cohort participate in Family Literacy events. *Met the stated objective.*
- Objective B. At least one BTB parent participates in the BTB Advisory Committee. *Met the stated objective.*
- Objective C. At least one school staff member participates in the BTB advisory Committee. *Met the stated objective.*

Satisfaction Ratings by Parents

- Objective D. In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB. *Met the stated objective.*

Student Participation

- Objective E. At least 50% of students at each site participate in the annual Service-Learning Challenge. *Met the stated objective.*



Figure 77: Youth are doing an arts and crafts project in a cafeteria.



Figure 78: Youth are on a field trip to a museum.

- Objective F. At least 50% of regular (at least 30 days) program participants attend at least one field trip to a community partner site. *Met the stated objective.*

Student Improvement

- Objective G. In annual surveys, school-day teachers report that at least 50% of students who need to do so improve their social skills over the course of the academic year. Unable to measure the stated objective.
- Objective H. BTB program participants are chronically absent from school less when compared to non BTB students. Unable to measure the stated objective.
- Objective I. BTB program participants receive fewer disciplinary referrals compared with non-BTB students. Unable to measure the stated objective.



Figure 79: Youth pose with their artwork.

Sustainability.

SHIP has a formal sustainability plan that includes both community and school district support. The local evaluation included the following information.

Development of a formal sustainability plan is an ongoing process. BTB is taking the following actions to help sustain the program:

- Continue to utilize free and low-cost local agencies to provide resources and services to deliver programming
- Maintain strong partnership with the Sioux City Community School District to ensure continued rent-free access to building sites
- Maintain and grow strong partnerships with community partners to ensure continued programming and in-kind donations
- Develop our front-line staff to have the access to and knowledge of quality behavior management, communication, and curriculum to be able to minimize the higher paid positions of certified teachers and management to develop and maintain quality staff.

Siouxland Human Investment Partnership (SHIP) Summary.

Siouxland Human Investment Partnership (SHIP) served 435 students in its 21st CCLC Program with a regular attendance of 390 (90 percent) and 373 (86 percent) of attendees were identified as FRPL. SHIP had the support of 13 partners who provided \$177,756 in in-kind value. Parents attended two events for each cohort and volunteered where needed. Two other events were scheduled but canceled due to the COVID-19 Pandemic. GPRA Measures were not reported due to a problem with data collection explained in the Local Evaluation. Siouxland Human Investment Partnership had 27 local objectives met 18 of them. A complete discussion of methodology and ratings justification was included in the local evaluation. No changes in Local Objectives were recommended. Recommendations for changes in the program included modifying the student survey and changes in data collection to increase response rates to the survey. Additional recommendations were to develop a plan for virtual engagement and learning and adjusting GPRA Measure data collection strategies.

Siouxland Human Investment Partnership has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“We are able to serve students that need that extra one on one time and give that mentorship and guidance. Our mentors are also able to help them with homework during their BTB time so that they don't have to worry about completing it when they get home that even.” (21st CCLC Partner).



“Beyond the Bell gives students an opportunity to make new connections. For many shy students it provides them an opportunity to come out of their shell.” (21st CCLC Staff).



“It is extremely important to me that I know I can trust my child is in a safe and structured environment, having fun, making friends while I can work full time.” (21st CCLC Parent).

Storm Lake CSD

Storm Lake CSD 21st CCLC Notable Facts:

GPRA Measures

- 80% of students identified as needing improvement in mathematics improved (GPRA Measure 3).
- 84% of students identified as needing improvement in English improved (GPRA Measure 6).
- 20% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 58% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 55% of secondary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 10).
- 73% of secondary students identified as needing improvement improved in student behavior (GPRA Measure 13).

Attendance

- The 21st CCLC Program served 356 students.
- 312 students (88%) were regular attendees.
- 320 students (90%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 21 partners supporting the 21st CCLC Program that provided \$9,560 in in-kind value.
- The 21st CCLC Program had 12 local objectives and met 6 of them.

Overview and Attendance.

For the 2019-2020 school year the Tornado Learning Club (TLC) had two centers. The Elementary Tornado Club (ETA) at Storm Lake Elementary School for Cohort 13 and the Tornado Learning Club (TLC) at Storm Lake Middle School (Grades 5-8) for Cohort 14. *“Students are provided with a safe environment to effectively use out-of-school time to help improve academic performance, build positive peer relationships, gain new interests, and initiate student leadership roles” (Local Evaluation).* The Storm Lake 21st CCLC Program served a total of 356 students with 312 (88 percent) being regular participants and 320 (90 percent) of the total students served were identified as FRPL. Parents were active in the program and over 90 percent of parents stated that they were very satisfied with the 21st CCLC Program. Three family events were held at each campus and more than 300 people attended. The program was supported by 21 partners who provided \$9,560 in in-kind value.



Figure 80: Youth are building with Legos.

Storm Lake CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Storm Lake CSD	13	21	Storm Lake Elementary School	161	122
Storm Lake CSD	14	21	Storm Lake Middle School	195	90
TOTALS		21		356	312

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

Due to the COVID-19 pandemic, in-person learning stopped in mid-March 2020. This included the ability for our after school programs to offer in-person programming. Physical contact with students was not allowed. Both program director made contact with 21CCLC students via email, texts to parents, and mail. We assisted with distribution of learning materials and meals per district guidelines and requests for help. Our district also offered a variety of virtual professional development opportunities, and required participation by staff. (Local Evaluation).



Figure 81: Youth are playing chess.

Partnerships.

Partnerships have increased since the formation of the Tornado Learning Club from the original four partners to 21 partners. The 21 partners provided \$9,560 in in-kind services. All 21 partners provided programming/activity-related services and a variety of other services. The local evaluation stated, *“Community partners provided new opportunities and a large variety of fun, hands-on learning experiences that would not have been possible without their support”* (Local Evaluation).

Parent Involvement.

Parents were involved in the Storm Lake CSD 21st CCLC Program. Three family events were held at each center and over 300 family members were in attendance at each one. Family Night activities included fun, hands-on learning; information about local services – health, mental health, adult learning classes; STEM activities, reading activities, healthy snacks. Communication with parents includes flyers about upcoming activities, phone calls or texts about student transportation, emails, phone calls or in-person meetings about student behavior. Informal discussions about general program activities happens when parents pick up their children.

Objectives.

GPRA Measures

Storm Lake used *FAST and MAP* to assess student performance in mathematics and English for GPRA measures. Teacher surveys were used for Measures 10 and 13 for secondary students. Teacher surveys were not administered to elementary teachers due to the COVID-19 Pandemic. The GPRA summary table below indicates percentage improvement for each measure.

Storm Lake CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	97%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	39%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	80%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	91%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	48%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	84%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	20%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	58%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	55%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	55%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	73%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	73%

The local evaluation reported that for elementary students identified as needing improvement, 97 percent improved in mathematics and 91 percent improved in English. For secondary students identified as needing improvement, 39 percent improved in mathematics and 48 percent improved in English. For elementary students identified as not proficient in reading, 20 percent attained proficiency. For secondary students identified as not proficient in mathematics, 58 percent attained proficiency. For secondary students identified as needing improvement, 55 percent increase in homework completion and class participation and 73 percent improved in student behavior.

Local Objectives

Storm Lake CSD listed 12 local objectives for the 2019-2020 School Year and met 6 of them. Three objectives were not met but progress was made toward the stated objective, one was not met and no progress was made toward the stated objective, and three were unable to measure. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the 12 objectives four dealt with academic achievement, two dealt with student coping skills and safety, two dealt with student behavior, and four dealt with family involvement.



Figure 82: A youth watches a lesson on a laptop.

- 85% of regular attendees will exceed expected growth on reading assessments. Cohort 13 -Met the stated objective. Cohort 14 – Did not meet but progress was made toward the stated objective.
- 85% of regular attendees will exceed expected growth on math assessments. Met the stated objective. Cohort 13 -Met the stated objective. Cohort 14 – Did not meet but progress was made toward the stated objective.
- 95% of regular attendees will report learning new skills and feeling safe at school. Cohort 13 - Unable to measure the stated objective. Cohort 14 – Met the stated objective.
- Anti-social behaviors for regular attendees will decrease by 5% annually. Cohort 13 - Unable to measure the stated objective. Cohort 14 – Met the stated objective.
- ETA (Cohort 13) and TLC (Cohort 14) & Storm Lake CSD will provide at least two Family Night events each school year to promote literacy, STEM activities, family relationships and community resources. Cohort 13 - Met the stated objective. Cohort 14 – Did not meet and no progress was made toward the stated objective.
- 95% of ETA families will report satisfaction with activities. Cohort 13 – Unable to measure the stated objective. Cohort 14 – Met the stated objective.

Sustainability.

The Storm Lake CSD 21st CCLC Local Evaluation did not include a formal sustainability plan. The 21st CCLC Program has an advisory committee composed of parents, teachers, administrators and partners that provided guidance on the program, including funding for sustainability. *“All current partners have pledged to continue their support of both programs” (Local Evaluation).*

Storm Lake CSD Summary.

The Storm Lake CSD 21st CCLC Program for 2019-2020 had two centers in Cohorts 13 and 14. The Program served students at Storm Lake Elementary and Middle Schools and had a total of 356 attendees with 320 (90 percent) being regular attendees and 312 (88 percent) identified as FRPL. The Storm Lake CSD 21st CCLC Program had the support of 21 partners who provided \$9,560 in in-kind services. The local evaluation reported that over 300 parents attended Family Fun Nights. Improvement was reported for students for GPRA measures although no data was available for GPRA Measures 9 and 12 due to the COVID-19 Pandemic. Storm Lake CSD met six out of twelve local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. The Local Evaluation did not include recommendations for objectives or for changes to the program for future years but did state that any changes made would be related to the

COVID-19 Pandemic. Sustainability was addressed and the program is actively considering other sources of revenue to assist with providing services to students and parents.



“I have a 5th grader and 8th grader that both attend the Tornado Learning Club every day after school. They are always telling us what fun they had and are looking forward to tomorrow!” (21st CCLC CSD Parent).



“One TLC student’s behavior referrals decreased from seven referrals during the first semester down to only one referral during the second semester.” (Local Evaluation).



“Over 90% of parents stated that they are very satisfied with the after school programs and were pleased to see positive growth socially, emotionally and academically in their children.” (Local Evaluation).



Figure 83: A staff plays a game of basketball with a group of youth.

Waterloo CSD

Waterloo CSD 21st CCLC Notable Facts:

GPRA Measures

- 62% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 60% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 44% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 71% of elementary students identified as needing improvement in completing homework and class participation improved (GPRA Measure 9).
- 84% of elementary students identified as needing improvement in student behavior improved (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 224 students.
- 181 students (81%) were regular attendees.
- 198 students (88%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 30 partners supporting the 21st CCLC Program that provided \$94,419 in in-kind value.
- The 21st CCLC Program had seven local objectives and met five of them.

Overview and Attendance.

For the 2019-2020 school year, Waterloo CSD had three centers in Cohort 13 at Irving, Lowell and Becker Elementary Schools. The Waterloo CSD 21st CCLC Program served a total of 224 students with 181 (81 percent) of students attending regularly. Students identified as FRPL numbered 198 (88 percent). In addition, the 21st CCLC Program served 273 students in the summer program. Waterloo had 30 partners providing services that provided an in-kind value of \$94,419. The Waterloo CSD 21st CCLC Program held six parent meetings. The number of parents attending the parent meetings was not reported in the Local Evaluation.



Figure 84: Youth are smiling at the camera.

Waterloo CSD 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Waterloo CSD	13	30	Irving, Lowell and Becker Elementary Schools	224	181
TOTALS		30		224	181

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

“Of all the data points, most were anticipated with the exception of attendance. We expected attendance to suffer much more than it did due to COVID-19. We were pleasantly surprised to see how many students were attending on a regular basis. Looking back, it might have been due to the lack of other programming, sports and church activities that contributed to our attendance rates.

One other surprise was the continued involvement with our partners. We expected more of them to drop off after the initial shutdown, but the majority of them remained and continued to provide support to the program” (Local Evaluation).



Figure 85: Youth are in the computer lab.

Partnerships.

Waterloo CSD had 30 partners that contributed an estimated \$94,419 in in-kind value. The 21st CCLC Program actively recruited partners and plan on continuing recruiting efforts. “*The Northeast Iowa has provided over 21,000 nutritious meals and snacks to children in our program. Northeast Iowa Food Bank has proven to be an invaluable partner in the success of continuing summer and afterschool programming*” (Local Evaluation).

Parent Involvement.

The 21st CCLC Program for Waterloo CSD held six parent meetings. “*Those parent meeting incorporated a variety of speakers and events, including summer programming, law enforcement engagement, you and your child back to school, current community services, meaningful mealtime, routines and your child, and how to get your child ready for school*” (Local Evaluation). Attendance numbers for parent meetings were not included in the Local Evaluation. Communication with parents was primarily done using social media and phone calls. Other methods of communication included flyers and personal contact.

Objectives.

GPRM Measures

Waterloo CSD used Fast to assess student performance in mathematics (GPRM Measure 1), Classroom Grades to assess student performance in English (GPRM Measure 4) and FAST to assess student proficiency in reading (GPRM Measure 7). Teacher survey data was used to for GPRM

Measures 9 and 12). The GPRA summary table below indicates percentage improvement for each measure.

Waterloo CSD 21st CCLC GPRA Measures Summary for 2019-2020

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	62%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	62%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	60%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	60%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	44%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	71%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	71%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	84%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	84%

For the elementary students in the program who were identified as needing improvement, 62 percent improved in mathematics and 60 percent improved in English. For reading 44 percent of elementary students moved from not proficient to proficient. For elementary students identified as needing

improvement in homework completion and class participation, 71 percent improved. For elementary students identified as needing improvement in student behavior, 84 percent improved.

Local Objectives

Waterloo CSD had seven local objectives for the 21st CCLC Program for the 2019-2020 school year. Four of the objectives were met, one objective was not met but progress was made toward the objective and two objectives were unable to measure the stated objective. Of the seven objectives, two dealt with student achievement, two dealt with attendance, two dealt with student behavior and one dealt with parent engagement. The objectives are listed below.

-To increase the percentage of third grade students who are considered grade level proficient in reading by 50 percent for students who participate in the Academy two or more summers, as measured by FAST assessments. *Did not meet but made progress toward the stated objective.*
- To prevent summer learning loss for 75 percent of the children who participate in the Summer Learning Academy, as measured by FAST assessments. *Met the stated objective.*
-To attain 80 percent Academy attendance rates for students who attend the Summer Learning Academy. *Met the stated objective.*
- To improve student attendance across the school year by 30 percent for those students involved in the Club before and after school programs. *Met the stated objective.*
- To increase levels of social and emotional competencies by 15 percent by the end of the school year for children in the before and after school program, as measured by the DESSA Student Strengths Assessment. *Unable to measure the stated objective.*
- To decrease the number of behavior incidents at school for children in the before and after school program by 30 percent over the course of each academic year, as measured by behavior referrals. *Met the stated objective.*
- To increase parents' engagement in their children's educational experience by 30 percent over the course of each academic year, as measured by attendance at school and program events. *Unable to measure the stated objective.*



Figure 86: A youth smiles at the camera.

Sustainability.

"The Waterloo Community School District is committed to sustaining the 21st CCLC program through advocacy, community awareness, and resource development" (Local Evaluation). A main part of the Waterloo CSD Sustainability Plan is to continue to partner with Cedar Valley Readers, a community collaborative supported by many organizations. Other sustainability efforts included fundraising campaigns through the Boys and Girls Club of the Cedar Valley and support from the United Way.

Waterloo CSD Summary.

Waterloo Community School District had three centers in Cohort 13 in its 21st CCLC Program. The number of students served was 224 students with a regular attendance of 181 (81 percent). In addition, 273 students attended the 21st CCLC summer session. The 21st CCLC Program had the support of 30 partners who provided \$94,419 in in-kind value. Six parent meetings were held but the Local Evaluation did not report the number of parents attending the parent meetings. Waterloo had seven local objectives and met four of them. No recommendations for changing local objectives or other facets of the program were made for the future of the program. Waterloo CSD has a sustainability plan that relies heavily on partnerships.



"It's so nice to have program that takes care of my daughter and teachers who truly care about her." (21st CCLC Parent).



"We have so many fun things to do in the afternoon, I love the Rec Specialists, they are all amazing, they are all nice, and the teachers are amazing- I love them!" (21st CCLC Student).



"Every child deserves a champion who believes in them in them and will never give up." (21st CCLC Teacher).

YouthPort

YouthPort 21st CCLC Notable Facts:

GPRA Measures

- 41% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 52% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 52% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 8% of elementary students identified as needing improvement in student behavior improved (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 108 students.
- 108 students (100%) were regular attendees (students received a snack and a full meal daily).
- 86 students (80%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$106,000 in in-kind value.
- The 21st CCLC Program had five local objectives and met all of them.

Overview and Attendance.

For the 2019-2020 school year YouthPort had 21st CCLC Centers at the Cedar River Academy at Taylor Elementary School and Hoover Elementary School. YouthPort served 108 students and all of them were regular attendees. In addition, 86 (80%) of attendees were identified as FRPL. YouthPort also provided a summer program where 116 students were attendees.

YouthPort is a unique collaboration among three non-profit organizations, Boys and Girls Club of Cedar Rapids, Tanager Place, and YPN, that aims to maximize the strengths and resources of the organizations involved, empowering them to meet the needs of children and families in low-economic neighborhoods throughout Cedar Rapids. (Local Evaluation).

YouthPort considered partnerships a critical piece for the success of the 21st CCLC Program. There were 12 total partners for 2019-2020 that provided \$106,000 in in-kind value. Parents were active in the program. A total of 6 family events were held and 76 parents in total attended these events.



Figure 87: Youth are playing a math game at a table.

YouthPort 21st CCLC Program Summary Chart (2019-2020)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
YouthPort	11	12	Taylor Elementary School, Hoover Elementary School	108	108
TOTALS		12		108	108

Regular attendees attended 21st CCLC programs for at least 30 days.

Effects of COVID-19 Pandemic

“Since March 2020 our program has been greatly impacted by the COVID pandemic. 3/20 was our last day of programming. During the last 5 months we haven’t been able to offer any traditional programming. Our school was shut down so we didn’t have any place we could meet. We had many families out of work due to local outbreaks. Families had a hard time meeting basic needs. We were able to help provide food, gas money and rent assistance.

Programming all shifted to virtual. We offered 2 or 3 virtual programs a day. These programs consisted of education, sports, art, music and leadership. Staff also delivered roughly 5000 meals, 1800 books, 350 good bags and 150 food baskets. These are all resources our families would typically get through our program. Our families still got those resources but we delivered all of them. To keep in touch, we have done weekly phone calls/zoom meetings with our kids and families.” (Local Evaluation).

Partnerships.

YouthPort had 12 partners with most of them contributing more than one type of support, including volunteers. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed by the students, and providing staff. The 12 partners provided \$106,000 in in-kind value to the 21st CCLC Program.

Community partnerships are vital to YouthPort’s 21CCLC program at Cedar River Academy at Taylor Elementary school and Hoover Elementary school. Partners provided staffing and volunteer support (i.e., program management, enrichments, and volunteer management), financial support (i.e., all three agencies that form YouthPort engage in grant seeking to sustain programming), food and program supplies (i.e., The Cedar Rapids School District’s school lunch program provides a nightly meal and various local businesses provide snacks and meals for special events as well as program supplies), professional development opportunities, and transportation (i.e., access to school buses for large group transportation needs) (Local Evaluation).



Figure 88: A staff shares a book with a youth.

Parent Involvement

The YouthPort 21st CCLC Program held three Ready to Read Family Events at each center and a total of 76 parents attended the events. At the events 249 books were distributed and trained volunteers worked with families on literacy building skills, incorporating peer modeling and including activities connected to stories for better cognitive connections. Communication with parents was done with flyers sent home with students.

Objectives.

GPR A Measures

YouthPort used *FAST* to assess student academic performance for GPR A measures. For GPR A Measure 12, the number of school referrals was used. Due to the COVID-19 Pandemic, no data was available to assess GPR A Measure 9. The GPR A summary table below indicates percentage improvement for each measure. The YouthPort 21st CCLC Program served elementary students only so no secondary data was reported.

YouthPort 21st CCLC GPR A Measures Summary for 2019-2020

Program GPR A Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	41%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	41%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	52%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	52%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	52%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	8%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	8%

For elementary students identified as needing improvement, 41 percent improved in mathematics and 52 percent improved in English. For elementary students identified as not proficient in reading, 52

percent attained proficiency. For elementary students identified as needing improvement in student behavior, 8 percent improved.

Local Objectives

YouthPort listed five local objectives for the 2016-2017 School Year and met all five of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives one dealt with STEM learning, two dealt with emotional and behavioral development, one dealt with staff development, and one dealt with programs for parents to help them increase or maintain knowledge of literacy skills.

- 70% of all enrolled students will participate in STEM activities a minimum of weekly. *Met the stated objective.*
- 85% of youth members in programming will show progress in social/emotional development on 1 or more survey items when comparing pre-post test scores. *Met the stated objective.*
- Greater than 50% of youth in programming will show progress in social, emotional and behavioral development in the classroom and during programming. *Met the stated objective.*
- All staff supported by or connected with the 21CCLC program will receive 12 hours of continuous education throughout the school year. *Met the stated objective.*
- 80% of parents will increase or maintain knowledge of literacy skills. *Met the stated objective.*



Figure 89: Youth play a game with sight words.

Sustainability.

YouthPort has a sustainability plan with four main supports of sustainability.

- community partnerships
- school/community partnerships
- volunteer contributions
- summer collaborations

In addition, YouthPort continues to seek sustainability funding sources.

YouthPort Summary.

YouthPort 21st CCLC had two centers for the 2019-2020 school year. The number of students served in the program was 108 with a regular attendance of 108 (100 percent). In addition, a summer program served 116 students. YouthPort had the support of 12 partners who participated in a variety of ways, including materials, oversight, volunteer support, and food. Partners contributed \$106,000 in in-kind support. Parents attended six events for each site and volunteered where needed. Improvement was reported for elementary students in GPRA Measures where data was available. YouthPort met all five local objectives and a complete discussion of methodology and ratings justification for objectives was included in the Local Evaluation. For local objectives, recommendations for the future included utilizing both teacher and students input and developing alternative ways to administer surveys. YouthPort has a sustainability plan that includes continuing the program when 21st CCLC grant funding ends.



Figure 90: A youth journals.



“Generous, great staff and a great chance to parents to connect with kids over books” (21st CCLC Parent).

References

- Afterschool Alliance. (October, 2014). *America after 3PM: Afterschool programs in demand*. https://www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_Key_Findings.pdf
- Allamakee Community School District. (2020). *Local evaluation for Allamakee CSD Iowa 21st CCLC for 2019-2020*.
- Andrew Community School District. (2020). *Local evaluation for ALEAP – Andrew elementary school Iowa 21st CCLC for 2019-2020*.
- Audubon Community School District. (2020). *Local evaluation for Audubon CSD Iowa 21st CCLC for 2019-2020*.
- Bettendorf Community School District. (2020). *Local evaluation for Neil Armstrong Elementary School Iowa 21st CCLC for 2019-2020*.
- Bettendorf Community School District. (2020). *Local evaluation for Steamer Success Academy Iowa 21st CCLC for 2019-2020*.
- Blumenfield, P., Rogat, T. & Krajcik, J.S. (2006). *Motivation and cognitive engagement in learning environments*. Cambridge University Press.
- Boys & Girls Clubs of the Cedar Valley. (2020). *Local evaluation for Boys & Girls Club of the Cedar Valley Iowa 21st CCLC for 2019-2020*
- Boys & Girls Clubs of Central Iowa. (2020). *Local evaluation for Boys & Girls Club of Central Iowa Iowa 21st CCLC for 2019-2020*
- Bradly, L. *How chess enhances STEM skills*. IEEE TRY Engineering.
- Burlington Community School District. (2020). *Local evaluation for Burlington CSD Iowa 21st CCLC for 2019-2020*.
- Cedar Rapids Community School District. (2020). *Local evaluation for Cedar Rapids CSD Iowa 21st CCLC for 2019-2020*.
- Central Decatur Community School District. (2020). *Local evaluation for Central Decatur CSD Iowa 21st CCLC for 2019-2020*.
- Children’s Defense Fund. (2014). *The State of America’s Children® 2014 Report*. <https://americanspcc.org/wp-content/uploads/2014/03/2014-State-of-Americas-Children.pdf>
- Children’s Defense Fund. (2020). *The State of America’s Children® 2020 Report*. <https://www.childrensdefense.org/wp-content/uploads/2020/02/The-State-Of-Americas-Children-2020.pdf>
- Children’s Defense Fund. (2021). *The State of America’s Children® 2021 Report*. <https://www.childrensdefense.org/wp-content/uploads/2021/04/The-State-of-Americas-Children-2021.pdf>
- Clinton Community School District. *Local evaluation for Clinton Community Schools Iowa 21st CCLC for 2019-2020*.

- Council Bluffs Community School District. (2020). *Local evaluation for Council Bluffs CSD Iowa 21st CCLC for 2019-2020.*
- Cravey, R. and Sinclair, E. (2020). *Iowa 21st CCLC local evaluation form 2018-2019 School Year.* Educational Resource Management Systems.
- Davenport Community School District. (2020). *Local evaluation for Davenport CSD Iowa 21st CCLC for 2019-*
- Des Moines Community School District (2020). *Local evaluation for Des Moines Public Schools Iowa 21st CCLC for 2019-2020.*
- Dubuque Community School District (2020). *Local evaluation for Dubuque CSD Iowa 21st CCLC for 2019-2020.*
- Fairfield Community School District (2020). *Local evaluation for Fairfield CSD Iowa 21st CCLC for 2019-2020.*
- Gorman L. (April, 2003). Eating your way to higher test scores. *The Digest.* <https://www.nber.org/digest/apr03/eating-your-way-higher-test-scores>
- Ginsburg, A., Jordan, P., & Chang, H. (2014). Absences add up: How school attendance influences student success. *Attendance Works.* https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up_September-3rd-2014.pdf
- Hamburg Community School District. (2020). *Local evaluation for Hamburg Community School District Iowa 21st CCLC for 2019-2020.*
- Heckman, J. (2008). *Return on investment: Cost vs. benefits.* https://childandfamilypolicy.duke.edu/pdfs/10yranniversary_Heckmanhandout.pdf
- Heckman, J. (2008). *The case for investing in disadvantaged young children.* <https://heckmanequation.org/www/assets/2017/01/Heckman20Investing20in20Young20Children.pdf>
- Helping Services for Youth and Families, Inc. (2020). *Helping Services for Youth and Families, Inc.: Iowa 21st CCLC local evaluation form 2019-2020 school year.*
- Hernandez, D. (2012). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation.* <https://www.aecf.org/resources/double-jeopardy/>
- Iowa Afterschool Alliance. (2020). *Iowa 21st CCLC statewide survey.*
- Iowa City Community School District. (2020). *Local evaluation for Iowa City Community School District Iowa 21st CCLC for 2019-2020.*
- Iowa Department of Education. (2021). *2018-2019 Iowa Public School K-12 Limited English Proficient Students (LEP) by District and Grade (2021).* <https://educateiowa.gov/documents/district-el/2021/05/2018-2019-iowa-public-school-k-12-limited-english-proficient-students>
- Iowa Department of Human Rights. (2020). *Family and children.* <https://humanrights.iowa.gov/cas/icsw/resources-tools-women/family-and-children>
- Krebs, N. (February, 2020). *Report: Iowa economy loses nearly \$1 billion annually from childcare shortage.* Iowa Public Radio. <https://www.iowapublicradio.org/health/2020-02-28/report-iowa-economy-loses-nearly-1-billion-annually-from-childcare-shortage>

- Manheimer, S. & Spaulding, J. (August, 2020). *After school: The prime time for juvenile crime— Partnering with after-school programs to reduce crime, victimization, and risky behaviors among youth,* Police Chief Online. <https://www.policechiefmagazine.org/after-school-the-prime-time-for-juvenile-crime/?ref=c18cab92272c314cbbbed9c59a46c4fac>
- Maquoketa Community School District. (2020). *Local evaluation for Maquoketa Community School District Iowa 21st CCLC for 2019-2020.*
- Mid-Iowa Community Action, Inc. (2020). *Local evaluation for Mid-Iowa Community Action, Inc. 21st CCLC for 2019-2020.*
- National Center for Chronic Disease Prevention and Health Promotion. (May, 2014). *Health and academic achievement.* (Centers for Disease Control and Prevention). https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf
- National Center for Education Statistics. (July, 2019). *Student reports of bullying: Results from the 2017 school crime supplement to the national crime victimization survey.* <https://nces.ed.gov/pubs2019/2019054.pdf>
- Newman, S. A., Fox, J.A., Flynn, E. A. & Christeson, W. (2000). *America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement.* Fight Crime: Invest in Kids. <https://files.eric.ed.gov/fulltext/ED445823.pdf>
- North Fayette Valley Community School District. (2020). *Local evaluation for North Fayette Valley Community School District Iowa 21st CCLC for 2019-2020.*
- Oakridge Neighborhood Services. (2020). *Local evaluation for Oakridge Neighborhood Services Iowa 21st CCLC for 2019-2020.*
- Oelwein Community School District. (2020). *Local evaluation for Oelwein Community School District Iowa 21st CCLC for 2019-2020.*
- Office of Juvenile Justice and Delinquency Prevention Statistical Briefing Book. (November 16, 2020). http://www.ojjdp.gov/ojstatbb/crime/JAR_Display.asp?ID=qa05200&selOffenses=1
- Sioux City Community School District. (2020). *Local evaluation for Siouxland human investment partnership Iowa 21st CCLC for 2019-2020.*
- St. Mark Youth Enrichment. (2020). *Local Evaluation for St. Mark Youth Enrichment Iowa 21st CCLC for 2019-2020.*
- State Data Center of Iowa – A Program of Iowa and the Office of Persons with Disabilities. (November, 2020). *Iowans with disabilities: 2020.* https://www.iowadatacenter.org/Publications/disabilities2020.pdf/at_download/file
- Storm Lake Community School District. (2020). *Local Evaluation for Storm Lake CSD Iowa 21st CCLC for 2019-2020.*
- Telegraph Herald (September 29, 2020). *Anthony the mouse.* https://www.telegraphherald.com/news/features/article_ac8470e3-e601-532e-8c4a-403ca7d77666.html
- The Annie E. Casey Foundation Kids Count Data Center (2019). *Child population by race and age group (Number & Percent).* <https://datacenter.kidscount.org/data/customreports/17/103.8446>
- The Annie E. Casey Foundation Kids Count Data Center (2019). *Child poverty in Iowa.* <https://datacenter.kidscount.org/data/customreports/17/1239>

- Tikkanen, M. (2010). *75% of inmates are illiterate (19% are completely illiterate) Ruben Rosario*. Invisible Children: Kids at Risk Action Group. <https://www.invisiblechildren.org/2010/11/18/75-of-inmates-are-illiterate-19-are-completely-illiterate-ruben-rosario/>
- Twenge, J. (2018, August 20). *Why it matters that teens are reading less*. The Conversation. <https://theconversation.com/why-it-matters-that-teens-are-reading-less-99281>
- U.S. Chamber of Commerce Foundation (February, 2020). *Untapped potential: Economic impact of childcare breakdowns on U.S. states*. <https://www.uschamberfoundation.org/reports/untapped-potential-economic-impact-childcare-breakdowns-us-states>
- U.S. Department of Agriculture Food and Nutrition Service (2019). *Child and adult care food program*. <http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>
- U.S. Department of Education (2015). *21st Century Community Learning Centers (21st CCLC) overview of the 21st CCLC performance data: 2014–15* (2016). Washington, DC.
- U.S. Department of Education (2015). *21st Century Community Learning Centers (21st CCLC) overview of the 21st CCLC performance data: 2015–16* (2017). Washington, DC.
- U.S. Department of Education (2015). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2013–14* (2015). Washington, DC.
- U.S. Department of Education (2015). *21st Century Community Learning Centers (21st CCLC) overview of the 21st CCLC performance data: 2016–17* (2018). Washington, DC.
- U.S. Department of Education (2019). *Programs: 21st Century Community Learning Centers Purpose*. Retrieved from <http://www2.ed.gov/programs/21stcclc/index.html>
- Vasconcelos, K. (April, 2017). *3 ways poverty impacts children learning to read*. The Science of Learning Blog. <https://www.scilearn.com/3-ways-poverty-impacts-children-learning-read/>
- Waterloo Community School District. (2020). *Local Evaluation for Waterloo Community School District Iowa 21st CCLC for 2019-2020*.
- Young, Emma. (January, 2017). *How Iceland got teens to say no to drugs*. The Atlantic. <https://www.theatlantic.com/health/archive/2017/01/teens-drugs-iceland/513668/>
- YouthPort. (2020). *Local Evaluation for YouthPort Iowa 21st CCLC for 2019-2020*.