



# State Evaluation of Afterschool Programs 2023

Nita M. Lowey Iowa 21<sup>st</sup> Century  
Community Learning Centers -Title IV, Part B

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# Executive Summary

What could be more important than laying a foundation for the future of our children?

Education provides that foundation and the Nita M. Lowey 21st Century Community Learning Centers (CCLC) grant provides a vital supplemental program for children in poverty to reduce academic achievement gaps.

The grant provides breakfast, an afterschool snack and often a full meal every day for children in need. Programs provide reading tutoring, character education, Science, Technology, Engineering and Math (STEM) projects along with enrichment activities to help children improve in school.

Afterschool in Iowa is funded by the Nita M. Lowey 21st Century Community Learning Centers, ESSA (Title IV part B). All federal title programs target children in poverty. However, afterschool programs do more than provide academic support for children, they strive to help the whole child to develop a love of learning that will last a lifetime.

## Iowa Leads the Nation

Iowa is a national leader in many areas of afterschool because we put a priority on serving the needs of children. Fifteen percent of the children we serve have disabilities and ten percent are English language learners. Iowa was first in the nation in providing [guidance to serving children with disabilities in an afterschool program](#) in 2017 and we have continued to share [USDOE guidance on serving children with disabilities in an afterschool program](#).

Iowa also has more [community partners](#) for its 21<sup>st</sup> CCLC Programs than any other state in the nation. Currently we have 644 partners across the state. Iowa community partners provide millions of dollars in additional in-kind support, allowing us to serve many more children than with federal funding alone. We served 10,626 students during the 2022-2023 school year, which is slightly below our pre-pandemic level. However, these numbers are growing as attendance in afterschool programs increases. The limiting factor throughout the state holding our attendance down is a lingering staff shortage.

One of the most successful early learning programs in the world was established through building community partnerships.

**“To make a lovable school, industrious, inventive, livable, documentable and communicable, a place of research, learning, re-cognition and reflection, where children, teachers and families feel well - is our point of arrival.”** – Loris Malaguzzi, founder of the Reggio Emilia approach to learning that transformed one of the highest poverty regions of Italy into one of the most prosperous through community partnerships.

Figure 1. Oakridge Music Enrichment



## Evaluation Data

Iowa has more [program evaluation data](#) publicly available online than any other state in the nation. Iowa provides the most accurate and robust evaluation of any state, which is often used by evaluators and those doing research on afterschool programs across the nation. We provide state summary data and go above and beyond with a snapshot of every individual program. We have longitudinal program evaluation data going back over a decade. Iowa is one of the few states to include results of the Government Performance and Results Act (GPRA) data in our [state evaluation](#). These measures include progress in Reading, Math, GPA, Attendance, and Behavior.

## Behavior and Social-Emotional Learning (SEL)

Iowa Afterschool programs reduce office referrals through training staff and students in social-emotional learning and several of our program leaders have become certified trainers. Iowa afterschool programs have been providing social-emotional support for years, mainly with a Social-Emotional Learning (SEL) program called [Conscious Discipline](#), which empowers children to deal with difficulties and interactions as well as training staff. This program has been very successful, and we have offered workshops and professional development sessions to better equip staff and students.

Iowa provides much needed support for programs to insure they are high quality (professional development, community of practice committees, webinars, workshops, state conference sessions and online training). There are [five committees](#) in the community of practice, and they meet bi-monthly, except for the new grantee/staff transition committee that meets monthly. We have a huge [archive of resources](#) online through our partnership with the Iowa Afterschool Alliance.

Afterschool programs are critical for all children to succeed in school because they provide consistent support for children and additional developmental support in a way that is engaging, academic and interventive.

## Impacts of Health and Nutrition on Learning

Quality afterschool programs provide more than just tutoring. A goal is to provide for the whole child by providing good nutrition with snacks and often a full meal. There is a growing body of research that shows how important good nutrition is for learning and brain development.

In Iowa, we encourage programs to go beyond the required snack and provide a full meal funded by the USDA program for afterschool meals. Increasing research shows a link between good nutrition and brain development (learning).

*“We know that fueling children with the appropriate foods helps support their growth and development. But there is a growing body of research showing that what children eat can affect not only their physical health but also their [mood, mental health and learning](#).”*

*“Eating a healthy breakfast is associated with [improved cognitive function](#) (especially memory), reduced absenteeism, and improved mood.”*

*“More than 73 million children go to school hungry every day. School feeding programs may also provide vital micronutrients that may benefit cognitive abilities and educational outcomes. The two main types of food for education programs are school feeding programs (SFP) and take-home ration (THR) programs. School feeding programs typically offer a breakfast and/or lunch meal during the school day. However, the improvements in learning outcomes found in the studies included in this review suggest a net [positive effect of school meals](#) on educational*

*outcomes. Although, it does take time to serve and eat the food, the students are more productive during class time.”*

Our most popular afterschool club is the cooking club. Many of our programs offer a weekend backpack food program, partner with local food banks and many even have a food pantry to provide food to children who are hungry. This is why we offer bonus points when programs apply if they go beyond a snack and provide a full meal afterschool in partnership with a local food bank or food service. We encourage programs to apply for USDA afterschool funding and the Bureau of Food and Nutrition provides technical assistance for afterschool programs.

## Vision and Learning

Before we can have a successful curriculum, we must be sure the child does not have a vision issue that prevents them from reading at grade level. The data shows undiagnosed vision issues are at the root of a child being behind in reading.

In a 2021 update, the American Optometric Association (AOA) reports, [25 percent of children have a significant vision problem that impacts their learning](#). Up to 80 percent of all learning comes through the visual pathways. There are 17 visual skills that are necessary to perform at school and the office and these are all critical for learning.

The American Academy of Ophthalmology estimates that 80 percent of all learning during a child's first 12 years comes through the eyes.

**Consider that 10 percent of preschoolers and 25 percent of kids in grades K through 6 have [vision deficiencies](#), according to the American Public Health Association.**

Furthermore, many youngsters are misdiagnosed with learning disabilities when they actually have an undetected vision problem.

- 25% of ALL children have a vision problem significant enough to affect their performance in school.
- 95% of first grade nonreaders have significant vision problems. They have nearly 2.5 times more visual problems than first grade high achievers.

School vision screenings, such as a Snellen eyechart, detect only 20-30% of [vision problems](#) in schools. We should embrace new vision tests to provide better screenings for our children.

Afterschool programs have been encouraged to partner with the local Lions Club because they can provide vision exams and eyeglasses to children in need through a program called: [Sight for Kids](#). The vision screening could be held as a parent engagement meeting and parents could bring all their children in for this valuable screening.

Another Iowa partner for checking eyesight for children is [Vision to Learn](#). They have vans to provide access to screening across the state.

There are some simple things we can do to tip the odds in favor of our children developing healthy. *“One study showed that for each additional hour children spend outdoors per week, their risk of being nearsighted dropped by 2 percent.”* [Sunlight](#) has beneficial effects on developing vision and research is growing in this area. Common sense tells us that children enjoy outdoor activities.

Partnerships with community groups like the Lions Club and other groups are encouraged because they provide additional vision screenings and glasses for children in need. Afterschool programs strive to provide social, emotional and wholistic support for children to reconnect them to the promise of a bright future that comes through education.

## What Afterschool Programs Deliver

A well-run, high-quality program will have the following results:

1. **Increased attendance** (students often attend because of the fun they have in an afterschool program).
2. **Improved student behavior** through research-based social emotional learning methodology.
3. **Improvement in reading and math** (this occurs over time).
4. **Support for working parents** (Iowa has the highest number of both parents working).
5. **Long term community benefits** like reduced youth crime (data from Council Bluffs and Sioux City. have shown a 50% and 35% reduction in youth crime after starting an afterschool program). Engaging youth also has long term economic benefits for the community – this is why Iowa has more community partners than any other state.
6. **Long term state benefits** - Providing before & after school programs increases tax revenue and reduces lost productivity to the state economy by supporting the needs of working parents through school age childcare.

Afterschool programs are receiving national recognition as evidenced by the recent brief by the National Conference of State Legislatures (NCSL). The NCSL states in their brief "[Supporting Student Success Through Afterschool Programs](#) (Sept 11, 2023)" that:

- Research consistently demonstrates that high-quality afterschool programs have a positive impact on students' educational outcomes, school attendance and social and emotional learning. Recognizing the diverse needs of children and youth across different age groups, quality afterschool programs cater to their academic, psychological and physical activity requirements.
- Regular participation in these programs has been linked to lower dropout rates and a narrowing of achievement gaps, particularly among low-income students.
- Additionally, for older youth, afterschool programs can contribute to a reduction in risky behaviors and the development of college and career-readiness skills.
- While afterschool programming has shown to improve social and emotional outcomes for students, research indicates certain key elements are needed for success. These include regular attendance, well-trained staff, and high-quality programming. The Afterschool Alliance has been at the forefront of documenting how children and youth spend their afterschool hours through their comprehensive national and state-specific reports since 2004. Their 2020 America After 3PM report revealed a persistent demand for afterschool programs, with three children waiting for every one enrolled. This translates to approximately 25 million children being unable to access afterschool programs due to barriers such as program cost, availability, and transportation or accessibility challenges.

## The Cost of Not Having Afterschool Programs

Iowa currently serves children in five cohorts (14, 15, 16, 17 and 18). Each year, one cohort expires, and a new cohort is added. The grants provide federal funding for a period of five years. However, the need for afterschool programs could easily be scaled up ten-fold to support working parents and to reduce achievement gaps for at-risk youth.

Researchers found that the lack of affordable and accessible childcare hobbles the economy, costing Iowa about \$1.1 billion a year in lost earnings and tax revenue. Iowa families change jobs or forgo work altogether because of gaps in affordable childcare access at a rate higher than the national average, a new study shows.

- Fourteen percent of Iowa children ages 5 and younger in 2020-2021 had a family member who quit, changed or refused a job because of challenges with childcare, according to the latest annual Kids Count Data Book, released by the Annie E. Casey Foundation. That's compared to the 13% national average.
- Researchers found that the lack of affordable and accessible childcare hobbles the economy, costing Iowa about \$1.1 billion a year in lost earnings and tax revenue. Nationally, childcare shortcomings cost the U.S. economy \$300 billion per year.
- According to the Kids Count Report, these challenges disproportionately impact women, who are five to eight times more likely than men to suffer negative consequences on their employment opportunities due to issues with caregiving.
- [Supporting Working Families](#). Working families and businesses also benefit from after-school programs that ensure that youth have a safe place to go while parents or guardians are at work. Parents and guardians who do not have access to childcare miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually.

Iowa has one of the highest rates of dual income families, where both parents are actively participating 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.

Here is a quote from a parent about a before & afterschool program in Bettendorf:

*"As a working parent I rely on the Rock It Academy at Neil Armstrong. In the morning, I need to get to work and drop my child off before school starts. This gives her a chance to eat breakfast before her day starts. I know that after a long day at school my daughter is in good hands. She is with familiar faces and is still engaged doing activities and also giving her the down time she needs. Without Rock It this would be detrimental to our daily schedule. Thank you for continuing to provide this." -1st Grade Parent.*

## The Academic Slide

On a less positive note, the state saw a drop in certain rankings in the education category, which is hypothesized as being likely driven by the disruptions caused by COVID-19.

The percentage of fourth graders not proficient in reading increased to 67% from 65% measured in 2019. Eighth graders not proficient in math also increased, rising from 67% in 2019 to 72% in 2022. However, Iowa still fares better than the national average in both of those categories. Afterschool programs in Iowa make reading and math a priority and we report our progress online every year to Congress via the Annual Performance Report (APR).

State funding for before & afterschool programs has the potential to increase tax revenue and provide an outstanding return on investment in terms of the economic cost of not having child care programs in a state with one of the highest percentages of both parents working in the nation. In contrast to child care programs, before & afterschool programs for school age children provide academic support and all of our 21st Century Community Learning sites report progress with reading and math improvement.

- In 2020, The [U.S. Chamber of Commerce Foundation](#) released a report examining the impact of childcare issues on Iowa's state economy. The study found that Iowa loses an estimated \$935 million annually for the state's economy. This number includes an estimated \$153 million annual loss in tax revenue as well as an estimated annual loss to Iowa's employers of \$781 million on absences and employee turnover as a result of childcare breakdowns.

- In 2023, the economic cost of not providing support for the children of working parents has risen to over one billion dollars. The data tells us that this problem is growing. The solution is simple, more access to before & afterschool programs.

## Long Term Benefits of Afterschool Programs

Nobel prize winning Economist Dr. James Heckman shows the benefits of programs that help at-risk children in the chart of the “Heckman Curve” below:

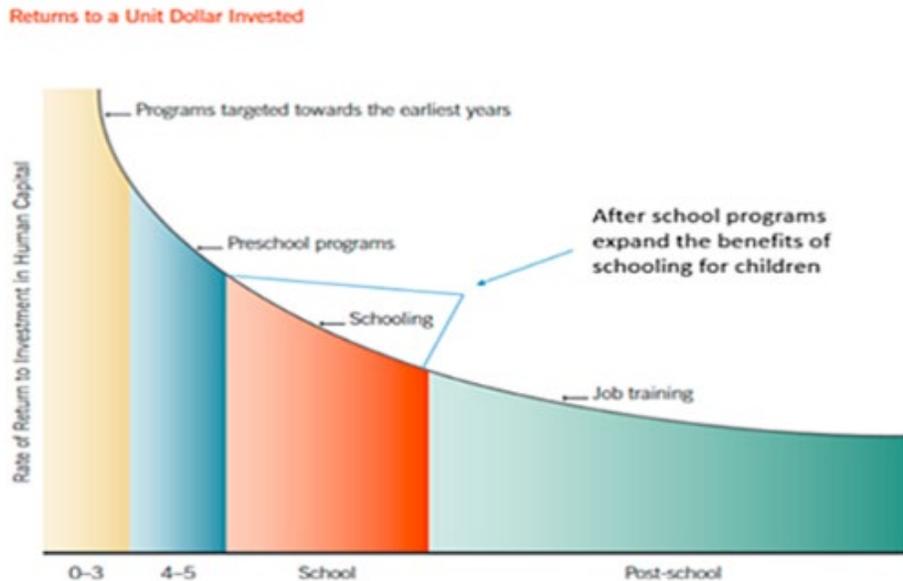


Figure 1. Heckman Curve by Dr. James Heckman.

[Professor Heckman](#) and colleagues find 13% ROI for comprehensive, high-quality, birth-to-five early education. Based on this curve, we can extrapolate a 10% Return on Investment (ROI) for school age afterschool programs for at-risk children. Consider the additional savings for reducing youth crime using 10% as a conservative estimate.

## Community Benefits

In Iowa, we have collected data from middle and high school programs that show a longitudinal decline in youth crime after the introduction of an afterschool program. This is based on data from Council Bluffs and Sioux City Police Departments over the last 7 years. Afterschool programs can prevent youth crime and provide long term benefits to the community which adds to the return on investment.

Nationally, when funding for afterschool was increased to 1 billion dollars, there was a correlating drop in [youth crime](#). The dramatic increase in afterschool programs for youth had a preventative effect on youth crime.

The average state cost for the secure confinement of a young person is now \$588 per day, or **\$214,620 per year**, a 44 percent increase from 2014. These cost figures over a six-year period represent the growing [economic impact](#) of incarcerating youth.

In Iowa, we can fund a year-round afterschool program for 150 youth for what it costs to keep one child incarcerated. Clearly, we need to shift our priorities toward prevention to effect long term change.

Parent comment – “*Afterschool has been a blessing for our family. Not only is it a safe place for our daughter to attend after school until we get off work. It’s a place where we know she is learning and having fun with her peers. I don’t know what we would do without it.*”

## Math Support

While math support and homework help are provided, Iowa offers a unique opportunity for students to practice several common core math standards in a fun and engaging way, through chess clubs.

While programs offer traditional math tutoring and enrichment, Chess clubs are promoted because they provide a game that allows children to practice problem-solving, several Common Core math standards and develop the social skill of empathy. 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.

Figure 3. Children Playing Board Games

Chess is a low-cost way to provide a STEM activity in the form of a game. Berkman (2004) 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.

A recent meta-analysis conducted by Sala and Gobet (2016) suggested that skills acquired through chess instructions do indeed transfer to academic domains. The authors reviewed 24 studies with 2788 young people in chess conditions and 2433 controls.



Chess is included in the core curriculum in many nations around the world. It is no accident that those nations score higher than the US on a variety of math assessments.

There is research which shows that playing Chess helps young people develop empathy while seeing things from another perspective. This is a critical skill for good social emotional development and children who demonstrate empathy are less prone to aggression.

Chess involves the capacity to reason iteratively about potential intentional choices of an opponent and therefore involves high levels of explicit theory of mind [ToM] (i.e. ability to infer mental states of others) alongside clear, strategic rule-based decision-making. Functional magnetic resonance imaging was used to identify cortical regions associated with chess, ToM, and empathizing, according to a study by the [National Institute of Medicine](#).

The [role of chess](#) in the development of children-parents’ perspectives by the National Institute of Medicine found: “*The results of our research showed that parents are of the opinion that chess helps children develop their cognitive abilities, their character and their competitive spirit.*”

*Most of the parents focused on highlighting the positive effects of chess on the development of their children. Parents also considered that chess helped their children develop positive emotions and helped them overcome negative emotions”.*

## Reading Support

Our program has worked with Iowa Reading Research and they provided some facts that guide afterschool programs in helping struggling readers. These programs serve a higher percentage of children learning English (10%) and children with disabilities (15%) than the state average.

- 13 words represent 25% of ALL printed material.
- 25 words represent 1/3rd of ALL printed material.
- 100 words represent 50% of ALL printed material.

1,000 words represent 90% of ALL printed and web material.

If we can work with at-risk children with 1,000 sight words and develop their skill and confidence, by targeting specific areas that need reinforcement, we CAN help them to improve their reading.

Dr. Seuss incorporated [sight words](#) into many of his books like “The Cat in the Hat” using 225 common words and “Green Eggs and Ham” which used only 50 words.

Building word skills through sight words and vocabulary is also promoted by national educator, [Robert Marzano](#). Marzano suggests that we can help close the achievement gap by explicitly teaching subject-specific academic vocabulary to those students who are lacking the background knowledge to succeed in school.

In partnership with the Iowa Afterschool Alliance, literacy coaches were provided at afterschool sites to review successful strategies to build literacy skills for teachers of at-risk children.

## Attendance

After the pandemic, states have seen an increase in chronic absenteeism. Some states, like Alaska have seen absenteeism grow to 50% of the children being chronically absent. When parents and children are interviewed, we hear that the afterschool program is often the only reason that a child comes to school on a regular basis.

Our attendance during the pandemic was 50%, but in 2023 has bounced back to 82% state average attendance. Our biggest obstacle is not the children attending, it is a shortage of staff that limits how many children can attend.

Afterschool programs provide a path for schools to follow to bridge achievement gaps and help children re-connect to learning. We encourage field trips and learning that is embedded into every activity. And the data shows that we are making progress.

**Afterschool in Iowa has made the needs of children a top priority. We are engaged in a mission to provide hope for children who consider their success hopeless, to transform their hearts and minds by finding ways to motivate them every day. A snack of success is served that enables them to experience the joy of learning and the importance of education for their future. When we succeed, the community, the region and the state of Iowa becomes a better place because of it.**

# The Iowa Afterschool Alliance

The [Iowa Afterschool Alliance](#) (IAA) is part of a 50-state network. 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 (Department) via virtual and in-person check-ins and evidence-based professional development opportunities, as well as administrative support throughout the grant year. The IAA provides the following services under contract with the Department:

- Visits with new grantees to provide resources around best practices relevant to that program.
- Maintenance of an online repository of [grant information](#).
- Identification and sharing of resources via email and a website to the grantee network.
- [Best practice webinars](#) that are evidence-based and available online.
- Coordination, logistics, and facilitation of an annual New Grantee Orientation.
- Coordination, logistics, and facilitation of annual Workshops.
- Facilitation of professional development with outside trainers.
- Coordination and facilitation of five community of practice [committees](#). Focus areas are Communication, Evaluation, Family Engagement, New Grantee and Staff Transition, and Professional Development.
- Facilitation of regular grantee input and feedback on various topics including evaluation and data collection.
- Administrative support to the Request for Applications (RFA) process.
- Administrative support and facilitation of the RFA Peer Review.
- Facilitation of state level grantee reporting and data collection for partnerships and professional development.
- 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.
- Coordination and facilitation of monthly Directors Meetings to share updates and provide a venue for collaboration and discussion.
- Weekly meetings with the Department.
- Technical assistance and professional development support to the Out-of-School Time (OST) Career Pathways subgrantees who are focused on career pathway programming for high school youth that leads to credentials.

Programs are visited by IAA staff and practices, when appropriate, are noted in a support visit report, in a template developed and approved by the Department, 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. In addition to the support provided through the

contract with the Department, the Iowa Afterschool Alliance provides additional resources to the 21CCLC network and other out-of-school time programs across Iowa. The Iowa Afterschool Alliance continues to distribute a monthly newsletter. Back issues of the [newsletter](#) may be accessed on the IAA website.

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. 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 2021, the Iowa Afterschool Alliance also released the [Afterschool in a Box](#) 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.

IAA conducted a State of Afterschool in Iowa research study in 2023 which allowed IAA to gather baseline data on the afterschool programs being offered in Iowa. Through our research efforts, IAA connected with organizations across the state and identified Out-of-School Time (OST) program needs and gaps. [The 2023 State of Afterschool in Iowa](#) research report can be downloaded.

# About Iowa 21st CCLC Learning Centers

## 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:



### Funding

#### Requested & Awarded



### Of the 10,626 Students:



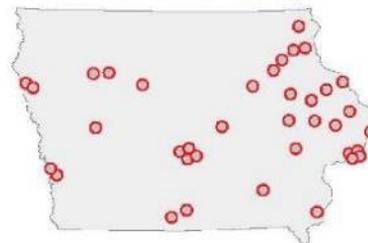
### In-Kind Partnerships



### Attendance\*



### 21CCLC Map



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 over the school year  
 APRI does not track regular attendance.

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# The State of Iowa's Children

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The Children's Defense Fund (CDF) has published a report on [The State of America's Children](#) each year since 2014. The report for 2023 was released and is described by the CDF in the statement below.

The 2023 State of America's Children report 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. We include corresponding state fact sheets to provide an overview of how America's children are faring to inform conversations and improve policies to ensure all children can thrive.

Although the Iowa 21<sup>st</sup> CCLC Program was not developed using data from the *State of America's Children* reports, most children served by the Iowa 21<sup>st</sup> CCLC Programs are at risk. Thus, an examination of the Iowa 21<sup>st</sup> CCLC Program and how it may be addressing the main data points regarding children at risk provided in the *State of America's Children 2023* may be insightful. Of the 11 areas summarized in the *State of America's Children 2023* report, seven of them are areas that the Iowa 21<sup>st</sup> CCLC Program addressed. The other four areas are not directly impacted by the Iowa 21<sup>st</sup> CCLC Program. These four areas included Gun Violence, Housing and Homelessness, Income and Wealth Inequality, and Youth Justice.

The *State of America's Children 2023* used statistics from 2021. **Where available, statistics were updated with the latest data** (see each point for details). The seven areas from the *State of America's Children 2023* addressed by this report included:

1. Child Health
2. Child Hunger and Nutrition
3. Child Population
4. Child Poverty
5. Child Welfare
6. Early Childhood
7. Education

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**Point 1. Child Health.** Although the majority of Iowa's children have access to health coverage, four percent do not have health coverage. (2022 data from [Kids Count Data Center](#) by the Annie E. Casey Foundation).

- ***Iowa 21<sup>st</sup> 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).***
- ***Iowa 21<sup>st</sup> CCLC Programs serve snacks and/or meals that meet nutritional requirements (all programs provide meals and snacks that meet or exceed USDA guidelines).***
- ***Iowa 21<sup>st</sup> CCLC Programs worked with students to provide training in making healthy food choices in addition to teaching them how to prepare healthy meals at home.***
- ***Iowa 21<sup>st</sup> CCLC Programs provide 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).**

- **Iowa 21<sup>st</sup> CCLC Programs provide education on general health knowledge for students (e.g. general hygiene and dental hygiene educational activities).**
  - **Iowa 21<sup>st</sup> CCLC Programs 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).**
  - **Iowa 21<sup>st</sup> CCLC Programs promote home safety through partnerships with fire and police/sheriffs' departments.**
  - **Iowa schools all followed COVID-19 Pandemic CDC guidelines.**
- 

**Point 2. Child Hunger and Nutrition.** In Iowa, 12 percent of children live in poverty and 15 percent of children live in households that were food insecure at some point during the 2020-2022 period. (2022 data from Kids Count Data Center by the Annie E. Casey Foundation).

- **Every Iowa 21<sup>st</sup> CCLC Center provided snacks and/or meals for students.**
- **All Iowa 21<sup>st</sup> CCLC Centers provide snacks and/or meals that meet or exceed Child and Adult Care Food Program (CACFP) guidelines.**
- **Iowa 21<sup>st</sup> CCLC Centers provide food beyond the hours of the 21<sup>st</sup> CCLC Program**
- **The Boys & Girls Club of the Cedar Valley held two events where partner Panda Cares provided 400 meals.**
- **The Boys & Girls Clubs of Central Iowa worked with partners to provide a meal and snack for the after-school program and two full meals and a snack for the all-day program.**
- **Boys & Girls Clubs of Central Iowa reported, "With their physical needs met, they perform better in school, focus on their academics, engage in athletics and the arts, and foster good leadership and character development because they are not worried about where their next meal will come from."**
- **Burlington CSD provided meals during program activities, ensuring that students and families have access to meals.**
- **Cedar Rapids CSD's summer program provided two meals a day.**
- **All schools in the Des Moines CSD 21<sup>st</sup> CCLC Program are part of the Community Eligibility Provision (CEP), allowing all students access to free breakfasts and lunch.**
- **Ft. Dodge CSD is able provide meals to everyone attending family events with partner support. If a student's family is unable to attend, the student is allowed to eat the provided meal before leaving for the day.**
- **North Fayette Valley provided meals and snacks during their summer program with partner support.**
- **Oakridge Neighborhood Services reported that a critical component of partnerships is the vast amount of food and meals provided by partners to keep families with severe food insecurity fed.**
- **Oelwein CSD started a Saturday program where students could receive a meal.**
- **Siouxland Human Investment Partnership reported that each elementary 21<sup>st</sup> CCLC cohort also had a monthly food bank and caring closet to address economic needs of families supported by the Food Bank of Siouxland**

- **YouthPort offers an afternoon snack and a full hot meal to each participating child daily.**

**Point 3. Child Population.** 724,489 children under the age of 18 lived in Iowa in 2022; 25 percent were children of color. (2022 data from Kids Count Data Center by the Annie E. Casey Foundation).

The Iowa 21<sup>st</sup> CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 42 percent of children served by Iowa 21<sup>st</sup> CCLC for 2022-2023 were children of color.

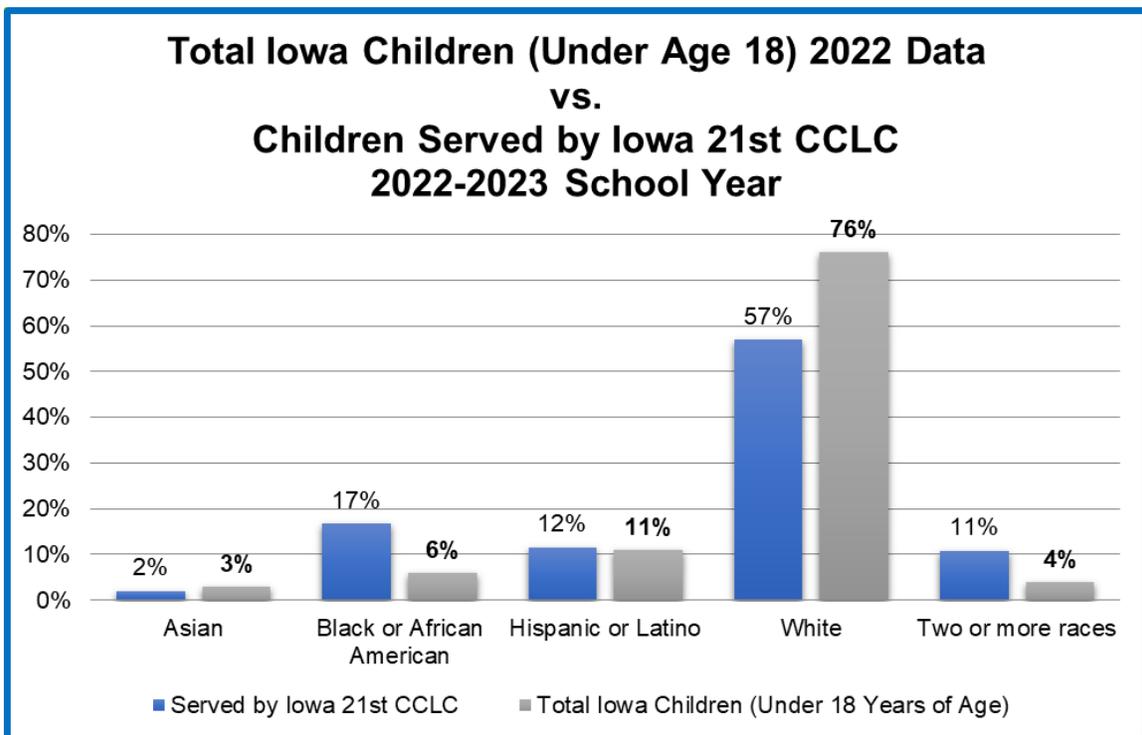


Figure 2. 21<sup>st</sup> CCLC Attendance by Race/Ethnicity

**Point 4. Child Poverty.** Approximately 12 percent of Iowa’s children (under the age of 18) were poor in 2020. (2020 data from Kids Count Data Center by the Annie E. Casey Foundation).

In the Iowa 21<sup>st</sup> CCLC Program, 70 percent of regular attendees served in 2020-2023 were poor as identified by being eligible for Free or Reduced-Price Lunch (FRPL).

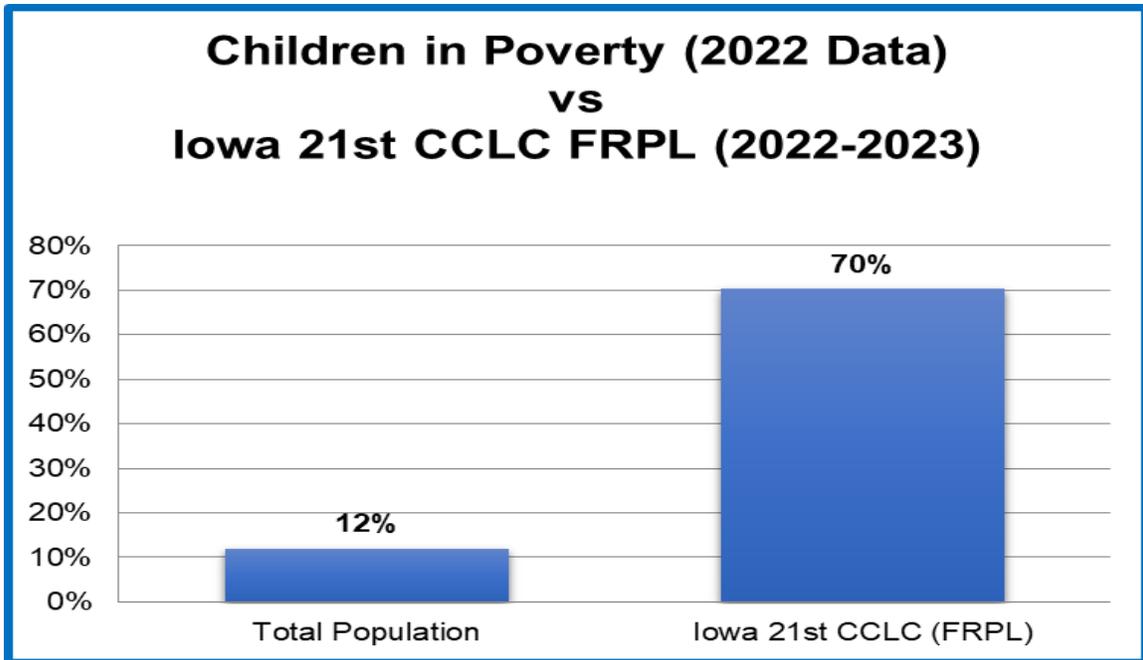


Figure 3. Children in Poverty vs. Iowa 21st CCLC FRPL

**The Iowa 21<sup>st</sup> CCLC Program served more Special Needs and LEP students when compared to the total Iowa school population.** According to the Department, 13 percent of children in Special Education (2022-2023 data) are served while 15.3 percent of children served by Iowa 21<sup>st</sup> CCLC Programs are special needs children. For 2022-2023, the Department reported that 6.9 percent of Iowa’s students (K-12 enrollment) are identified as [English Learners](#) (EL) while 9.9 percent of children in Iowa 21<sup>st</sup> CCLC Programs are identified as Limited English Proficiency (LEP).

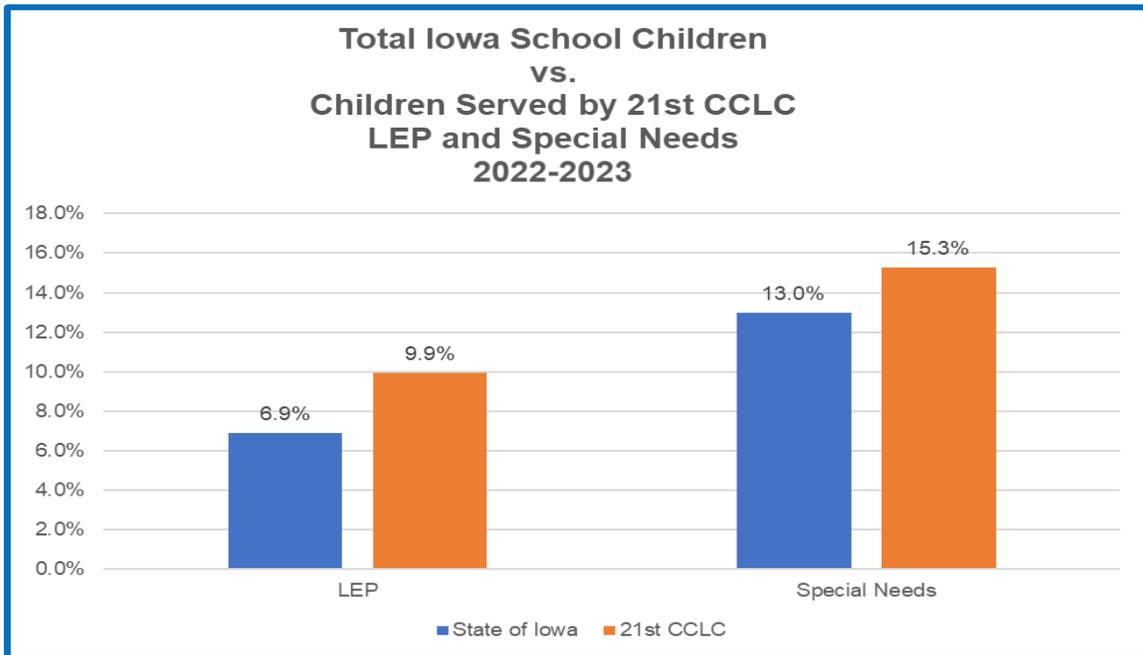


Figure 4. Total Iowa School Children vs. Children Served by 21st CCLC ELL and Special Needs

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**Point 5. Child Welfare.** On average, a child is abused or neglected every 54 seconds in America, or 1,599 each day (*statement from The State of America's Children 2023 by Children's Defense Fund*). In 2022, there were over 11,000 cases of child abuse in Iowa.

Iowa 21<sup>st</sup> CCLC Programs offer a place for children to feel safe and a place to interact with mandated reporters (21<sup>st</sup> CCLC Staff) of abuse. Two examples are:

- ***The Storm Lake CSD partnered with the Centers Against Abuse & Sexual Assault to provide information on child abuse.***
- ***The Burlington CSD partnered with the Quad-County Community Partnerships for Protecting Children (CPPC) to offer resources for families and the prevention of child abuse supports.***

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**Point 6. Early Childhood.** Despite the increased research and knowledge surrounding the importance of brain development in the early years, too few children, particularly those living in poverty, have access to affordable, high-quality early development and learning opportunities (*statement from The State of America's Children 2023 by Children's Defense Fund*).

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

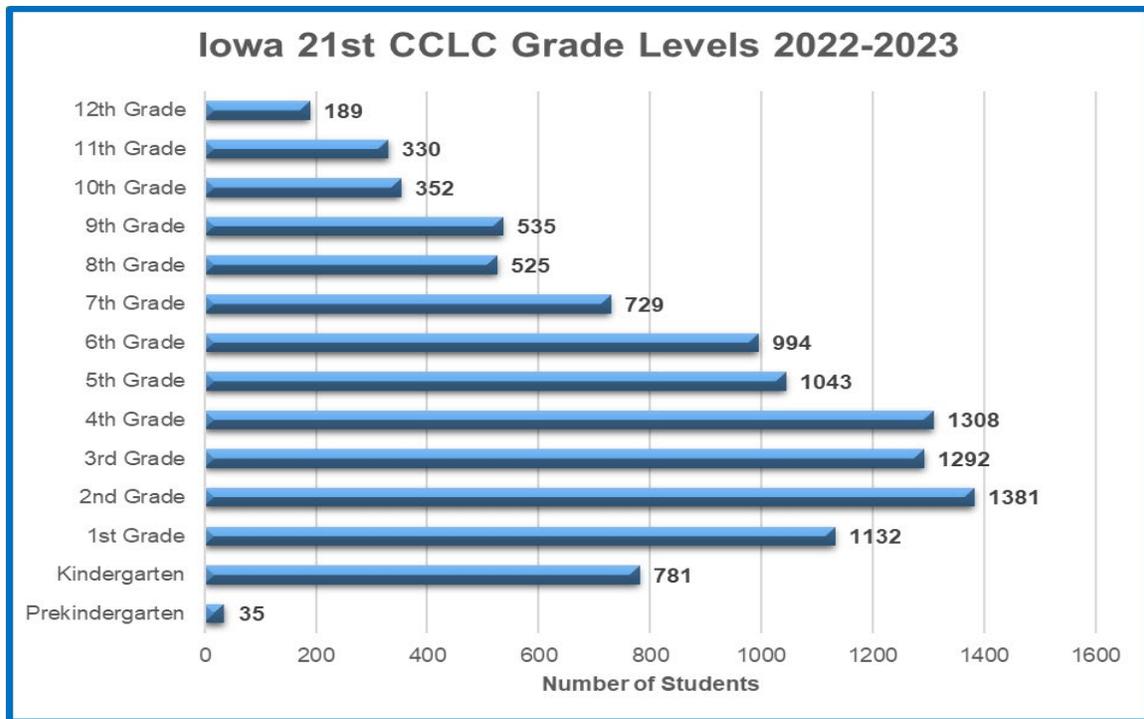


Figure 5. Iowa 21st CCLC Grade Levels 2022-2023

**Point 7. Education.** Every child deserves equal access to quality education in a safe, well-funded, and accessible environment as a foundation for lifelong success. Math and reading scores declined in most states during the pandemic. (*statements from The State of America's Children 2021 by Children's Defense Fund*). Iowa 21<sup>st</sup> CCLC Programs have measured reading and math improvement since 2015 and both areas show an upward trend in scores.

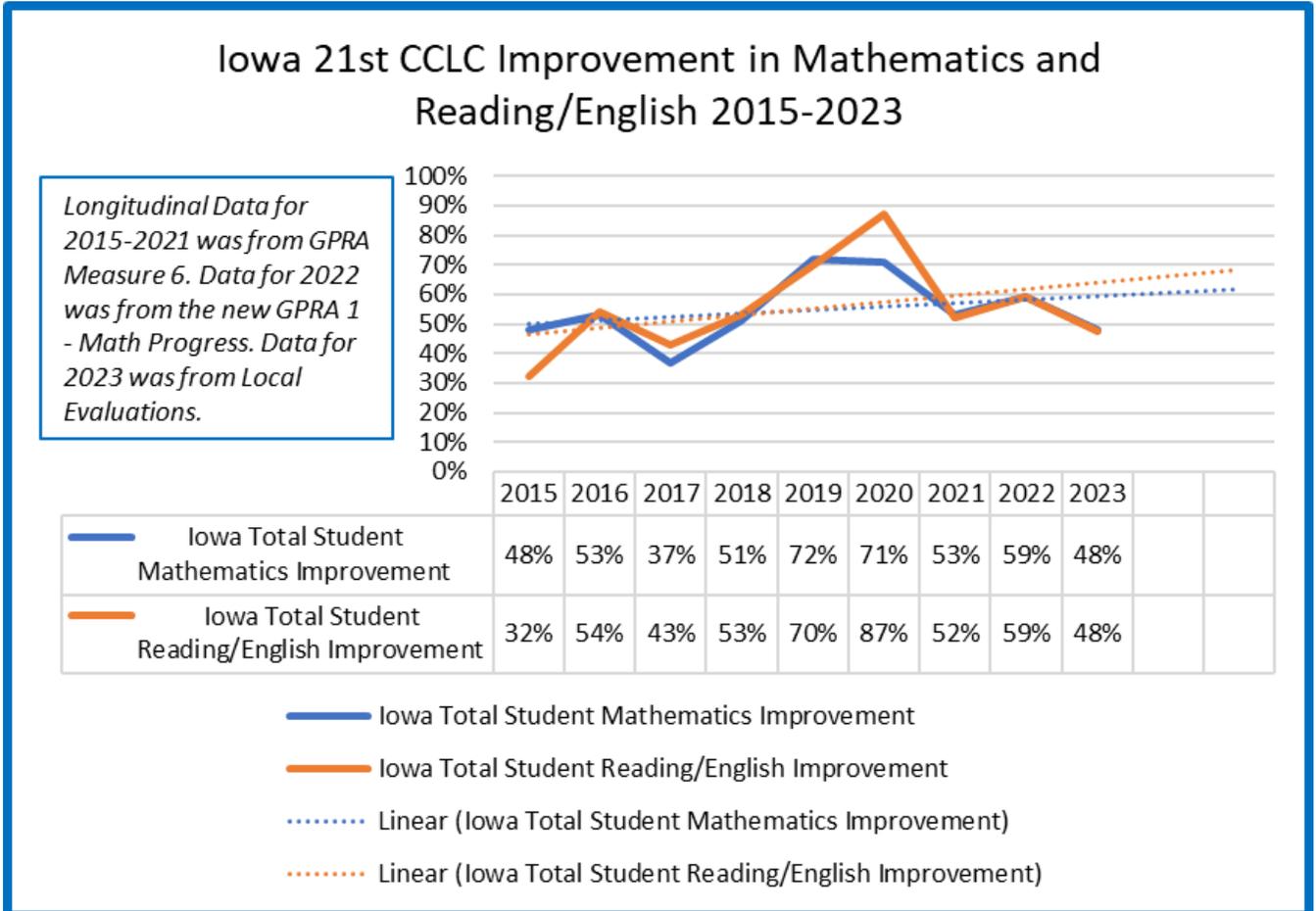


Figure 6. Iowa 21st CCLC Improvement in Mathematics and Reading/English 2015-2023

# Evaluation Methods

R&R Educational Consulting

Ron Cravey, Ed.D. and Ernest Sinclair, M.Ed.

The Nita M. Lowey 21st Century Community Learning Centers is a federally funded program. A [Program Description](#) of the 21<sup>st</sup> CCLC Program is provided by the U.S. Office of Elementary & Secondary 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. The program helps students meet state and local academic standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.*

To evaluate the 21<sup>st</sup> CCLC Programs in Iowa, the main source of data used was Local Evaluations. Local Evaluations included federal APR data and other quantitative and qualitative data. In addition, the Department provided information and data as requested. Data validation was completed through direct contact with local evaluators and center directors. Updated quantitative data was from the Annie E. Casey Foundation Kids Count Data Center. In addition, assistance was provided by the Iowa Afterschool Alliance.

## Local Evaluations

Although there are standard measures that Centers are required to utilize, Centers in Iowa are expected to submit a Local Evaluation of their individual programs with the assistance of a third-party evaluator. For 2022-2023, local 21<sup>st</sup> CCLC grantees were provided with a template 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 template included nine required elements. The main focus of the state evaluation is the percentage of attendees who demonstrated growth on state reading and mathematics assessments, mirroring the Iowa School Report Card and U. S. Department of Education (USED) GPRA Measures. The template is aligned with federal statutes on evaluation included in the Every Student Succeeds Act (ESSA).

- 1. General Information**
  - a. *Basic Information Table*
  - b. *Center Information Table*
- 2. Introduction/Executive Summary**
  - a. *Program Implementation*
  - b. *Program Description*
  - c. *Program Highlights*
- 3. Demographic Data**
  - a. *2022-2023 School Year Attendance Tables*
  - b. *Summer of 2022 Attendance Tables*
  - c. *Attendance Discussion*
  - d. *Partnerships*
  - e. *Parent Involvement Information and Discussion*
- 4. Total Academic Improvement**
  - a. *Reading/English Improvement Table*

- b. Mathematics Improvement Table*
  - c. Total Academic Improvement Discussion*
- 5. GPRA Measures**
  - a. GPRA Measures Data Tables*
  - b. GPRA Measures Discussion*
- 6. Local Objectives**
  - a. Local Objectives Data Tables*
  - b. Local Objectives Discussion*
- 7. Anecdotal Data**
  - a. Success stories*
  - b. Best Practices*
  - c. Pictures*
  - d. Student, teacher, parent, and stakeholder input*
- 8. Sustainability plans**
  - a. Discuss formal sustainability plan from original grant application.*
  - b. How program will continue without 21st CCLC grant funding*
  - c. How partnership contributions will help the program continue*
- 9. 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*

Grantees were provided with a [timeline](#) for the local evaluation.

Each of the grantee organizations examined for the 2022-2023 State Evaluation of the 21<sup>st</sup> CCLC programs in Iowa was tasked with performing an evaluation of their programs. Twenty-two grantee organizations in Cohorts 13, 14, 15, 16 and 17 supplied evaluations of their programs. A list of grantee organizations and a link to local evaluations (if available) appears on the next page. Websites must provide the results of their local evaluations, but other content may be included. Local Evaluations must be made public as required by the Federal 21<sup>st</sup> CCLC Guidelines.

## Program Findings

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To provide information on how well the 21st CCLC programs are performing, the main data sources were local evaluations.

Beginning in 2012, The Department was required to provide state and local evaluations of the 21<sup>st</sup> CCLC Program by the U. S. Department of Education. These [state evaluations](#) are posted on the Department website for public viewing. Local Evaluations are also used to improve the quality of the programs and are required to be posted locally by sub-grantees to inform their communities.

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. Additionally, grantees provided data as requested by state evaluators to clarify or provide missing information in the local evaluations.

### Total Academic Improvement

Iowa has been tracking longitudinal progress in reading and math for all 21<sup>st</sup> CCLC students. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years affected by the COVID-19 Pandemic. Prior to 2015, a different data system was used that was not compatible with this longitudinal study. National progress for 21<sup>st</sup> CCLC attendees has been flat since 2015 while Iowa 21<sup>st</sup> CCLC students have increased their improvement in mathematics and reading overall even with a downturn in 2021, which can be attributed to the COVID-19 Pandemic. In order to review academic improvement data over time, Iowa added the requirement to report ALL reading and math data as a local measure. The new GPRA measures only view grades 4-8 which is not complete.

## Iowa 21st CCLC Improvement in Mathematics 2015-2023

Longitudinal Data for 2015-2021 was from GPRA Measure 6. Data for 2022 was from the new GPRA 1 - Math Progress. Data for 2023 was from Local Evaluations. Data was not available for 2023 for the National Average.

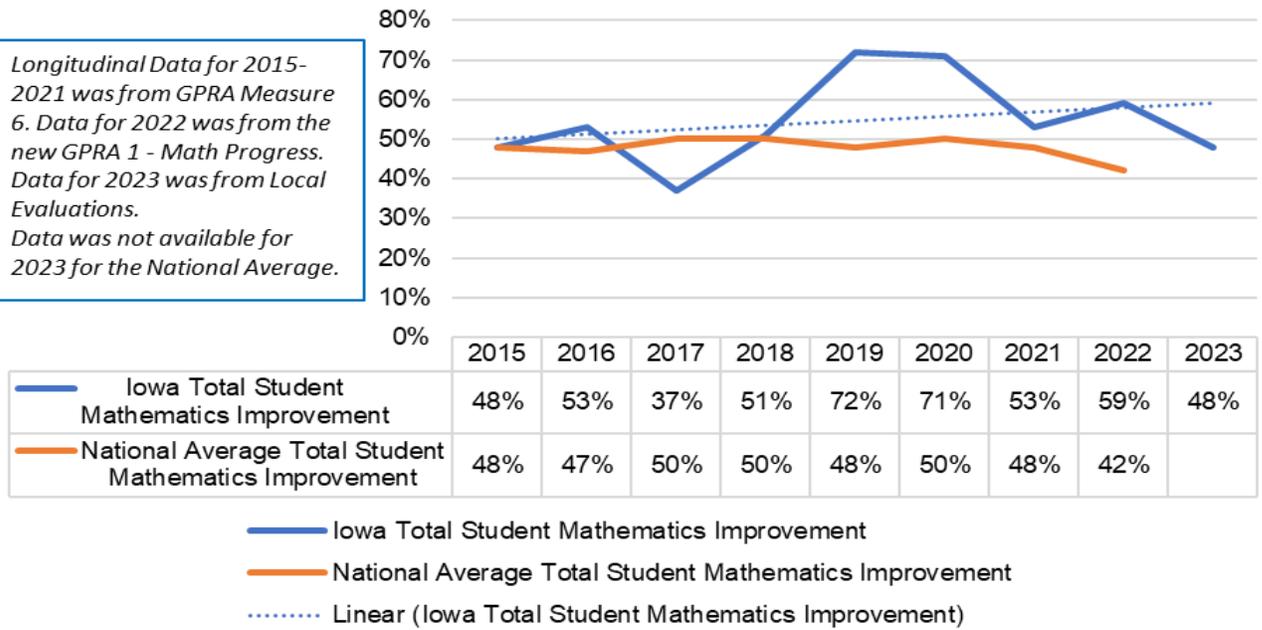


Figure 7. Iowa 21st CCLC Improvement in Mathematics 2015-2023

## Iowa 21st CCLC Improvement in Reading/English 2015-2023

Longitudinal Data for 2015-2021 was from GPRA Measure 6. Data for 2022 was from the new GPRA 1 - Reading Progress. Data for 2023 was from Local Evaluations. Data was not available for 2023 for the National Average.

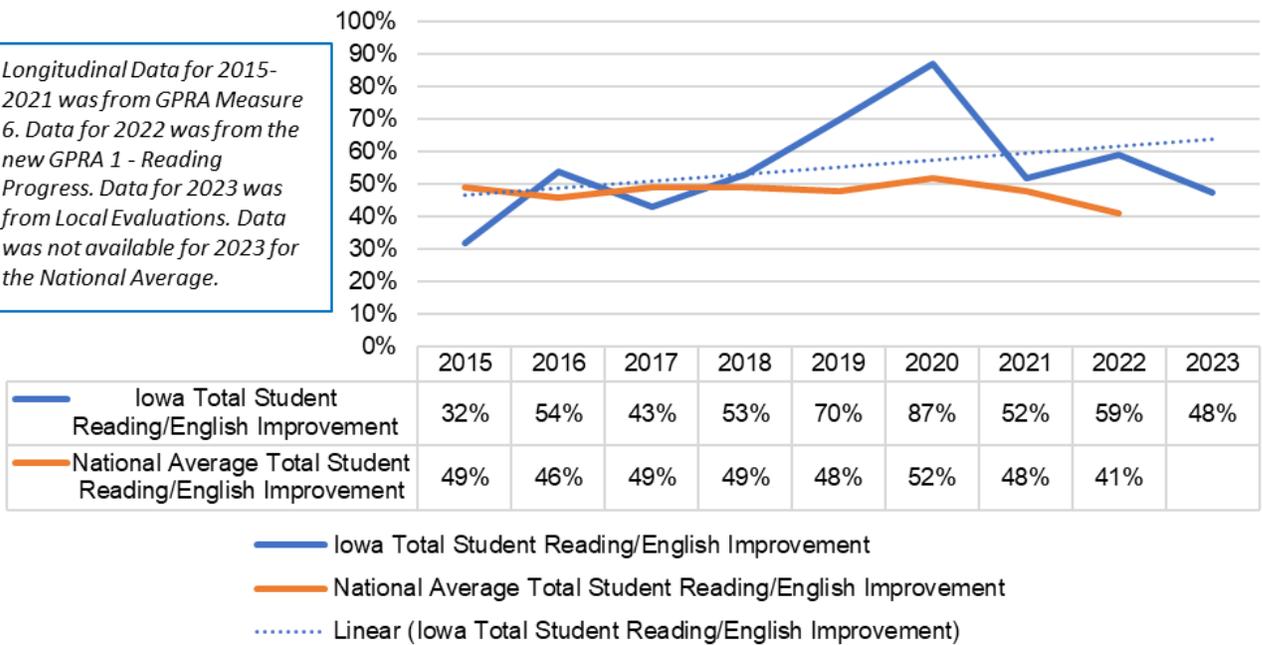


Figure 8. Iowa 21st CCLC Improvement in Reading/English 2015-2023

## Program Support

Support for 21<sup>st</sup> CCLC Grantees for 2022-2023 was provided by the Department and the state evaluators (R&R Educational Consulting). Iowa provides more support than any other state to assist grantees with evaluation in afterschool and summer programs. The Department makes support available through operational guides, webinars, phone conferences, trainings, meetings and conferences and support visits.

In 2022-2023, Iowa had a network of 450 community partners (down from over 700 community partners pre-pandemic but up from 2021-2022) that provided support for programs in a wide variety of ways. The average number of partners was 20 per grantee.

### *Iowa Evaluation and Data Support*

- Iowa has exemplary evaluation support for local evaluators and grantees. In Iowa, it is an ongoing process of continual improvement based on the data as required by federal statute.
- Local evaluator training is provided online in the fall by our state evaluators, R&R Educational Consulting (R&R).
- R&R created a data collection template that provides for a consistent collection of evaluation data for local programs. This template is reviewed annually by the Evaluation Committee.
- As local evaluations are submitted, R&R checks the validity of the data to ensure 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 a summary snapshot of every grantee in the state showing academic, attendance and anecdotal data. 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. The Department also monitors that subgrantees use the results of evaluations to refine, improve, and strengthen the program and to refine subgrantees' performance measures.
- 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 Department 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 that will enable programs to provide a full meal. At risk children are often food insufficient and a full meal can contribute to higher attendance. Finally, program offerings are reviewed to ensure that children are engaged by the curriculum. When these three factors are addressed, attendance generally increases.

## Program Operations

### Iowa 21<sup>st</sup> Century Community Learning Centers Attendees (2016-2017 through 2022-2023)

#### Total Attendance Including Summer School

Grantee	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022	2022-2023
Andrew CSD	198	172	151	164	**	161	283
Audubon CSD	110	150	59	148	72		131
Bettendorf CSD	313	272	316	286	68	137	137
Boys & Girls Club of the Cedar Valley	155	259	700	590	281	455	430
Boys & Girls Clubs of Central Iowa (BGCCI)	**	**	**	160	146	124	114
Burlington CSD	983	1,217	900	481	318	436	353
Cedar Rapids CSD	582	746	728	585	**	454	548
Clinton CSD	490	255	372	366	182	184	270
Council Bluffs CSD	3,564	4,737	4,603	2,294	1,973	2,994	3,309
Des Moines ICSD	3,609	2,887	2,023	1,978	894	1,191	1,448
Dubuque Community School District	**	**	558	483	439	828	676
Fairfield CSD	**	**	101	171	121	40	108
Fort Dodge CSD	**	**	**	**	**	**	67
Iowa City CSD	554	654	658	474	136	437	312
Maquoketa CSD	**	**	**	144	33	211	140
North Fayette Valley CSD	**	**	**	29	66	66	67
Oakridge Neighborhood Services	323	348	195	414	296	313	330
Oelwein CSD	887	715	155	569	694	740	871
Siouxland Human Investment Partnership	1,634	1,773	893	534	214	163	412
St. Mark Youth Enrichment	313	357	369	344	119	109	122
Storm Lake Community School District	235	178	355	356	216	250	304
YouthPort	140	303	208	224	66	**	194
Past Grantees	1,461	1,720	1,304	1,588	988	568	**
<b>Totals</b>	<b>15,551</b>	<b>16,743</b>	<b>14,648</b>	<b>12,382</b>	<b>7,322</b>	<b>9,861</b>	<b>10,626</b>

Table 1. Total Attendance by Grantee: 2016-2017 through 2022-2023

\*The 2020-2021 attendance data reflects students in the 21<sup>st</sup> CCLC Programs during the height of the COVID-19 Pandemic.

\*\*Grantee did not have a 21<sup>st</sup> CCLC Program during this school year.

As shown in the table above, Iowa 21<sup>st</sup> CCLC programs served a total of 10,626 students. The number of students served in 2022-2023 was more than in 2020-2021 and 2021-2022. This increase seems to indicate that 21<sup>st</sup> CCLC attendance is improving after the decrease caused

by the COVID-19 Pandemic. In 2020-2021, schools in Iowa were closed for part of the year and once open, volunteers were not allowed in the school buildings. As Bettendorf CSD stated in the 21<sup>st</sup> CCLC Local Evaluation for 2022-2023, "The COVID 19 pandemic disruptions to school day operations has significantly declined since spring 2022."

Iowa 21<sup>st</sup> CCLC Centers served students in all grade levels, including Pre-K-8, the most crucial grade levels identified by the State of America's Children 2023 report. The chart below shows the total number of students served by grade level for the 2022-2023 School Year and Summer of 2022. Attendance for Pre-K-8 comprised 87% of the total students served.

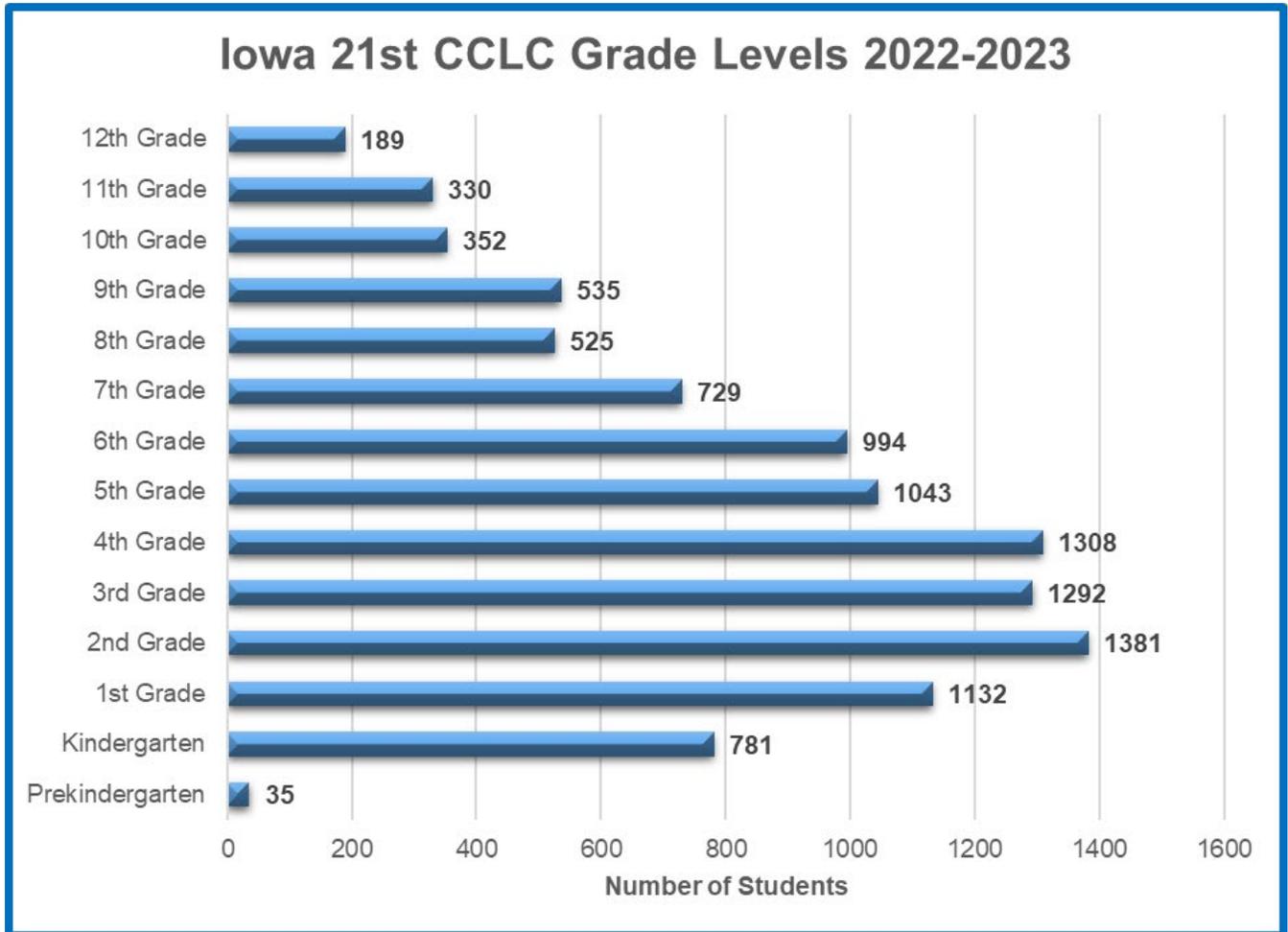


Figure 9. Iowa 21<sup>st</sup> CCLC Grade Levels 2022-2023

**Partnerships.** Partners in the 21<sup>st</sup> CCLC program provided not only funding, but in-kind services, volunteer staffing, and fulfilled other needs unique to each center. The Every Student Succeeds Act (ESSA) requires that sub-grantees provide a list of partners and what activities they provide to the programs.

Local Evaluations reported partners by contribution type. Vendor partners are paid for services, partial partners provide some type of discount for services, and full partners provide services at no cost. For 2022-2023, Iowa 21<sup>st</sup> CCLC programs had 49 Vendor, 97 Partial and 304 Full partners for a total of 450 partners working with grantee organizations to help the 21<sup>st</sup> CCLC programs be successful and develop sustainability (*Data from Local Evaluations*). The table below lists the number of services provided by partners. The 450 Partners provided 604 services. **Many partners provided more than one type of service. The number of partners is always less than the Total Services Provided.** 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). (*Data from Local Evaluations*).

Contribution Type	# of Vendor Partners	# of Partial Partners	# of Full Partners
Provide Evaluation Services	7	5	5
Raise Funds	1	2	23
Provide Programming / Activity-Related Services	31	60	196
Provide Food	2	11	32
Provide Goods	2	6	40
Provide Volunteer Staffing	6	11	86
Provide Paid Staffing	12	11	29
Other	2	2	22
<b>Total Services Provided</b>	<b>63</b>	<b>108</b>	<b>433</b>

*Table 2. Services provided by 21<sup>st</sup> CCLC Partners.*

As shown on the table on the next page, Iowa 21<sup>st</sup> CCLC grantees were supported by 450 community partners that provided support for programs in a wide variety of ways in 2022-2023. The average number of partners was 20 per grantee. The 450 partners provided an estimated \$3,424,388 in in-kind value as shown in the table below.

<b>Grantee</b>	<b>Vendor</b>	<b>Partial</b>	<b>Full</b>	<b>Total</b>	<b>Total In-Kind Value</b>
Andrew CSD	0	14	13	27	\$11,925
Audubon CSD	0	0	31	31	\$4,425
Bettendorf CSD	0	1	10	11	\$93,250
Boys & Girls Club of the Cedar Valley	2	0	9	11	\$103,505
Boys & Girls Clubs of Central Iowa (BGCCI)	0	5	12	17	\$131,556
Burlington CSD	1	7	27	35	\$43,790
Cedar Rapids CSD	0	0	4	4	\$689,949
Clinton CSD	5	17	17	39	\$19,625
Council Bluffs CSD	7	16	15	38	\$361,620
Des Moines ICSD	12	1	3	16	\$93,650
Dubuque Community School District	2	1	3	6	\$900
Fairfield CSD	0	1	11	12	\$2,450
Fort Dodge CSD	0	2	9	11	\$93,250
Iowa City CSD	1	3	9	13	\$296,010
Maquoketa CSD	0	3	8	11	\$69,244
North Fayette Valley CSD	1	0	6	7	\$4,400
Oakridge Neighborhood Services	6	16	34	56	\$644,095
Oelwein CSD	6	3	14	23	\$6,330
Siouxland Human Investment Partnership	0	4	10	14	\$612,100
St. Mark Youth Enrichment	3	0	30	33	\$77,785
Storm Lake Community School District	0	0	22	22	\$30,309
YouthPort	3	3	7	13	\$34,220
<b>Totals</b>	<b>49</b>	<b>97</b>	<b>304</b>	<b>450</b>	<b>\$3,424,388</b>

*Table 3. Number of Partners by Type and Total In-kind Value.*

## Program Objectives

Beginning with 2021-2022, the US Department of Education implemented five new objectives that 21<sup>st</sup> CCLC grantee organizations are required to measure. These five performance indicators follow the Government Performance and Results Act (GPRA) and help give a picture of program success. These five GPRA Measures replaced 14 previous measures and now focus on progress rather than proficiency. Grantee organizations also used local objectives to provide a mechanism for program success based on local needs.

## GPRA Measures

The US Department of Education provided information on the new GPRA Measures in the document entitled “21APR New GPRA Final Implementation Guide”. Information in the guide included the following table that “provides each of the new GPRA measures, breaking down each element for easier understanding”.

Government Performance and Results Act (GPRA) Measure	Performance Measured/ Data Type	Time Period	Grade Levels
<p>1. Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.</p> <p>Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p>	<p>State Assessment, Reading and Language Arts</p> <p>State Assessment, Mathematics</p>	School Year/ Summer	4-8
2. Percentage of students in grades 7-8 and 10-12 attending 21 <sup>st</sup> CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.	GPA	School Year/ Summer	7-8 & 10-12
3. Percentage of students in grades 1-12 participating in 21 <sup>st</sup> CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.	Attendance	School Year	1-12
4. Percentage of students in grades 1-12 attending 21 <sup>st</sup> CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	In-school Suspension	School Year/ Summer	1-12
5. Percentage of students in grades 1–5 participating in 21 <sup>st</sup> CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	Engagement in Learning	School Year/ Summer	1-5

Table 4. GPRA Measures Explanation provided by USED.

## Iowa 21<sup>st</sup> CCLC GPRA Measures Summary for 2022-2023

Grantee	1A- Reading Progress	1B- Math Progress	2- GPA	3-Attendance	4-Behavior	5-Engagement
Andrew CSD	100%	98%	n/a	89%	100%	91%
Audubon CSD	82%	73%	n/a	100%	100%	n/a
Bettendorf CSD	84%	89%	n/a	38%	100%	67%
Boys & Girls Club of the Cedar Valley	74%	63%	73%	40%	75%	n/a
Boys & Girls Clubs of Central Iowa (BGCCI)	77%	69%	67%	96%	n/a	n/a
Burlington CSD	85%	88%	57%	46%	67%	58%
Cedar Rapids CSD	35%	11%	n/a	89%	60%	82%
Clinton CSD	100%	77%	n/a	n/a	n/a	n/a
Council Bluffs CSD	74%	88%	48%	60%	60%	47%
Des Moines ICSD	42%	40%	n/a	58%	n/a	52%
Dubuque CSD	21%	25%	39%	62%	50%	n/a
Fairfield CSD	96%	91%	n/a	100%	50%	81%
Fort Dodge CSD	7%	13%	n/a	100%	53%	n/a
Iowa City CSD	82%	80%	n/a	74%	67%	63%
Maquoketa CSD	81%	81%	n/a	81%	n/a	77%
North Fayette Valley CSD	11%	0%	n/a	80%	n/a	100%
Oakridge Neighborhood Services	53%	43%	57%	18%	n/a	55%
Oelwein CSD	71%	75%	54%	81%	10%	78%
Siouxland Human Investment Partnership	76%	83%	73%	72%	75%	89%
St. Mark Youth Enrichment	84%	89%	n/a	33%	0%	92%
Storm Lake CSD	78%	86%	92%	89%	100%	100%
YouthPort	94%	82%	n/a	90%	60%	93%
<b>Iowa State Totals</b>	<b>61%</b>	<b>66%</b>	<b>51%</b>	<b>67%</b>	<b>58%</b>	<b>66%</b>

*Table 5. Iowa 21<sup>st</sup> CCLC GPRA Measures Summary for 2022-2023.*

Organizations did not report data for all measures. For some organizations (Andrew CSD, for example), they provided an elementary program only and thus did not have secondary data for GPRA Measure 2. Many districts do not utilize in-school suspensions (Clinton CSD, for example) and GPRA Measure 4 did not apply. For details on each Grantee's GPRA measures, see the Grantees Section of this report.

*GPRA Measure 1A – Reading Progress.* For reading, 61 percent of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer demonstrated growth in reading and language arts on state assessments.

*GPR Measure 1B – Math Progress.* For math, 66 percent of students in grades 4-8 participating in 21st CCLC programming during the school year and summer demonstrated growth in mathematics on state assessments.

*GPR Measure 2 – Academic Achievement - GPA.* For GPA, 51 percent of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 demonstrated an improved GPA.

*GPR Measure 3 – School Day Attendance.* For attendance, 67 percent of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year demonstrated an improved attendance rate in the current school year.

*GPR Measure 4 – Behavior.* For behavior, 58 percent of students in grades 1-12 attending 21st CCLC programming during the school year and summer experienced a decrease in in-school suspensions compared to the previous school year.

*GPR Measure 5 – Teacher Survey.* For engagement in learning, 66 percent of students in grades 1–5 participated in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher- reported engagement in learning.

## Local Objectives

In addition to the GPR Measures, all Iowa 21<sup>st</sup> CCLC programs set local objectives with the purpose of measuring unique facets of the 21<sup>st</sup> CCLC Program not covered by GPR Measures. For 2022-2023, grantees were asked to report on not more than five objectives per cohort. For the 22 grantees included in the state evaluation for 2022-2023, a total of 168 objectives were listed. Many grantees used the same objectives for each cohort, but objective ratings varied. For this reason, each cohort was listed as having its own set of objectives for this overall analysis. Overall success of the Iowa 21<sup>st</sup> CCLC Centers seems positive with 89 percent of objectives either met or progress was made toward meeting the objectives. Only six local objectives were not met, and no progress was made toward the objectives. Fourteen objectives were rated as unable to measure. 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
Andrew CSD	5	5	0	0	0
Audubon CSD	2	0	2	0	0
Bettendorf CSD	5	5	0	0	0
Boys & Girls Club of the Cedar Valley	6	3	0	0	3
Boys & Girls Clubs of Central Iowa (BGCCI)	4	0	4	0	0
Burlington CSD	8	8	0	0	0

Cedar Rapids CSD	5	5	0	0	0
Clinton CSD	10	4	0	0	6
Council Bluffs CSD	9	8	1	0	0
Des Moines ICSD	25	8	11	6	1
Dubuque CSD	5	4	1	0	0
Fairfield CSD	5	4	1	0	0
Fort Dodge CSD	4	1	0	0	3
Iowa City CSD	15	10	5	0	0
Maquoketa CSD	4	0	3	0	1
North Fayette Valley CSD	3	2	1	0	0
Oakridge Neighborhood Services	5	5	0	0	0
Oelwein CSD	10	7	3	0	0
Siouxland Human Investment Partnership	20	12	8	0	0
St. Mark Youth Enrichment	8	8	0	0	0
Storm Lake CSD	5	5	0	0	0
YouthPort	5	4	1	0	0
<b>Totals</b>	<b>168</b>	<b>108</b>	<b>41</b>	<b>6</b>	<b>14</b>

*Table 6. Local Objectives by Rating.*

## Best Practices

For the 2022-2023 Iowa 21st CCLC State Evaluation, grantees were asked to provide a list of best practices in local evaluations.

The majority of the best practices could be organized around the following facets of the after-school programs.

1. Program Operations
2. Community and Parental Involvement
3. Objectives

Examples of best practices selected from local evaluations are provided on the next page.

## Program Operations

*“The program enriches student learning experiences by academic assistance with enrichment activities, physical fitness, field trips, the arts, and leadership opportunities. The After School Alliance research base was used to select the program’s support learning activities. The extended learning activities are the biggest enrichment effort. The program engages students in exploring caves, refuge areas, river museum, theater, ski resort, zoo, environmental center, state park, fire department, and recreation center. These extended learning activities are highly attended by students and foster a connection to the program that supports student attendance year-round” (Andrew CSD).*

*“For the previous two school years, staff have been consistently trained in Conscious Discipline. The Conscious Discipline Brain State Model recognizes three basic brain/body/mind states likely to produce certain behaviors. Intentional, state-specific responses enable access to advanced skills. 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, feelings, 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).*

*“All students have access to transportation provided by the Cedar Rapids school district. This allows students the opportunity to attend KCU without a burden to families. In addition, AmeriCorps members were used to riding the bus with students and supervising at bus stops, allowing for supervision and safety of all” (Cedar Rapids CSD).*

*“One example of a 21st CCLC best practice we have prioritized over the years, would be an extensive effort to secure student input from in-person youth advisory meetings, surveys, and emails. These student ideas are then proposed to staff and/or Youth Development Workers to secure program sponsors, and to eventually put the clubs into motion” (Council Bluffs 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).*

*“Our best practice is having a coordinator at each site who is also a part of the school day staff. Our district supports staff retention for the 21CCLC program by providing 50% of full-time site coordinator salary and benefits. Our site coordinators are able to connect with students, teachers, and other building staff creating a strong link between the school day and 21CCLC programs” (Storm Lake CSD).*

## Community and Parental Involvement

*“The program included the family engagement practice based on research released by Global Family Research Project. The purpose is to engage families to assist their ability to support their child’s academic learning as well as their growth to adulthood. The program provides literacy nights, community guest speakers, and Dolly Parton Imagination Library. Research has found that student learning is often greater in homes that support learning and their learning at their child’s school. The family literacy activities are intended to connect the family to school and*

*create partnership between the parent, school, and child that support a students' learning" (Andrew 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. These enrichment activities can be educational, recreational, or community-service-based. 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. Examples of weekly field trips include visits to museums, a library reading program, the recycling center, the jail, fire stations, pond life, and a dairy farm. In addition, children were introduced to karate, gymnastics, pottery, canoeing, and a host of other positive activities" (Clinton CSD).*

*"Implementation of site-specific food banks and care closets to address hunger insecurity and essential needs. In partnership with the Food Bank of Siouxland Hunt, Bryant, Irving and Loess Hills Elementary schools were able to offer monthly food banks to support food insecurity needs. Care Closets were implemented at all 21st CCLC sites after feedback from parents and families indicating that the need for basic everyday needs and non-perishable items were high and with the cost of living increasing the need was essential" (Siouxland Human Investment Partnership).*

## **Objectives**

*"The program provided extended learning experiences for participating students that added a context to scaffold learning during the entire school day, tutoring, homework assistance, healthy snacks, and physical activity. These student supports assist learning and extend learning time so that students have rich learning environments and experiences. These activities have successfully increased student academic performance this past year and these activities have extensive research base. The program uses validated norm-referenced/criterion-referenced measures including FASTBridge® assessments, Curriculum-Based (CBM) measures, Computer-Adaptive Tests (CAT), and social-emotional behavior (SEB). These measures provide reading and math student progress data as well as giving feedback on student well-being" (Andrew CSD).*

*"Rock-It Academy believes that the program is a time for enrichment, support, practice and application and that it goes beyond tutoring and homework help. Rock-It Academy seeks to spark students' enthusiasm and curiosity about what they are learning during the school day as well as connecting the learning in a new way. All students are given daily opportunities to review skills and concepts, to apply them in different settings, and build confidence and self-efficacy. Students are also given opportunities to choose activities that interested them, and Rock-It Academy staff helped to facilitate groups based on student choice. The following are ways the program emphasizes student-centered learning and goal setting: [a] increasing excitement for learning through authentic learning experiences; [b] providing application and practice in a way that strengthens learning, builds connections, and builds confidence based on personal goal setting and accomplishment; and [c] providing multiple opportunities for students to apply their knowledge in meaningful ways in real-world settings" (Bettendorf CSD).*

*"Fairfield's 21CCLC offered small group tutoring for fourth grade students twice a week for 6 weeks in the fall focusing on reading, and for 6 weeks in the spring focusing on math. All of the students who attended the tutoring sessions raised their math and reading scores on state testing" (Fairfield CSD).*

*“Our district follows the Leader In Me practices. Our teachers carry the language and practice throughout the before and after school program. This allows students to experience consistency. Students are often jumping at the opportunity to help out, whether it be helping another student with their schoolwork, helping the teacher, or taking the lead in a role” (North Fayette Valley CSD).*

*“Social emotional learning as a holistic approach is critical 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 (from CASEL). These skills are critical in a student's resilience and success in all areas of life. The Aspen Institute shared a research finding that “Supporting students’ social and emotional development produces an 11-percentage-point gain in grades and test scores” (St. Mark Youth Enrichment).*

# Summary and Recommendations

## Summary

The Iowa 21<sup>st</sup> CCLC Program for 2022-2023 continued to make gains after the impacts of the COVID-19 Pandemic. Student attendance and parent participation both increased because students were able to return to the program in person and parents were allowed back in the school buildings. Normal operations resumed and the Iowa 21<sup>st</sup> CCLC Programs continued to serve and meet the needs of students, meeting the overall U. S. Department of Education mandates.

*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. The program helps students meet state and local academic standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children (U.S. Department of Education).*

For 2022-2023, the Iowa 21<sup>st</sup> CCLC State Evaluation examined 22 grantee organizations with a total of 78 centers. The 78 centers served 10,626 total students (Grantees identified as being in Cohorts 13, 14, 15, 16, and 17). The number of students served in 2022-2023 was 765 more students than the number served in 2021-2022, indicating that attendance is continuing to recover after the COVID-19 Pandemic. Iowa 21<sup>st</sup> CCLC centers provided programs for all grade levels. The Iowa 21<sup>st</sup> CCLC programs were supported by 450 partners, 401 of them providing services at no charge or with a discount.

The 2022-2023 21<sup>st</sup> CCLC programs in Iowa had a total of 168 Local Objectives and 89 percent of them were met or made progress toward the local objective. Progress was not made on six objectives and fourteen objectives were reported as not measured.

Parents supported the 21<sup>st</sup> CCLC Program. Most centers were able to hold multiple parent events and parental involvement was strong throughout the 21<sup>st</sup> CCLC Programs. A total of 114 events were held by the 22 Centers in the 21<sup>st</sup> CCLC Program and 9,915 parents attended the events in total. Examples include 1,483 family members attending the 8 events held by Andrew CSD, 1,969 family members attending the 18 events held by Des Moines CSD, and 407 family members attending the 8 events held by Oakridge Neighborhood Services.

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



*“Having a safe and consistent place for our students to go after school is invaluable. It not only gives students peace of mind but also parents know their child(ren) is/are taken care of in an environment that fosters their growth. Our program helps our students develop positive relationships with numerous adults and peers of differing ages. Students can participate and lead activities that focus on their strengths and help them improve upon their weaknesses. Activities and lessons provided help give our students challenges that they can rise to by using their problem-solving skills, listening to seek first skills, and synergizing skills when working to get along with both adults and peers.” (Andrew CSD Teacher).*



*"The Rock-It Academy program has helped both my students and my own family with being safe, happy, and healthy during the school year! My students look forward to going after school and socializing with their friends, while continuing learning in a safe environment with incredible adult role models! Students of mine who do not attend the program say they wish they could! They receive snacks, academic support, physical activity, and work on healthy relationships and social skills. Too many of our students don't necessarily receive this in their home environment. My own son attends the program after school as well, and he LOVES it! I am able to continue my workday or attend meetings, knowing he is safe and enjoying himself. Without the program it would truly be a challenge to be a working mother! I am beyond thankful!" (Bettendorf CSD 1st Grade Teacher).*



*"Our daughter always looks forward to going to Rock-It! She loves the programming, and we love the teachers, the flexibility, and the opportunities she gets while she's there. We've seen so much improvement in her interpersonal skills since she joined Rock-It. I can't recommend it enough!" (Bettendorf CSD Parent).*



*"My daughter has always loved KCU...she needs routine and consistency. From our conversations KCU is hands on learning, in a very fun & positive environment. Preventing the summer slide is so important since learning doesn't come without consistency and work. THANKS for the opportunity." (Cedar Rapids 21st CCLC Parent).*



*"The after-school program benefits kids in many ways. It helps them academically since they get additional small group instruction throughout the week. It also helps them socially as they have more opportunities to interact with peers in a variety of social settings." (Clinton CSD Teacher).*



*"I've been doing clubs since 6th grade and I'm always excited to see what things I can join!! This year I got to go to Iowa State for a Girls in Engineering conference, it was really cool!" (Council Bluffs CSD 21st CCLC Student).*



*"I enjoyed having the opportunity to work with my students outside of the classroom. 21CCLC is a great relationship building tool for teachers." (Des Moines CSD 21<sup>st</sup> CCLC Teacher).*



*"My son's 6<sup>th</sup> grade year he had really struggled with his math homework and because of it his grade and confidence has been low. My son started to attend homework help twice a week in October. By November we saw his confidence improve in math and generally his entire attitude toward school has improved overall. After Christmas break, he was attending homework help four times a week. He went from a failing Math grade in October, passing with a C+ in December and by the end of the school year he was so proud to have earned an A- in math." (Dubuque CSD 21<sup>st</sup> CCLC Parent).*



*“The students in my class who attend the after-school program look forward to it each day. During the after-school program, my students get to interact with each other and other grade level students on a social level. While interacting, they get a choice of activities which allow for communicating, problem solving, and working together. These skills are important for each one of my students in the classroom.” (Fairfield CSD Teacher).*



*“This program is a valuable piece in all the kids’ lives that participate. They are learning to be involved in their community and how to get along with others that may have different backgrounds than their own. I wholeheartedly feel this program is incredibly valuable to our district as a whole. The high school kids that help are absolutely wonderful role models for the kids, and I can only imagine how much both sides learn from each other.” (Ft. Dodge CSD 21<sup>st</sup> CCLC Parent).*



*“The After School program provides a unique opportunity for students to engage in learning outside the classroom. The themes and partnerships with community organizations help kids interact with the world around them and give all kids the chance to shine and be successful” (Maquoketa CSD 21<sup>st</sup> CCLC Teacher).*



*“Afterschool program allows students more opportunities to practice their reading skills, fluency with numbers, and allows time for social emotional learning. They have numerous opportunities throughout the summer to participate in extension activities in the community. School attendance has improved for those that attend the programs. Students become more confident in their academic abilities and benefit from learning in a smaller group setting.” (Maquoketa CSD 21<sup>st</sup> CCLC Principal).*



*“The program helps you with school skills, life skills, and how to take care of yourself with health information from Mercy nurses” (Oakridge Neighborhood Services 21<sup>st</sup> CCLC Student).*



*“My son has a newfound love of chess that has poured over into both his immediate and extended family. He really enjoyed “teaching” the younger students.” (Oelwein CSD 21<sup>st</sup> CCLC Parent).*



*“The Sioux City Police Department (SCPD) has become a valuable partner with BTB. They have been able to see the importance of after-school programming and the effect it has on their job. In Sioux City, the Police Department reported an over 35% reduction in youth crime” (Siouxland Human Investment Partnership Partner).*



*"Our daughter has experienced a lot of positive changes this year. I absolutely love that the staff at St. Mark have encouraged and supported her learning. The staff regularly read to her and talk to her about different topics that she is interested in learning more about." (St. Mark Youth Enrichment Parent).*



*"The students absolutely love going every day after school! They know that it is a safe and fun environment where they can get needed help with academics or just hang out and participate in fun organized activities with trusted adults. Teachers are extremely thankful to the program staff. They are willing to work together to help students be respectful and responsible and they give them a sense of belonging." (YouthPort Teacher).*

## Recommendations

For 2022-2023, the Iowa 21<sup>st</sup> 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.

1. The Department should continue to monitor that subgrantees use the results of evaluations to refine, improve, and strengthen the program and to refine subgrantees' performance measures.
2. Due to unforeseen circumstances, the End-of-Year Survey was not administered for 2022-2023. It should be reinstated for 2023-2024 and the Evaluation Committee should review and update the End-of Year Survey to reflect the new GPRA Attendance and Academic Measures. In addition, some questions may be removed to make the survey less cumbersome for program directors.
3. Confusion about the new GPRA Attendance was still evident. Additional information on how to determine hours of attendance should be added to the training sessions and the Local Evaluation Form.
4. The way Total Academic Improvement is calculated does not match the way GPRA Measure 1 (Reading and Math Improvement) is calculated. Training should clarify this difference.
5. Partnerships are an integral part of after-school programs. There is not a consensus on how to determine the in-kind value that partners provide. The Evaluation Committee should review how values are calculated and if there is a way to standardize the value calculation.
6. Parent involvement has increased but some grantees did not meet the requirement to have one parent event per quarter (four per school year). The requirement should be added to the Local Evaluation Form and discussed during training.
7. A system of reminders should be implemented based on the Local Evaluation Timeline. This system would help ensure that grantees capture the data needed for the Local Evaluation.
8. Training and support for Local Evaluations should continue as the Department directs. Support includes webinars, written guidelines and video training.
9. Local Evaluators and Program Directors should be encouraged to contact the Department and the State Evaluators for guidance and assistance in completing their Local Evaluations.

10. Local Evaluators should be required to attend Local Evaluations Training.
11. Data from the Annual Performance Report, the end-of-year survey and the Local Evaluation should be identical. This data integrity should continue to be stressed in training.
12. Program Directors should review the work of the Local Evaluator before submitting the Local Evaluation to the Department.
13. For 21<sup>st</sup> CCLC Programs, the Department should continue to report evaluation data that includes local programs, GPRA data, and statistical findings consistent with USED Guidelines.

# Grantees

This state evaluation for 2022-2023 examined grantees identified as being in Cohorts 13, 14, 15, 16, and 17. New grantees do not report evaluation data until they have completed one year of operations (*Data provided by the Department*).

**Iowa 21<sup>st</sup> CCLC Grantees and Centers Table for 2022-2023**

Organization	Cohort	Centers
Andrew CSD	16	Andrew Elementary School, Easton Valley Elementary School
Audubon CSD	17	Audubon Elementary School
Bettendorf CSD	14	Neil Armstrong Elementary
Boys & Girls Club of the Cedar Valley	13	Highland Elementary
	15	Bunger Middle, Carver Middle, and Lincoln Elementary Schools
Boys & Girls Clubs of Central Iowa (BGCCI)	14	Gregory & Suzie Glazer Burt Club (Serving Callanan and Harding Middle School Youth)
	15	E.T. Meredith Jr. Club (Serving East High School Youth at the East High School Flex Academy)
Burlington CSD	14	Aldo Leopold Intermediate, Edward Stone Middle, and North Hill Elementary Schools
	17	Grimes and Sunnyside Elementary Schools
Cedar Rapids CSD	16	Garfield, Grant Wood, and Hoover Elementary Schools
Clinton CSD	13	Jefferson, Bluff, and Eagle Heights Elementary Schools
	16	Whittier Elementary School
Council Bluffs CSD	13	Bloomer and Edison Elementary Schools
	15	Rue, Franklin, and Wilson Middle Schools
	16	Abraham Lincoln High, Thomas Jefferson High, and Longfellow Elementary Schools
	17	Carter Lake, Roosevelt, and Kirn Middle Schools
Des Moines ICSD	13	Garton, Hillis, River Woods, and Willard Elementary Schools
	14	Jackson, Park Avenue, and South Union Elementary Schools
	15	Brubaker and Stowe Elementary Schools
	16	Cattell, Howe, and Lovejoy Elementary Schools
	17	Madison, Oak Park, and Windsor Elementary Schools
Dubuque CSD	13	George Washington and Thomas Jefferson Middle Schools
Fairfield CSD	13	Pence Elementary School
Fort Dodge CSD	17	Butler Elementary School
Iowa City CSD	13	Mark Twain Elementary School
	15	Kirkwood Elementary School
	16	Archibald Alexander Elementary School
Maquoketa CSD	14	Briggs, and Cardinal Elementary Schools

North Fayette Valley CSD	14	Valley Elementary School
Oakridge Neighborhood Services	15	The Variety Center on Oakridge Neighborhood Campus, Edmunds Elementary School, and Oakridge Community Center on Oakridge Neighborhood Campus
Oelwein CSD	14	Oelwein Middle and Wings Park Elementary Schools
	17	Oelwein High School
Siouxland Human Investment Partnership	14	Hunt Elementary School
	15	Irving Elementary and North Middle Schools
	16	Bryant Elementary School
	17	Loess Hills Elementary and West Middle School Schools
St. Mark Youth Enrichment	13	Dyersville Elementary School
	14	Audubon, Lincoln, and Marshall Elementary Schools
Storm Lake CSD	13	Storm Lake Elementary School
	14	Storm Lake Middle School
YouthPort	17	Hoover and Taylor Elementary Schools

*Table 7. Iowa 21st CCLC Grantees and Centers Table for 2022-2023.*

The remainder of this report provides a synopsis of each active Iowa 21<sup>st</sup> CCLC program in Cohorts 13, 14, 15, 16, and 17. Each synopsis includes attendance numbers and focuses on objectives, partnerships, parent involvement and sustainability. Included is a section on any unexpected data that affected each Grantee's 21<sup>st</sup> CCLC Program. The state objectives were the five new GPRA Measures for 2021-2022 used by the U.S. Department of Education. The state of Iowa added a new data set called Total Academic Improvement for mathematics and reading/English improvement for all grade levels to continue measuring longitudinal data on these two areas. 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 Department.

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), Total Academic Improvement percentage, 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 COVID-19 Unexpected Data section where applicable. Then there is a short discussion of partnerships and parent involvement followed by the objectives section. The objectives section includes three parts. First is a section on Total Academic Improvement. Second is the GPRA Measures. Third is a short summary of each grantee's local objectives, including their ratings. Information on sustainability plans is next and at the end of each grantee organization section is a summary of the local organization's 21<sup>st</sup> CCLC Program. Last are quotes from the Local Evaluation that give some anecdotal insight into the success of the Program.

## Andrew – Easton Valley CSDs

### Andrew and Easton Valley CSDs 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **100% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **98% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- **GPRAs Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.**
- **89% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).**
- **100% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).**
- **91% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **83% of all students with data needing improvement exhibited growth in Reading/English.**
- **75% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- **The 21<sup>st</sup> CCLC Program served 181 students during the 2022-2023 School Year.**
- **36 students (20%) attended for more than 270 hours.**
- **81 students (45%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 27 partners supporting the 21<sup>st</sup> CCLC Program that provided \$11,925 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program met all five local objectives.**

Overview and Attendance.



*Students participating in a STEM activity.*

Andrew CSD collaborated with Easton Valley CSD on the 21<sup>st</sup> CCLC Program. These two districts are small rural districts. Called Leaders Education After School Program (LEAP), The program had centers at located at Andrew and Easton Valley Elementary Schools.

The Program served a total of 181 students in grades Pre-K-6 and 36 or 20 percent of them attended 270 hours or more. For 2022-2023, 45 percent of the total students served were identified as FRPL. Partners provided \$11,925 in in-kind services. Eight total parent events were held. Four of the events were held at Andrew Elementary School and included Easton Valley Elementary 21<sup>st</sup> CCLC participants and families. An additional two events were held for Andrew Elementary School and one event for Easton Valley Elementary. Two of the events were school wide events and included all students at the schools. A total of 1,483 family members attended these events.

**Andrew and Easton Valley CSDs 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

<b>Grantee</b>	<b>Cohort</b>	<b>Number of Partners</b>	<b>Centers</b>	<b>Total Attendees</b>	<b>More than 270 Hours Attendance</b>
Andrew CSD	Cohort 16	27	Andrew and Easton Valley Elementary Schools	181	36
<b>TOTALS</b>		<b>27</b>		<b>181</b>	<b>36</b>

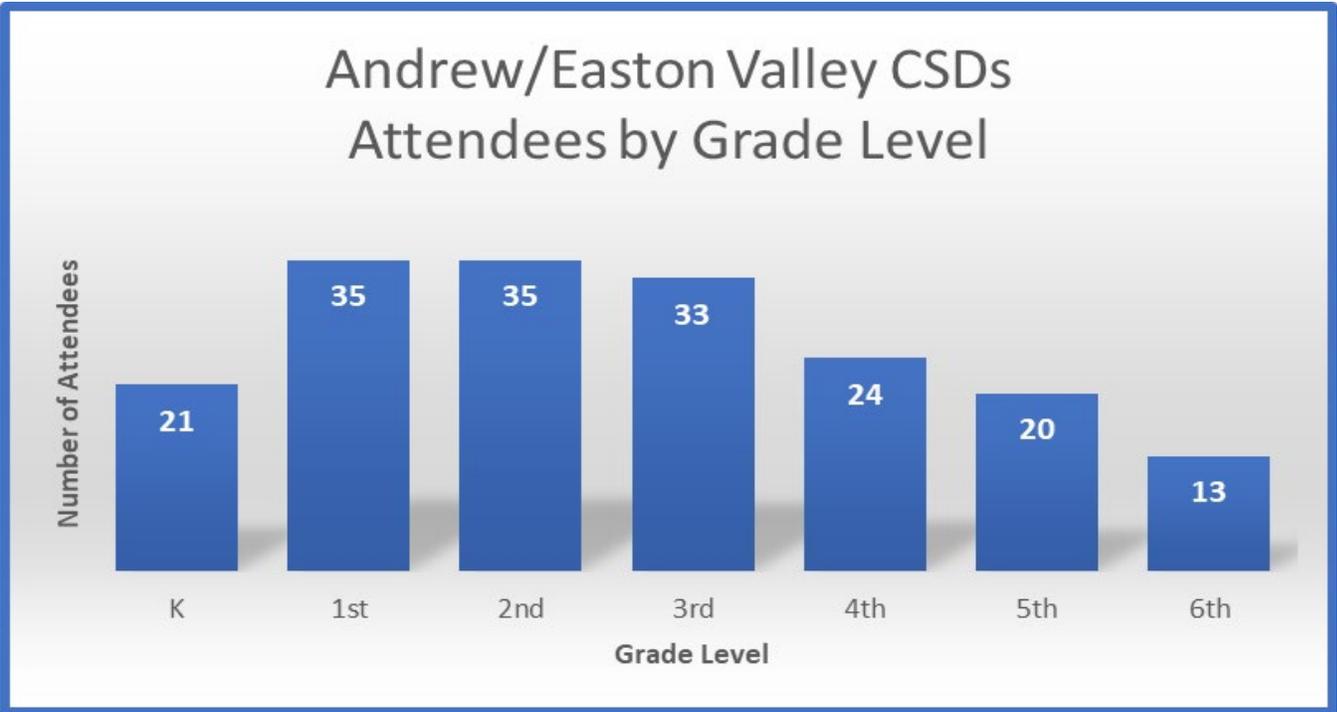


Figure 10. Andrew/Easton Valley CSDs Attendees by Grade Level

### Partnerships.

The Andrew-Easton Valley 21<sup>st</sup> CCLC Program had 27 partners. The Program estimated that the in-kind value provided by the partners totaled \$11,925. *“The partners provide programming and resources such as staff, materials, and food so that extended learning activities are robust and engaging. The biggest advantage the program provides to students is extending their learning and exposing students to different learning environments” (Local Evaluation).*



Students on a field trip picking mulberries.



A student participating in a cooking activity.

## Parent Involvement.

The Andrew-Easton Valley 21<sup>st</sup> CCLC Program had a total of eight parent events. Andrew Elementary School and Easton Valley Elementary School held four events together. Andrew Elementary School additionally held two parent events and Easton Valley Elementary held one event. A total of 1,483 family members attended these events but this total included family members from the total school population.

The Andrew-Easton Valley 21<sup>st</sup> CCLC Program communicated with parents using school events, literacy night events, school webpage, social media, informal communications, email, phone calls, and Facebook.

The Andrew-Easton Valley 21<sup>st</sup> CCLC Program reported that 244 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

## Total Academic Improvement.

Showing all grades served by the program (GPRA only measures grades 4-8)

Andrew/Easton Valley CSDs reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 83% improvement in reading/English and 75% improvement in mathematics.

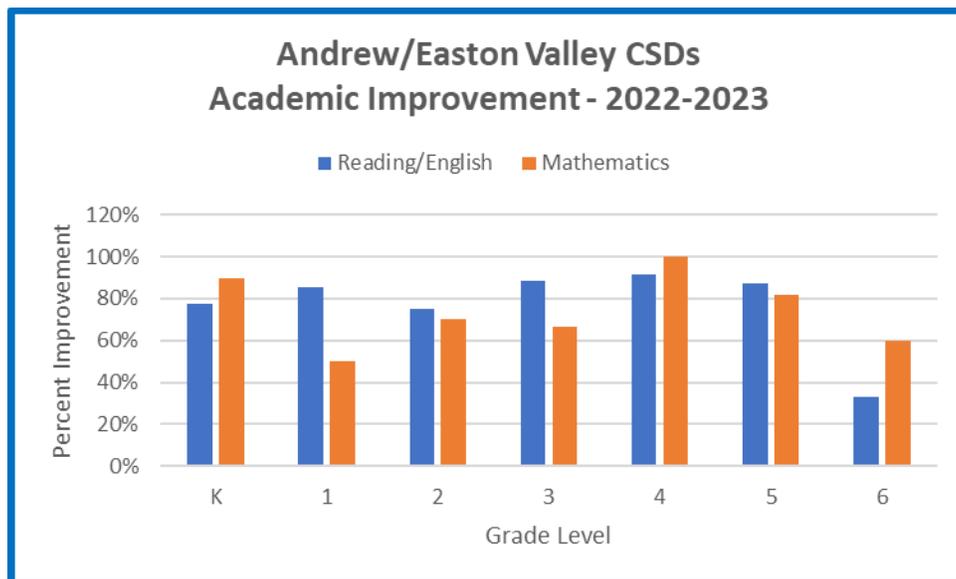


Figure 11. Andrew/Easton Valley CSDs Academic Improvement - 2022-2023

## Objectives.

### GPRA Measures

Starting in the 2021-2022 School Year, new GPRA measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. A summation of GPRA measures appears on the next page.

<b>GPRA Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPRA Measure 1A – Reading Progress</i></b>	48	48	100%
<b><i>GPRA Measure 1B – Math Progress</i></b>	48	47	98%
<b><i>GPRA Measure 2 – Academic Achievement - GPA</i></b>	0	0	<i>n/a</i>
<b><i>GPRA Measure 3 – School Day Attendance</i></b>	18	16	89%
<b><i>GPRA Measure 4 – Behavior</i></b>	2	2	100%
<b><i>GPRA Measure 5 – Teacher Survey</i></b>	160	146	91%

The Andrew/Easton Valley Program had data for four of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 100 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 98 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 89% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, two students had in-school suspensions in the previous year and both students (100%) improved their behavior as measured by in-school suspensions. For GPRA Measure 5 – Teacher Survey, 91% of students improved in teacher-reported engagement in learning.

*Students participating in a science activity.*

### **Local Objectives**

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement (word knowledge and reading), two objectives dealt with family engagement (at home and in school) and one objective dealt with student leadership (growth in *7 Habits of Highly Effective People*). All five objectives were met.

- Number of students growing in leadership. *Met the stated objective.*
- Percent of students with increased knowledge of words. *Met the stated objective.*
- Number of students showing more interest in reading. *Met the stated objective.*
- Number of students' families more engaged in their children's reading activities. *Met the stated objective.*



- Number of families attending community reading activities. *Met the stated objective.*

## Sustainability.

The Andrew-Easton Valley 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued by utilizing district general funds, Federal Title I funds, Iowa K-3 Funding funds, Dropout Prevention Funding, and fees paid by parents. (Local Evaluation).

## The Andrew/Easton Valley 21st CCLC Program Summary.

The Districts participated in Cohort 16 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period. Andrew CSD collaborated with Easton Valley CSD to provide a 21<sup>st</sup> CCLC Program in Cohort 16. Called Leaders Education After School Program (LEAP), the Centers were located at Andrew and Easton Valley Elementary Schools. For 2022-2023, 181 students in grades K-6 attended and 45 percent of the total students served were identified as FRPL. Partners provided \$11,925 in in-kind services. A total of eight parent events were held with four events held jointly by Andrew Elementary School and Easton Valley Elementary School with a total of 1,483 family members attending, but many of these family members were from the total school population.

The districts reported data for four GPRA Measures and showed improvement in all four measures. One Measure was not applicable because it addressed secondary students and the Program serves students in grades K-6. A sustainability plan is in place and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



“I love that there are many opportunities to do different activities. There are also many opportunities to meet and hang out with new friends.” (21<sup>st</sup> CCLC Student).



“LEAP is important for our students here at Andrew because it gives them opportunities they may not have at home. Parents know their students are safe while participating in these activities. By students staying after school, they can work on social-emotional skills and other academic work.” (Elementary Teacher and 21<sup>st</sup> CCLC Parent).



“LEAP has helped both of our children to grow socially and academically. They enjoy the variety of structured activities, learning new things, and showing off new creations. It is also a nice, structured time to socialize and work on team-building skills.” (21<sup>st</sup> CCLC Parent).



“LEAP is great for students because it offers them a safe place after school. While they’re at LEAP they have the opportunity to socialize and learn in a less formal environment than the classroom. In fact, often, learning looks like play, which drives interest and curiosity.” (21<sup>st</sup> CCLC Partner).

## Audubon CSD

### Audubon CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- **82% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **73% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **100% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- **100% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRA Measure 4 – Behavior).**
- No data was reported for GPRA Measure 5 – Teacher Survey due to no survey being administered.

#### Total Academic Improvement (includes grades not measured by GPRA)

- **89% of all students with data needing improvement exhibited growth in Reading/English.**
- 59% of all students with data needing improvement exhibited growth in Mathematics.

#### Attendance

- The 21<sup>st</sup> CCLC Program served 68 students during the 2022-2023 School Year.
- 25 students (37%) attended for more than 270 hours.
- 26 students (38%) were identified as FRPL.

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 31 partners supporting the 21<sup>st</sup> CCLC Program that provided \$4,425 in in-kind value.**
- The 21<sup>st</sup> CCLC Program had two local objectives that did not meet but made progress toward the stated objectives for both.

Overview and Attendance.



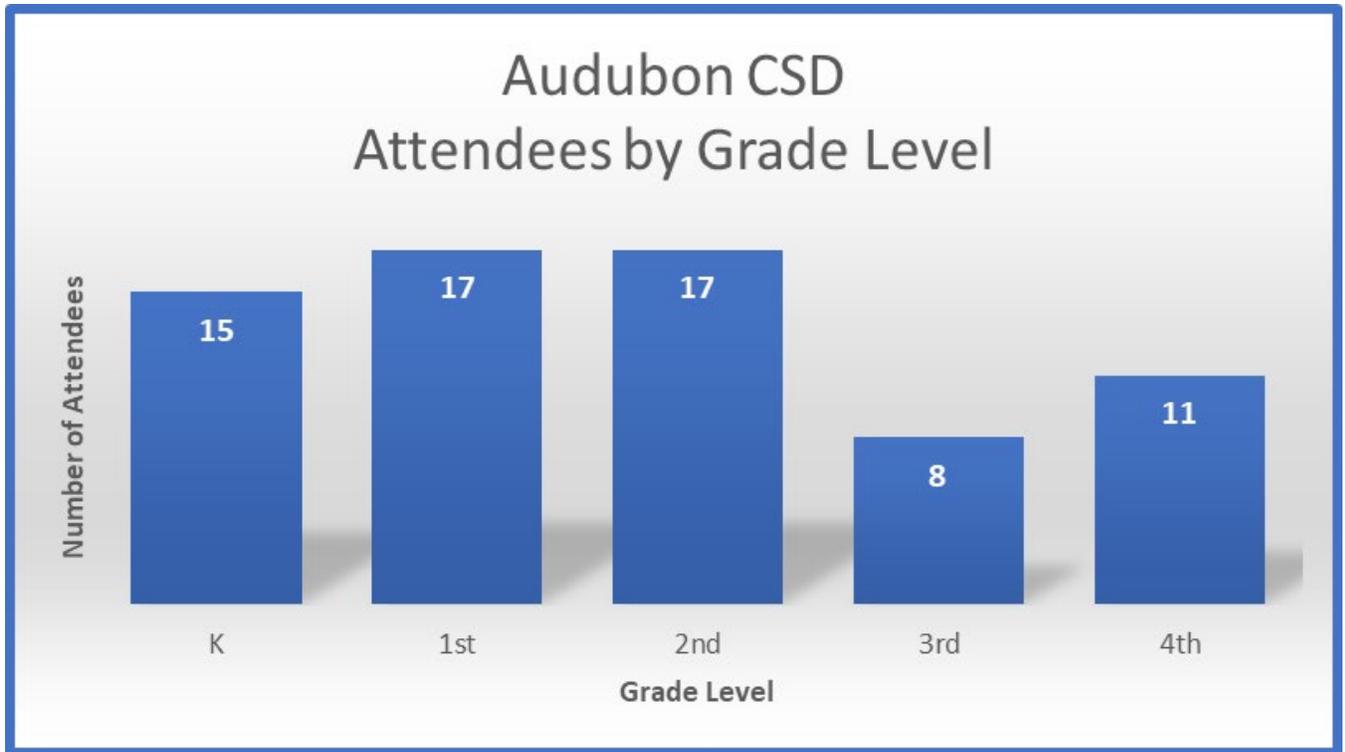
A student engaged in STEM activity.

Audubon CSD had one 21<sup>st</sup> CCLC Center for Cohort 17. Called the Launch Kids Club, the Center was located at Audubon Elementary School. *“The grant allows Audubon CSD to provide these services to many students who may come from low- or limited-income families and provide these students with experiences or opportunities that may not be available otherwise. While many low- or limited-income families participate in the program, there is no income requirement for attendance. The program is open to all students”* (Local Evaluation).

The Program served a total of 68 students in grades K-4 and 25 (37%) students attended 270 hours or more. For 2022-2023, 38 percent of the total students served were identified as FRPL. Partners provided \$4,425 in in-kind services. Audubon CSD held one parent event and reported that 66 family members attended the event.

**Audubon CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Audubon CSD	Cohort 17	31	Audubon Elementary School	68	25
<b>TOTALS</b>		<b>31</b>		<b>68</b>	<b>25</b>



*Figure 12. Audubon CSD Attendees by Grade Level*

#### Partnerships.

The Audubon CSD 21<sup>st</sup> CCLC Program had 31 partners. The Program estimated that the in-kind value provided by the partners totaled \$4,425. “Audubon CSD historically has a strong community presence and partnership. Since the LAUNCH (Launch Kids Club) after school program has started many local businesses have provided support. The majority of partners are full partners who donate food, money for activities, or materials directly to the program” (Local Evaluation).

## Parent Involvement.



*Students engaged in Community Summer Reading Program at the Public Library.*

The Audubon 21<sup>st</sup> CCLC Program held one family event. The end-of-year luncheon had 66 parents in attendance.

The Audubon 21<sup>st</sup> CCLC Program communicated with parents using social media to “*keep parents informed of schedules, activities and provide pictures*” (Local Evaluation).

The Audubon 21<sup>st</sup> CCLC Program reported that nine family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

## Total Academic Improvement.



*Students engaged in a STEM activity.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Audubon CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 89% improvement in reading/English and 59% improvement in mathematics.

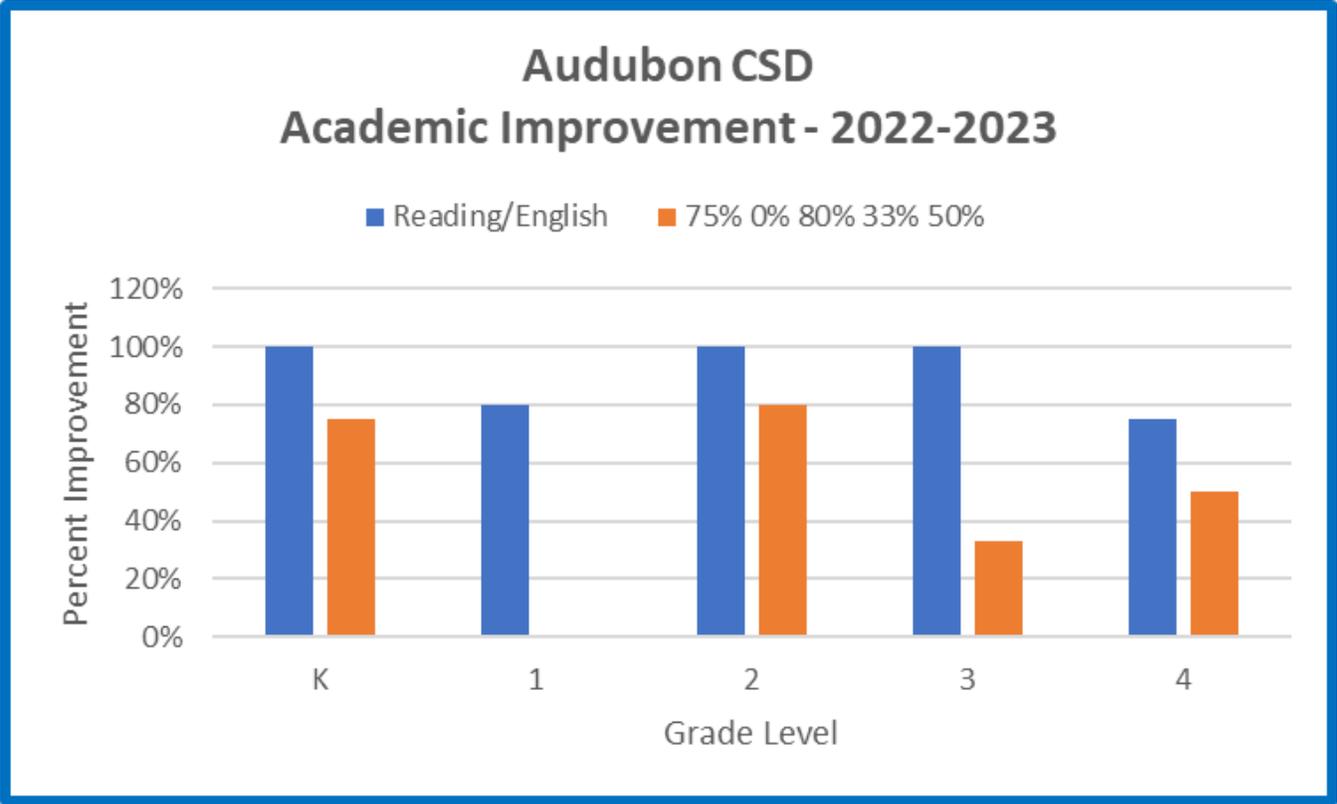


Figure 13. Audubon CSD Academic Improvement - 2022-2023

**Objectives.**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

GPRM Measure	Total Attendees with Data	Total Students Improving	Percentage Improvement
<i>GPRM Measure 1A – Reading Progress</i>	11	9	82%
<i>GPRM Measure 1B – Math Progress</i>	11	8	73%
<i>GPRM Measure 2 – Academic Achievement - GPA</i>	0	0	n/a
<i>GPRM Measure 3 – School Day Attendance</i>	3	3	100%
<i>GPRM Measure 4 – Behavior</i>	1	1	100%
<i>GPRM Measure 5 – Teacher Survey</i>	0	0	n/a

The Audubon 21<sup>st</sup> CCLC Program had data for three of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 82 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 73 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 100% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 100% of students improved but it should be noted that only one student was identified. For GPRA Measure 5 – Teacher Survey, the survey was not administered so no data was available.

*Students participating in Drop Everything and Read (DEAR) time.*

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Audubon CSD Program reported two objectives and provided methodology and justifications for objective ratings for each objective. Both local objectives dealt with academic achievement. Both local objectives were not met but made progress toward the stated objective.



- 70% of K-4 students will be at or above benchmark on the FAST assessment in READING. *Did not meet but made progress toward the stated objective.*
- 70% of K-4 students will be at or above benchmark on the FAST assessment in MATH. *Did not meet but made progress toward the stated objective.*

### Sustainability.

The Audubon 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued.

*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.*

*(Local Evaluation.)*

### Audubon 21<sup>st</sup> CCLC Program Summary.

Audubon CSD participated in Cohort 17 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with one center. Called the Launch Kids Club, the Center was located at Audubon Elementary School. For 2022-2023, the program served 68 students in grades 2-4 and 38 percent of the total students served were identified as FRPL. Partners provided \$4,425 in in-kind services. One parent event was held with a total of 66 family members attending.

Audubon CSD reported data for three GPRA Measures and showed improvement in all three measures. One Measure was not applicable because it addressed secondary students and the Program only served elementary students and a teacher survey was not administered so no

data was available for GPRA Measure 5 – Teacher Survey. A sustainability plan is in place and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*"I think it's fun. I like to come here." (21<sup>st</sup> CCLC Student).*



*"Thanks for all you guys do! LAUNCH is amazing for our kiddos—and pretty amazing for parents too." (21<sup>st</sup> CCLC Parent).*



*"It's perfect! Seriously, when parents are working and kids can't be on their own yet, this is the best thing we've got going for us." (21<sup>st</sup> CCLC Parent).*



*"It's great to see the [Launch Program] working on community service. For the kids to see that you have to work for it. It's not just another field trip, but there is engagement, and the kids see service as important." (21<sup>st</sup> CCLC Partner).*

## Bettendorf CSD

### Bettendorf CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **84% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **89% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- *GPRAs Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.*
- *38% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).*
- **100% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).**
- *67% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).*

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **93% of all students with data needing improvement exhibited growth in Reading/English.**
- **95% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- *The 21<sup>st</sup> CCLC Program served 92 students during the 2022-2023 School Year.*
- **75 students (82%) attended for more than 270 hours.**
- *44 students (48%) were identified as FRPL.*

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 11 partners supporting the 21<sup>st</sup> CCLC Program that provided \$93,250 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program met all five local objectives.**

Overview and Attendance.



*Students engaged in reading activity.*

Bettendorf CSD had one 21<sup>st</sup> CCLC Center for Cohort 14. Called the Rock-It Academy, the Center was located at Neil Armstrong Elementary School.

The Program served a total of 92 students in grades K-5 and 75 or 82 percent of them attended 270 hours or more. For 2022-2023, 48 percent of the total students served were identified as FRPL. Partners provided \$93,250 in in-kind services. Bettendorf CSD had four parent events at Neil Armstrong Elementary School and a total of 416 family members attended parent events.

**Bettendorf CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Bettendorf CSD	Cohort 14	11	Neil Armstrong Elementary School	92	75
<b>TOTALS</b>		<b>11</b>		<b>92</b>	<b>75</b>

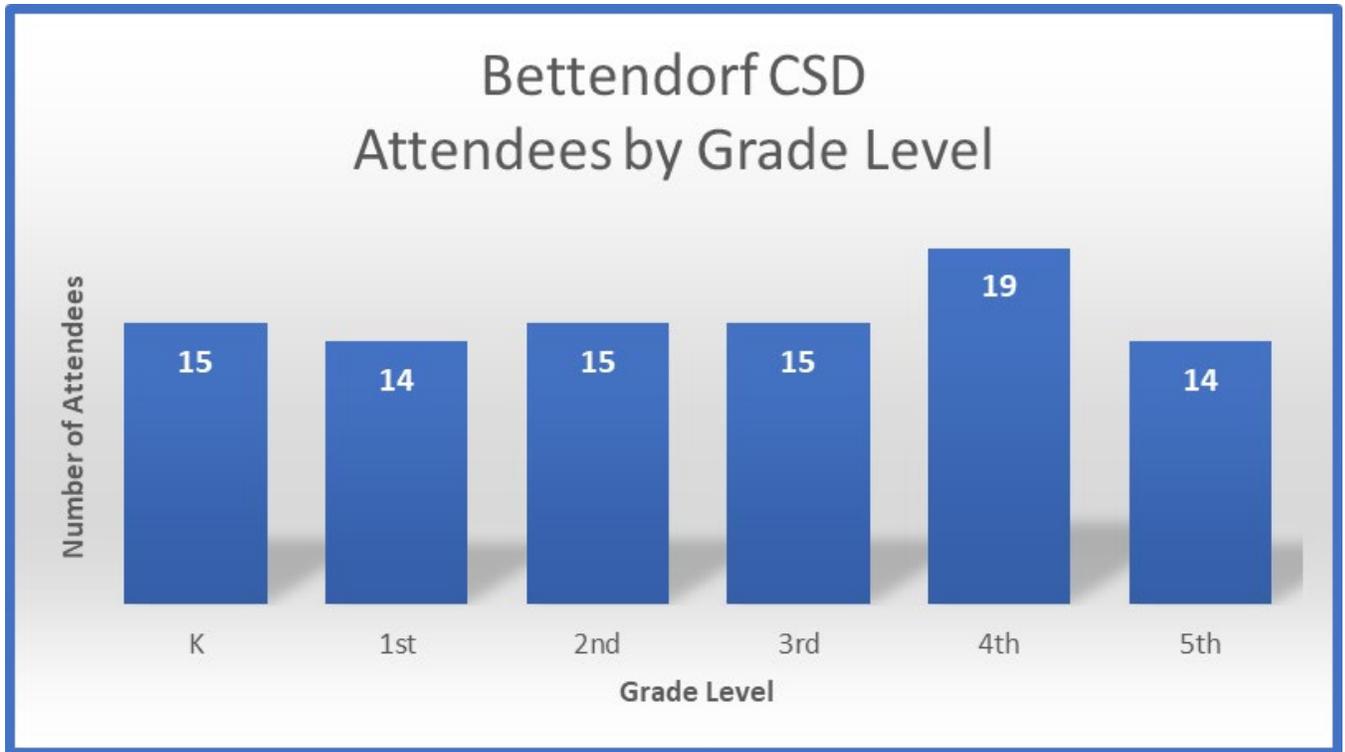


Figure 14. Bettendorf CSD Attendees by Grade Level

#### Partnerships.

The Bettendorf CSD 21<sup>st</sup> CCLC Program had 11 partners. The Program estimated that the in-kind value provided by the partners totaled \$93,250. *“The partners provide learning opportunities, staff support, materials, and nutritional snacks. Partner support is vital to the program because students experience learning that is different and beyond the classroom” (Local Evaluation).*

#### Parent Involvement.



Students interacting with Quad City Canine Association Network (QCCAN) therapy dogs.

The Bettendorf 21<sup>st</sup> CCLC Program held four family events. Family events included:

- 121 parents attended Curriculum Night.
- 103 parents attended the Fall Conferences.
- 74 parents attended the Family Game Night.
- 118 parents attended the Spring Conferences.

The Bettendorf 21<sup>st</sup> CCLC Program communicated with parents using Facebook, emails, phone calls, personal interaction, and flyers. In addition, program leaders and staff talk directly with parents during daily pickup of students. “The program is in its fourth year and the program leaders have found from feedback these communication processes are working” (Local Evaluation).

The Bettendorf 21<sup>st</sup> CCLC Program reported that 175 family members of students participated in activities sponsored by 21st CCLC funds (APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served).

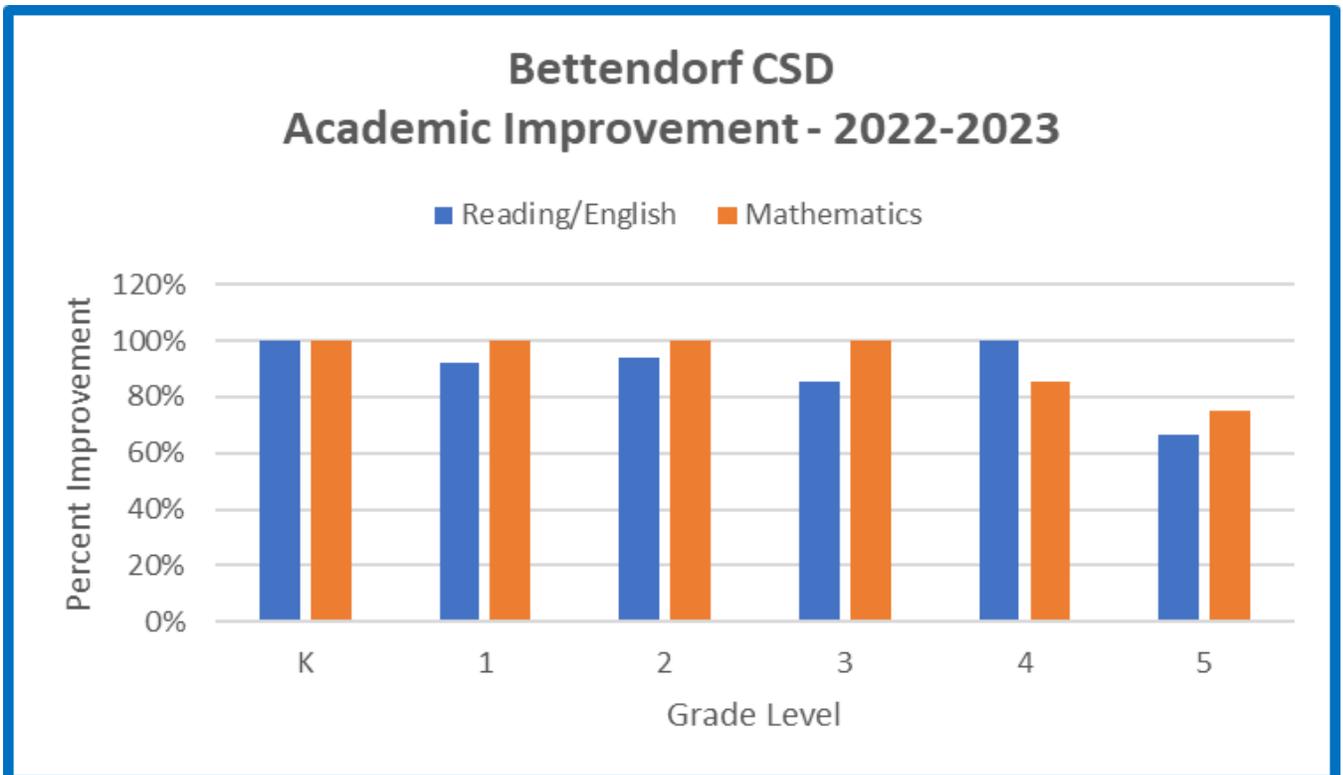
**Total Academic Improvement.**



*Family Game Night.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Bettendorf CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 93% improvement in reading/English and 95% improvement in mathematics.



*Figure 15. Bettendorf CSD Academic Improvement - 2022-2023*

**Objectives.**

GPRAs Measures

Starting in the 2021-2022 School Year, new GPRAs measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRAs measures.

<b>GPRAs Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPRAs Measure 1A – Reading Progress</i></b>	37	31	84%
<b><i>GPRAs Measure 1B – Math Progress</i></b>	37	33	89%
<b><i>GPRAs Measure 2 – Academic Achievement - GPA</i></b>	0	0	<i>n/a</i>
<b><i>GPRAs Measure 3 – School Day Attendance</i></b>	8	3	38%
<b><i>GPRAs Measure 4 – Behavior</i></b>	2	2	100%
<b><i>GPRAs Measure 5 – Teacher Survey</i></b>	98	66	67%

The Bettendorf 21<sup>st</sup> CCLC Program had data for four of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 84 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 89 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 did not apply since the program was for elementary students.

For GPRAs Measure 3 – School Day Attendance, 38% of students with data in grades 4-8 improved their attendance rate. For GPRAs Measure 4 – Behavior, 100% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to two students. For GPRAs Measure 5 – Teacher Survey, 67% of students improved in teacher-reported engagement in learning.

Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with parent involvement and one objective dealt with service learning by students. All five objectives were met.

- Children actively participate in literacy and math activities recorded by staff. *Met the stated objective.*
- Participant’s increase in literacy and math achievement as measured by Iowa assessments scores, grades, and other district assessments. *Met the stated objective.*
- At least 20 Neil Armstrong families attend Family Literacy Events regularly. *Met the*

*stated objective.*

- Program parents attend twice-yearly conferences with school and program staff. *Met the stated objective.*
- At least 30 program children participate in service-learning projects and at least 80% of program children attend field trips to community partner sites. *Met the stated objective.*

### **Sustainability.**

*“The program is currently in its last year of grant funding. The program has been highly successful. At this time, the program will continue beyond the grant funding by having a June summer school but will not have a session in July 2024. The district and principal are currently looking for different options to continue the program for the 2024-2025 school year” (From the Local Evaluation).*

### **Bettendorf 21st CCLC Program Summary.**

Bettendorf CSD participated in Cohort 14 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with one center. Called Rock-It Academy, the Center was located at Neil Armstrong Elementary School. For 2022-2023, the Program served 92 students in grades K-5 and 48 percent of the total students served were identified as FRPL. Partners provided \$93,250 in in-kind services. Four family events were held at Neil Armstrong Elementary School, with a total of 416 family members attending.

Bettendorf CSD reported data for four GPRA Measures and showed improvement in all four measures. One Measure was not applicable because it addressed secondary students and the Program only served elementary students. This is the last year of funding for Cohort 14 and Bettendorf CSD is exploring options for continuing the program for the 2024-2025 school year.



*“A lot of my friends go to Rock-It and I get to spend more time with them. I like going outside and doing crafts. The snacks are good too.” (21<sup>st</sup> CCLC Student).*



*“Rock-It Academy has had such a positive impact on our school community. Families have the advantage of keeping their children in a safe, nurturing, stimulating environment when they require childcare before and after school.” (Bettendorf Teacher).*



*“Bettendorf School age childcare is extremely limited and fills up quickly, the Sunny crest neighborhood has very a limited qualified in-home care providers. The Rock- it program at Neil Armstrong not only fills the coverage gap for childcare, it has become vital to the Neil Armstrong families” (21<sup>st</sup> CCLC Parent and Bettendorf Teacher).*



*“Our partnership with the Rock-It program at Neil Armstrong has been integral to our success in their building! The relationships that the staff has built with the children within that group has given us an opportunity to connect with those kids as well. They always help us with any facility concerns. Also, they are a huge resource, making sure that the kids that attend their program and hours get to our program on the day that we meet. We are so thankful to have the opportunity to work alongside them!” (21<sup>st</sup> CCLC Partner).*



*“Rock-It has had a transformative impact on students at Neil Armstrong Elementary by providing them with additional educational support and enrichment activities. Rock-It not only helps to bridge academic gaps but also fosters a positive learning environment, promoting social interaction and teamwork. Ultimately, the Rock-It program contributes to the overall development and success of students at Neil Armstrong, creating a foundation for future academic achievement.” (Bettendorf Principal).*

## Boys & Girls Clubs of Cedar Valley

### Boys & Girls Clubs of the Cedar Valley 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **74% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **63% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- **73% of students in grades 4-8 with data improved their GPA. (GPRAs Measure 2 – Academic Achievement – GPA).**
- **40% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).**
- **75% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).**
- **No teacher surveys were conducted so there was no data for GPRAs Measure 5.**

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **45% of all students with data needing improvement exhibited growth in Reading/English.**
- **53% of all students with data needing improvement exhibited growth in Mathematics.**

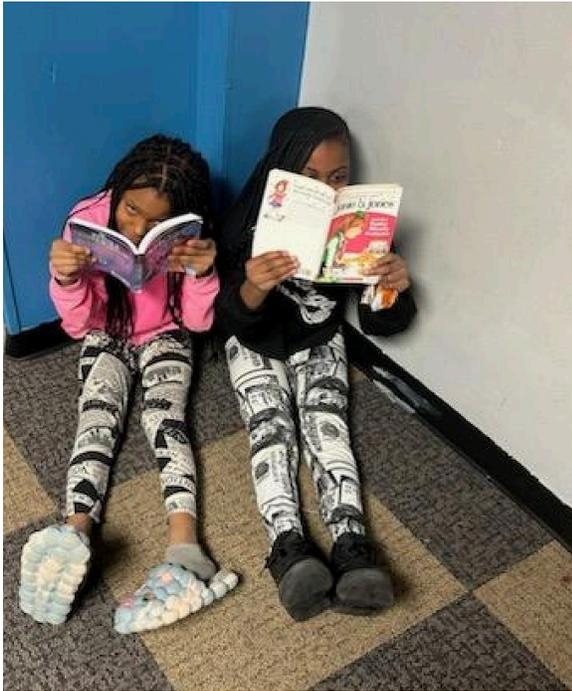
#### Attendance

- **The 21<sup>st</sup> CCLC Program served 180 students during the 2022-2023 School Year.**
- **137 students (76%) attended for more than 270 hours.**
- **149 students (83%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 11 partners supporting the 21<sup>st</sup> CCLC Program that provided \$103,505 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had six local objectives and met three of them.**

Overview and Attendance.



*Students reading together.*

Boys & Girls Clubs of the Cedar Valley had four 21<sup>st</sup> CCLC Centers in Cohorts 13 and 15. The four centers served students from Highland, Bunger Middle, Carver Middle and Lincoln Elementary Schools.

The Program served a total of 180 students during the 2022-2023 school year in grades 1-10 and 137 or 76 percent of them attended 270 hours or more. For 2022-2023, 83 percent of the total students served were identified as FRPL. In addition, the Boys & Girls Club served a total of 250 students during the Summer of 2022. Partners provided \$103,505 in in-kind services. Boys & Girls Clubs of the Cedar Valley had four parent events over the 2022-2023 school year that had a total attendance of 1,630 people.

**Boys & Girls Clubs of the Cedar Valley 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Boys & Girls Clubs of the Cedar Valley	Cohort 13	11	Highland Elementary School	28	19
	Cohort 15	11	Bunger Middle, Carver Middle, and Lincoln Elementary Schools	152	118
<b>TOTALS</b>		<b>11</b>		<b>180</b>	<b>137</b>

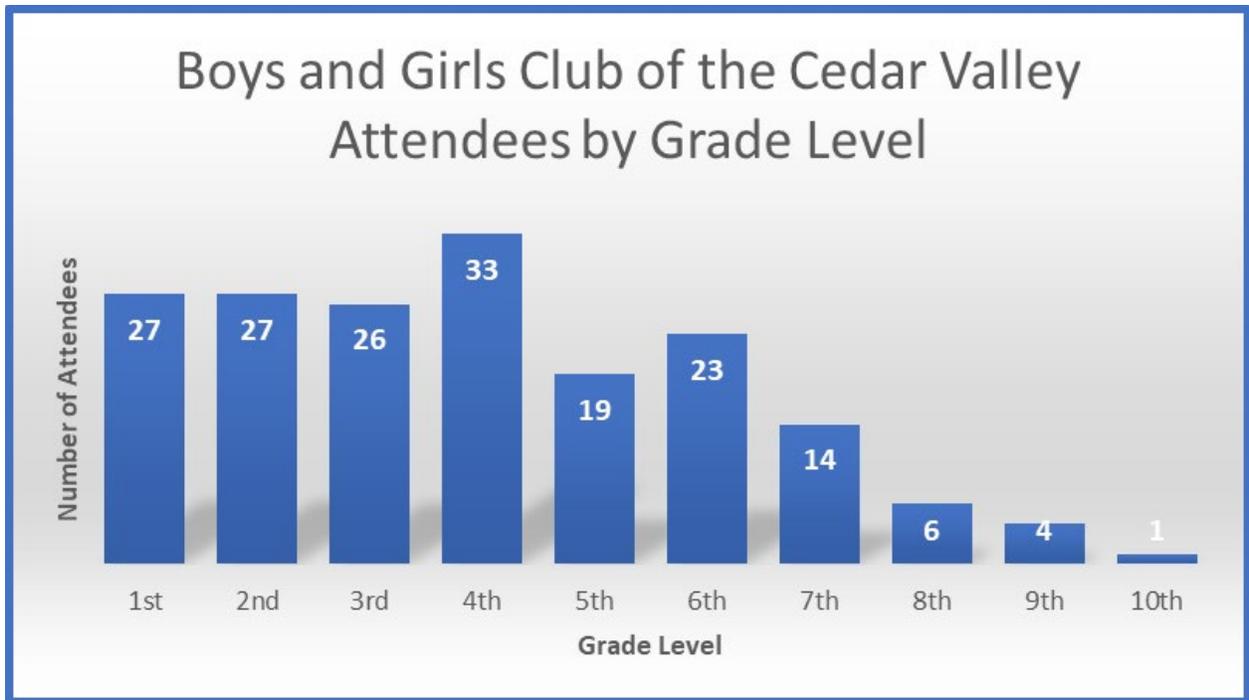


Figure 16. Boys and Girls Club of the Cedar Valley Attendees by Grade Level

#### Partnerships.

The Boys & Girls Clubs of the Cedar Valley 21<sup>st</sup> CCLC Program had eleven partners. Nine of the partners are full partners and the Program estimated that the in-kind value provided by these six partners totaled \$103,505. The Program reported that *“The number of volunteer staff varies each week, but the total number of regular volunteers is approximately 94. That number includes program volunteers, board members, and parent volunteers. There are several agencies who have worked with the Clubs for many years, and our partnerships continue to grow stronger each year. The more diverse and varied our partnerships, the more Club members we can reach.”* (Local Evaluation).

#### Parent Involvement.



Students engaged in STEM activity.

The Boys & Girls Clubs of the Cedar Valley 21<sup>st</sup> CCLC Program held four parent events during the 2022-2023 School Year. Approximately 318 family members attended the events. In total, about 1630 people participated in the events.

Back to School Bash – About 200 parents attended.

Family Youth of the Month Celebration – 60 parents attended.

Summer Kick-Off – 25 parents attended.

End of Summer Family Fun Day– 33 parents attended.

To help keep parents informed, a calendar is updated monthly. In addition, flyers are created for extra events. Parents are also contacted in person during pick-up times. A Facebook page also contains information.

The Boys & Girls Clubs of the Cedar Valley 21<sup>st</sup> CCLC Program reported that 540 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

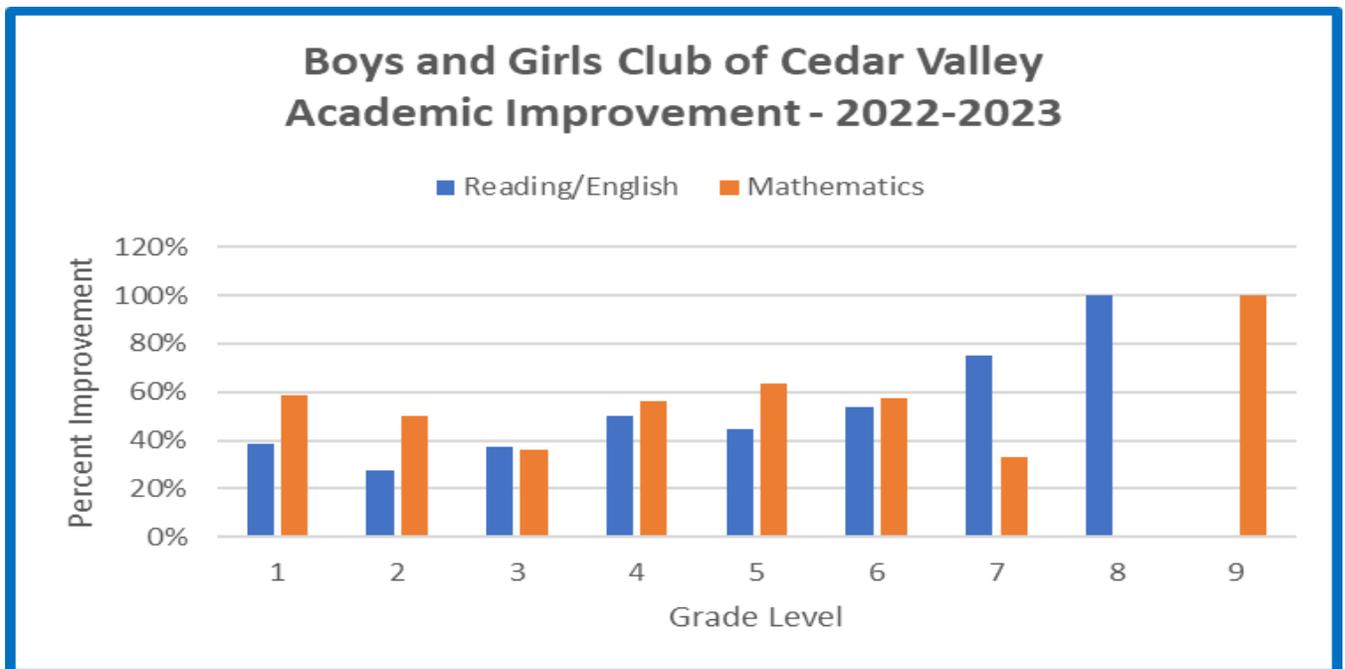
**Total Academic Improvement.**

Showing all grades served by the program (GPRA only measures grades 4-8).

The Boys & Girls Clubs of Cedar Valley reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 45% improvement in reading/English and 53% improvement in mathematics. It should be noted that for the eighth grade, only one student was identified as needing improvement in mathematics and they did not improve (orange bar in the graph on the next page). For ninth grade, only one student was identified as needing improvement for reading and did not improve (blue bar in graph below).



*Students working with a partner to learn CPR.*



*Figure 17. Boys and Girls Club of Cedar Valley Academic Improvement - 2022-2023*

## Objectives.

### GPRAs Measures

For the 2022-2023 School Year, new GPRAs measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRAs measures.

<b>GPRAs Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPRAs Measure 1A – Reading Progress</i></b>	115	85	74%
<b><i>GPRAs Measure 1B – Math Progress</i></b>	138	87	63%
<b><i>GPRAs Measure 2 – Academic Achievement - GPA</i></b>	93	68	73%
<b><i>GPRAs Measure 3 – School Day Attendance</i></b>	62	25	40%
<b><i>GPRAs Measure 4 – Behavior</i></b>	24	18	75%
<b><i>GPRAs Measure 5 – Teacher Survey</i></b>	0	0	n/a

The Boys and Girls Club of the Cedar Valley 21<sup>st</sup> CCLC Program had data for four of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 74 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 63 percent of students in grades 4-8 with data improved their performance in mathematics.

For GPRAs Measure 2 – Academic Achievement - GPA, 73 percent of students in grades 7-8 and 10-12 improved their GPA. For GPRAs Measure 3 - School Day Attendance, 40 percent of students improved their attendance. For GPRAs Measure 4 – Behavior, 75% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. For GPRAs Measure 5, no data was reported since the Boys and Girls Club of the Cedar Valley 21<sup>st</sup> CCLC Program did not administer teacher surveys.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Boys and Girls Club of the Cedar Valley 21<sup>st</sup> CCLC Program reported six total objectives and provided methodology and justifications for objective ratings for each objective. Four of the objectives dealt with student achievement, one of the objectives dealt with communication and one objectives dealt with student attachment to education. Three of the objectives were met and three of the objectives were not measured.

- Daytime teachers will report that at least half of the 21<sup>st</sup> CCLC participants improve academically as evidenced by annual surveys. *Cohort 13 – Unable to Measure the stated objective.*

- 21st CCLC participants literacy and math scores will increase over the year and summer as evidenced by student report card and standardized test scores. *Cohort 13 – Met the stated objective.*
- For 21st CCLC participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency rate by the second year. *Cohort 13 – Met the stated objective.*
- Increase academic achievement. *Cohort 15 – Met the stated objective.*
- Increase student, parent, and school staff communication to improve student success. *Cohort 15 – Unable to measure the stated objective.*
- Increase student attachment to education, their peers, adults, and the community. *Cohort 15 – Unable to measure the stated objective.*

## Sustainability.

The Boys and Girls Club of the Cedar Valley 21<sup>st</sup> CCLC Program has a sustainability plan in place that includes how to continue the program if the 21<sup>st</sup> CCLC Grant is discontinued.

*In 2018, in an effort to increase sustainability, The Boys & Girls Clubs of the Cedar Valley created an endowment with the Community Foundation of Northeast Iowa to ensure that youth have the opportunity to receive programming for many years to come. The Boys & Girls Clubs of the Cedar Valley Board reviews the organization’s established sustainability plan continuously to ensure that the Club does not become too dependent on one source in this ever-changing economic environment. **More than 315 volunteers contributed to The Boys & Girls Clubs of the Cedar Valley programs last year, increasing sustainability.** (From the Local Evaluation.)*

## Boys & Girls Clubs of the Cedar Valley 21st CCLC Program Summary.

Boys & Girls Clubs of the Cedar Valley participated in Cohorts 13 and 15 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period. During the 2022-2023 school year, the Program served 180 students in grades K-8 and 83 percent of students were identified as FRPL. The summer program served a total of 250 students. During the school year, a total of four parent events were held with approximately 1,630 total attendees. Eleven partners provide \$103,505 in in-kind value.

Boys & Girls Clubs of the Cedar Valley reported data for four GPRA Measures and showed improvement in all four measures. GPRA Measure 5 was not measured because teacher surveys were not administered. A sustainability plan is in place and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*“This is really nice, that this club exists, it is close to our home, and you have things for my son to do.” (21<sup>st</sup> CCLC Parent).*



*The club is fun, I am glad that I am old enough to come to the Teen Center this summer, my favorite was the water balloon fight, and doing art projects with Dr. Smith.” (21<sup>st</sup> CCLC Student).*

## Boys & Girls Clubs of Central Iowa

### Boys & Girls Clubs of Central Iowa 21<sup>st</sup> CCLC Notable Facts:

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#### GPRM Measures

- **77% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRM Measure 1A – Reading Progress).**
- **69% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRM Measure 1B – Math Progress).**
- **67% of students in grades 4-8 with data improved their GPA. (GPRM Measure 2 – Academic Achievement – GPA).**
- **96% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRM Measure 3 – School Day Attendance).**
- *The Boys & Girls Club of Central Iowa 21<sup>st</sup> CCLC Program served students from Des Moines CSD which does not utilize in-school suspensions. Therefore, no data was available for GPRM Measure 4 – Behavior.*
- *GPRM Measure 5 – Teacher Survey applies to students in grades 1-5. The Boys & Girls Club of Central Iowa 21<sup>st</sup> CCLC Program served students in grades 6-12 so no data was reported.*

#### Total Academic Improvement (includes grades not measured by GPRM)

- **80% of all students with data needing improvement exhibited growth in Reading/English.**
- **72% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- *The 21<sup>st</sup> CCLC Program served 72 students during the 2022-2023 School Year.*
- *31 students (43%) attended for more than 270 hours.*
- **72 students (100%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 17 partners supporting the 21<sup>st</sup> CCLC Program that provided \$131,556 in in-kind value.**
- *The 21<sup>st</sup> CCLC Program had four local objectives and met none of them.*

Students working on a community service project.

Overview and Attendance.



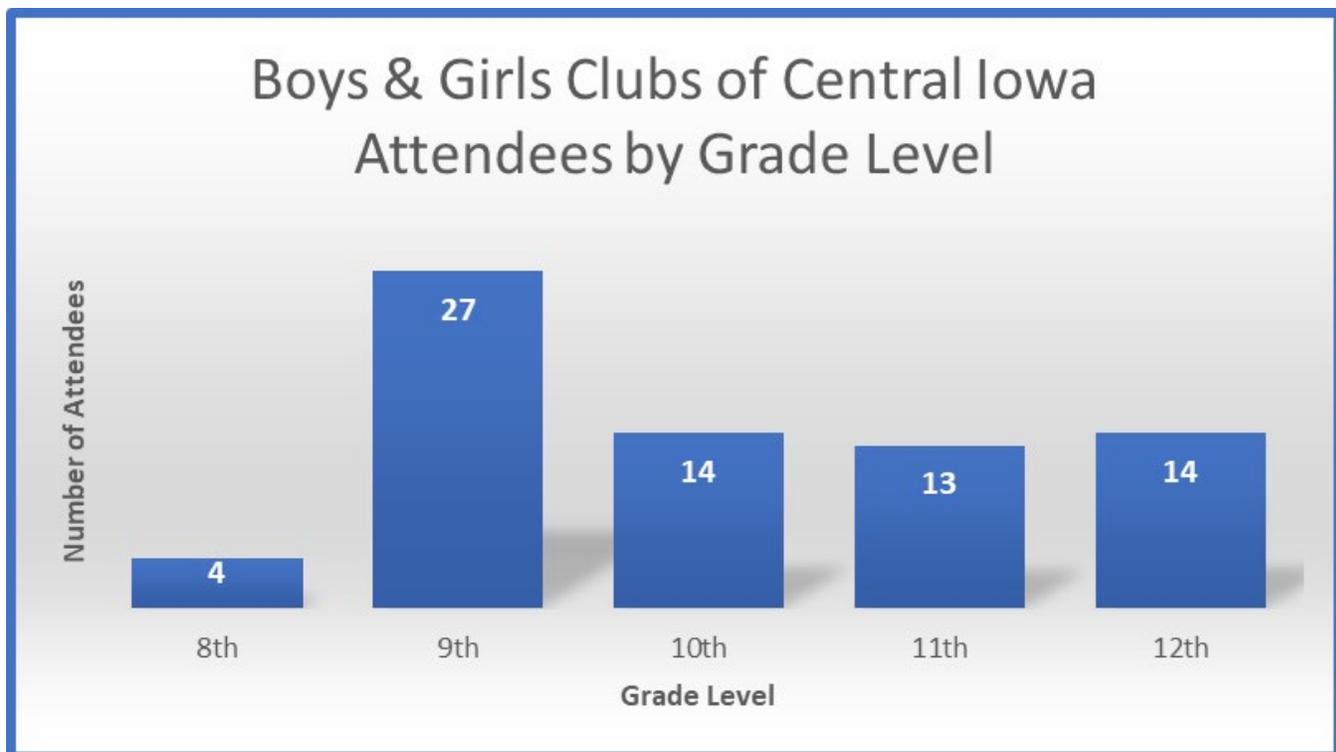
Boys & Girls Clubs of Central Iowa had two 21<sup>st</sup> CCLC Centers. Cohort 14 (the Gregory & Suzie Glazer Burt Club) was a summer only program that served students from Callanan and Harding Middle Schools in the summer of 2021. Cohort 15 served students during the 2022-2023 school year and the summer of 2021. The Cohort 15 Center (the E.T. Meredith Jr. Club) served students from East High School at the East High School Flex Academy.

The Program served a total of 72 students during the 2022-2023 school year in grades 8-12 and 31 or 43 percent of them attended 270 hours or more. For 2022-2023, 100 percent of the total students served were identified as FRPL. In addition, the Boys & Girls Club served a total of 42 students during the Summer of 2022. Seventeen partners provided \$131,556 in in-kind services. Boys & Girls Clubs of Central Iowa had five family engagement events over the 2022-2023 school year and summer of 2022 that had a total of 38 parents in attendance.

*Students working on a community service project.*

**Boys & Girls Clubs of Central Iowa 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Boys & Girls Clubs of Central Iowa	Cohort 15	17	E.T. Meredith Jr. Club (Serving East High School Youth at the East High School Flex Academy)	72	31
<b>TOTALS</b>		<b>17</b>		<b>72</b>	<b>31</b>



*Figure 20. Attendance by grade level for the 2022-2023 School Year (Cohort 15).*

#### Effects of Unexpected Data

Now that our Clubs have been operating fully without COVID restriction for over a year, we expected to be at capacity and meeting objectives in 2023-2024. We are not yet serving the same number of members as pre-pandemic. Gregory & Suzie Glazer Burt Club fell short of Objective 1 (50% of Summer Club participants will attend Club for 30 days or more). There were only 16 registered members from Callanan and Harding Middle Schools attending Summer Club for the 2022-2023 school year. Four members attended Summer Club for 30 days or more – this equates to 25% attending for 30 days or more. With over 1,100 students enrolled in Callanan & Harding Middle Schools, it was an unexpected shortfall to only have 16 attending the Gregory & Suzie Glazer Burt Club.

The organization has concluded that there are no issues in finding children, youth, and teens who need to be served, but there is difficulty in finding and hiring a high volume of the required quality staff to host them. In the last year, our organization has continued to invest time and money towards increasing staff wages to encourage retention, providing hiring bonuses to combat this shortcoming, and extending benefit plans to part-time employees working 20 hours or more. Boys & Girls Clubs of Central Iowa will not hire unqualified employees simply to fill a quota, as that would be highly unprofessional and could put the safety of current Club members and staff in danger.

In the last year, Boys & Girls Clubs of Central Iowa also hired one full-time and one part-time Bus Driver. The addition of Bus Drivers on staff has helped to combat transportation barriers with both Cohort 14 and Cohort 15. At E.T. Meredith Jr. Club students without a driver's license have more difficulty attending Club, especially in the summer, because instead of walking across the street from school, they need to have a ride. At Gregory & Suzie Glazer Burt Club students attending Callanan & Harding Middle Schools will be guaranteed transportation to Club



*Students engaged in Cooking Club activity*

throughout the school year, which will hopefully increase Summer Club attendance. If we can get kids to Club, they will be more likely to stay throughout their educational career.

Each year, parent engagement numbers are low. While we acknowledge the importance of parents and/or guardians participating in the development of their children, most of the families we serve simply do not have the capacity. Boys & Girls Clubs of Central Iowa provides safety and support during critical hours of the day when the adults in our members' lives are hard at work to provide the same safety and support at home. We take pride in being the place parents and/or guardians feel safe sending their children when they cannot physically be there for them.

## Partnerships

The Boys & Girls Clubs of Central Iowa 21<sup>st</sup> CCLC Program had 17 partners. The Program estimated that the in-kind value provided by the partners totaled \$131,556.

*The organization and youth served benefited greatly as a result of the 17 active partnerships. BGCCI is fortunate to have partners who offer more than just one type of contribution. Nearly every partner provided volunteers in some capacity, which increases the organization's visibility in the community and the community's investment in the organization.*

*Two of the partners listed above helped BGCCI address food insecurity for attendees. This is a high priority for Cohorts 14 and 15 considering 100% of Club members qualified for Free or Reduced-Price Lunches. Not only did members receive two full meals and a snack while attending all day Club programming, but additional food was sent home with students to ensure adequate nutrition outside of Club hours. Local Evaluation*

## Parent Involvement.

The Boys & Girls Clubs of Central Iowa 21<sup>st</sup> CCLC Program held five parent engagement events during the 2022-2023 School Year and the Summer of 2022. A total of 38 parents attended these events. Parent events included:

- Summer Club Open House (Cohort 14) – 20 parents
- Back-to-School Open House (Cohort 14) – 6 parents
- Back-to-School Open House (Cohort 15) – No Parents attended
- Hy-Vee & Drake University Partnership (Cohort 15) – 4 parents
- Drake University Tour (Cohort 15) – 8 parents

The Boys & Girls Clubs of Central Iowa 21<sup>st</sup> CCLC Program mostly communicated with parents in-person during pick-up times. In addition, the Program used flyers, Facebook, Instagram, E-newsletters, and LinkedIn.

The Boys & Girls Clubs of Central Iowa 21<sup>st</sup> CCLC Program reported that four family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds during the 2022-2023 School Year and twenty-six family members participated during the summer of 2022 (*APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).



*Students touring partner business during Career Pathways event.*

## Total Academic Improvement.

Showing all grades served by the program (GPRA only measures grades 4-8).

The Boys & Girls Clubs of Central Iowa reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 80% improvement in reading/English and 72% improvement in mathematics. It should be noted that for sixth grade, only one student was identified as needing improvement.

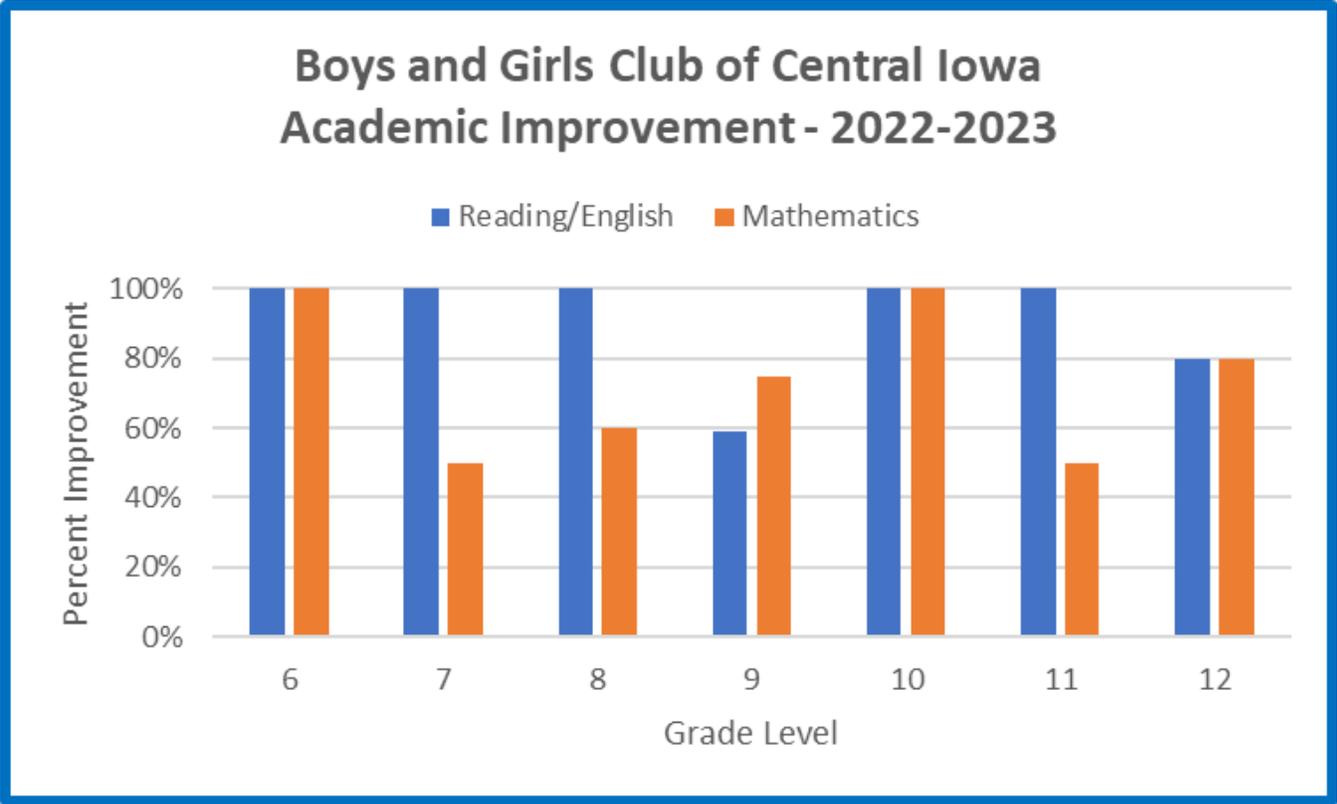


Figure 18. Boys and Girls Club of Central Iowa Academic Improvement - 2022-2023

**Objectives.**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<i><b>GPRM Measure 1A – Reading Progress</b></i>	13	10	77%
<i><b>GPRM Measure 1B – Math Progress</b></i>	13	9	69%
<i><b>GPRM Measure 2 – Academic Achievement - GPA</b></i>	9	6	67%
<i><b>GPRM Measure 3 – School Day Attendance</b></i>	25	24	96%
<i><b>GPRM Measure 4 – Behavior</b></i>	0	0	n/a
<i><b>GPRM Measure 5 – Teacher Survey</b></i>	0	0	n/a

The Boys and Girls Club of Central Iowa 21<sup>st</sup> CCLC Program had data for three of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 77 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 69 percent of students in grades 4-8 with data improved their performance in mathematics. The Program served students in grades 6-8 in the Summer of 2022 and GPRA Measure 1A and 1B reflect data from these attendees.

For GPRA Measure 2 – Academic Achievement – GPA, 67 percent of students in grades 7-8 and 10-12 improved their GPA. For GPRA Measure 3 – School Day Attendance, 96% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 no data was reported since the Program served students from the Des Moines CSD, and in-school suspensions are not used. For GPRA Measure 5, no data was reported since the Boys and Girls Club of Central Iowa 21<sup>st</sup> CCLC Program did not serve students in grades 1-5.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported four total objectives (two objectives per cohort) and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with student attendance and two objectives dealt with parent involvement. One of the objectives was met, two of the objectives were not met but progress was made toward the stated objective and one objective was not met and no progress was made toward the stated objective.

- 50% of Club participants will attend Club for 30 days or more. *Cohorts 14 and 15 – Did not meet but made progress toward the stated objective.*
- 50% of families with a child enrolled in Summer Club for the 2022-2023 school year, will attend at least one family engagement event. *Cohorts 14 and 15 – Did not meet but made progress toward the stated objective.*

### Sustainability.

*Student getting professional makeover for prom.*



The Boys and Girls Club of Central Iowa 21<sup>st</sup> CCLC Program has a sustainability plan in place that includes how to continue the program if the 21<sup>st</sup> CCLC Grant is discontinued.

*As stated in BGCCI's 2021, three-year Strategic Plan, the organization "will establish an endowment, channel resources into cultivating planned giving, and continuing to diversify revenue streams."*

*The plan also goes on to say, "In addition to monetary engagement, we will seek to*

*engage board members and volunteers more consistently and providing connection points for those in the community."*

*The BGCCI Resource Development Team works hard to diversify funding sources so that one stream does not make or break a Club. This team continues to pursue gifts from individuals, corporations, foundations, and the government, year-round.*

## Boys & Girls Clubs of Central Iowa 21st CCLC Program Summary.

Boys & Girls Clubs of Central Iowa participated in Cohorts 14 and 15 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period. Cohort 14 was a summer only program and Cohort 15 included summer and school year programs. During the 2022-2023 school year, the Program served 72 students in grades 8-12 and 100 percent of students were identified as FRPL. The summer program served a total of 42 students in grades 6-12. During the school year, a total of five family engagement events were held and 38 total parents attended. Seventeen partners provide \$131,556 in in-kind value.

Boys & Girls Clubs of Central Iowa reported data for three GPRA Measures and showed improvement in all three measures. GPRA Measure 4 did not apply since in-school suspensions are not used in the schools the Boys & Girls Club of Central Iowa served. GPRA Measure 5 did not apply since students in grades 1-5 were not served by the Program. A sustainability plan is in place and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*"Club has given me the opportunity to develop the best version of myself, by participating in volunteer opportunities, taking part in fun programming and making more friends than I imagined. Club has also encouraged me to get out of my comfort zone and learn the value of mentorship." (21<sup>st</sup> CCLC Student).*



*"For me, working at Boys & Girls Clubs and with the youth means providing support and resources for underserved young people to pursue their interests and build upon their talents." (21<sup>st</sup> CCLC Staff Member).*



*"Our daughter never feels alone when she is at Club. Her experiences at Club and with encouragement from staff and friends, she has learned to always stand up for what she believes in." (21<sup>st</sup> CCLC Parent).*



*"I love what BGCCI offers kids and their families. I learn so much from the staff and the kids. I appreciate their perspective and innocence in life and hope to be a good influence in their lives. I am so thankful BGCCI lets me volunteer whenever it works in my schedule." (21<sup>st</sup> CCLC Partner).*



*"Our staff also does an amazing job creating a positive environment for youth to enjoy coming to each day. Seeing the trusting relationships between the kids, staff, and volunteers, shows that we have created a community that supports our youth's academic futures, and I am thankful to be a piece of that community." (Boys and Girls Club Board Member).*

## Burlington CSD

### Burlington CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **85% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **88% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- 57% of students in grades 4-8 with data improved their GPA. (GPRAs Measure 2 – Academic Achievement – GPA).
- 46% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).
- 67% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).
- 58% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **88% of all students with data needing improvement exhibited growth in Reading/English.**
- **92% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- The 21<sup>st</sup> CCLC Program served 353 students during the 2022-2023 School Year.
- 36 students (10%) attended for more than 270 hours.
- **247 students (70%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 35 partners supporting the 21<sup>st</sup> CCLC Program that provided \$43,790 in in-kind value.**
- The 21<sup>st</sup> CCLC Program had 8 local objectives and met all 8 of them.

Overview and Attendance.



Burlington CSD had five 21<sup>st</sup> CCLC centers. Centers for Cohort 14 included Aldo Leopold Intermediate, Edward Stone Middle and North Hill Elementary Schools. Cohort 17 included Grimes and Sunnyside Elementary Schools. “PiECES (Partners in Education, Community Educating Students) is a collaborative effort of the Burlington Community School District (BCSD), the Burlington Public Library, Des Moines County Conservation, and numerous community partners.” (Local Evaluation).

The Burlington 21<sup>st</sup> CCLC Program served a total of 353 students in grades K-8 and 36 or 10 percent of them attended 270 hours or more. For 2022-2023, 70 percent of the total students served were identified as FRPL. Thirty-five partners provided \$43,790 in in-kind services. Burlington CSD held seven family engagement events and reported that a total of 656 people attended, including 292 family members.

Student working on arts and crafts.

**Burlington CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Burlington CSD	Cohort 14	35	Aldo Leopold Intermediate, Edward Stone Middle, and North Hill Elementary Schools	158	13
	Cohort 17	35	Grimes and Sunnyside Elementary Schools	195	23
<b>TOTALS</b>		<b>35</b>		<b>353</b>	<b>36</b>

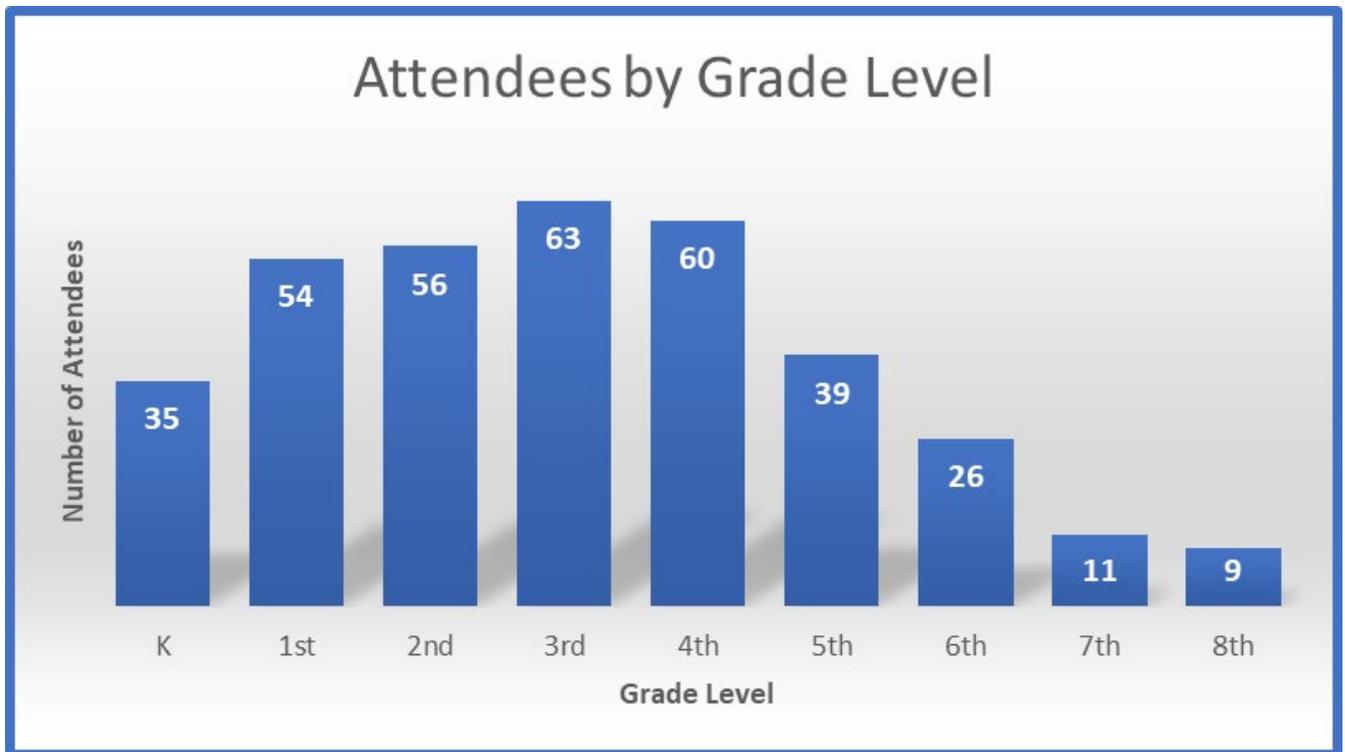


Figure 22. Attendees by Grade Level

### Partnerships.

The Burlington CSD 21<sup>st</sup> CCLC Program had 35 partners. The Program estimated that the in-kind value provided by the partners totaled \$43,790. *“The majority of community partners with PiECES are full partners, working with the program at no cost to the school district. Five partners are partial partners. In-kind value is determined by determining the fair market value of each in-kind contribution, such as hourly rates for similar services in our area. The valuation methods are consistent across all in-kind contributions, such as hourly rates” (Local Evaluation).*

## Parent Involvement.



*Volunteer giving a recycling presentation*

The Burlington 21<sup>st</sup> CCLC Program held seven family engagement events with 292 parents involved over the course of the school year.

The Burlington 21<sup>st</sup> CCLC Program communicated with parents using a variety of methods.

*“These communication efforts include:*

*Regular email updates are sent to parents, providing information about program activities, events, and important announcements.*

*Staff members make phone calls to reach out to parents, answer questions, and provide support.*

*Traditional means of communication, such as letters and flyers, are also utilized to ensure that parents receive printed materials that highlight the program's activities and goals.”*

The Burlington 21<sup>st</sup> CCLC Program reported that 201 family members of students participated in activities sponsored by 21st CCLC funds (APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served).

## Total Academic Improvement.



*Author Eric Litwin performing at Parent Night (Pete the Cat).*

Showing all grades served by the program (GPRA only measures grades 4-8).

Burlington CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 88% improvement in reading/English and 92% improvement in mathematics.

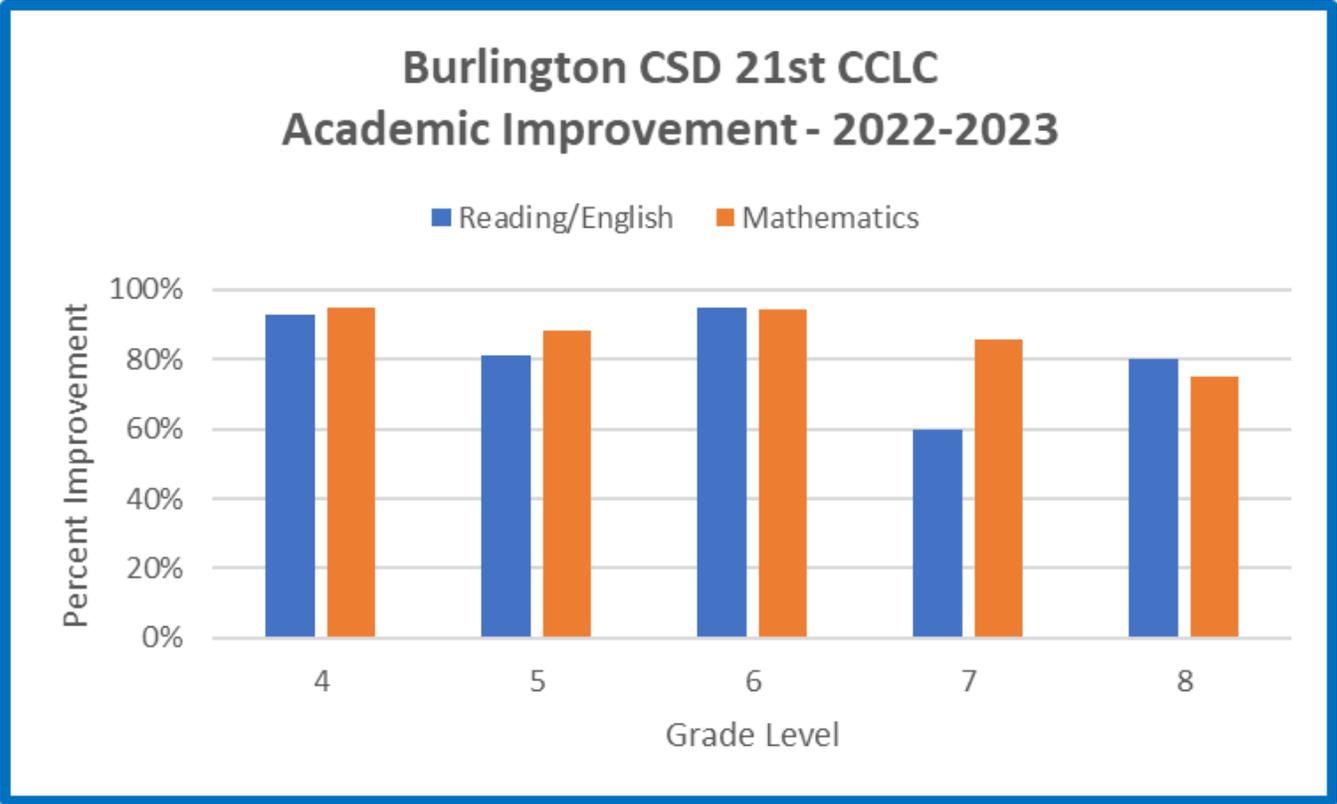


Figure 193. Burlington CSD 21st CCLC Academic Improvement - 2022-2023

**Objectives.**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<i>GPRM Measure 1A – Reading Progress</i>	128	109	85%
<i>GPRM Measure 1B – Math Progress</i>	128	112	88%
<i>GPRM Measure 2 – Academic Achievement - GPA</i>	7	4	57%
<i>GPRM Measure 3 – School Day Attendance</i>	293	136	46%
<i>GPRM Measure 4 – Behavior</i>	9	6	67%
<i>GPRM Measure 5 – Teacher Survey</i>	59	34	58%

The Burlington 21<sup>st</sup> CCLC Program had data for all five GPRA Measures. For GPRA Measure IA – Reading Progress, 85 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 88 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 57 percent of students in grades 7-8 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 46% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 67% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to nine students. For GPRA Measure 5 – Teacher Survey, 58% of students improved in teacher-reported engagement in learning.

*Students working together on a STEAM Engineering project.*

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported four objectives for each Cohort and provided methodology and justifications for objective ratings for each objective. Three of the objectives were exactly the same for both cohorts and one objective was similar. Two of the objectives dealt with student social-emotional development, two objectives dealt with enrichment activities, two objectives dealt with parent involvement and two objectives dealt with partnerships. Of the eight total objectives, all eight were met.



- 50% of students will demonstrate improved social-emotional development as assessed by student surveys. *Met the stated objective for Cohorts 14 and 17.*
- Each participating PiECES school will provide a minimum of five enrichment activities, as measured by the PiECES activities tracked in EZ reports. *Met the stated objective for Cohort 14.*
- 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Met the stated objective for Cohorts 14 and 17.*
- The number of community partners will be maintained from the prior year. *Met the stated objective for Cohorts 14 and 17.*
- 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 for Cohort 17.*

## Sustainability.



The Burlington 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued.

*The journey of the PiECES program has been marked by significant growth and a substantial increase in community engagement since its inception. From the outset, the number of community partners has more than doubled, demonstrating the program's ever-increasing importance within the community. The breadth and depth of community investment in the PiECES program have played a pivotal role in ensuring its sustainability beyond the duration of grant funding. These investments, both in terms of time and resources, solidify the program's position as a vital and enduring component of the Burlington Community.*

*Students participating in a Conscious Discipline activity.*

## Burlington 21st CCLC Program Summary.

Burlington CSD participated in Cohorts 14 and 17 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with five centers. The PiECES Program served 353 students in grades K-8 and 70 percent of the total students served were identified as FRPL. Partners provided \$43,790 in in-kind services. Burlington CSD held seven family engagement events and 292 parents/family members participated in total.

Burlington CSD reported data for all five GPRA Measures and showed improvement in all five measures. For Academic Improvement, students improved both in reading/English (88%) and mathematics (91%). A sustainability plan is in place that is based on community support and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*The best thing we did all year was "having fun with my friends and teachers." (21<sup>st</sup> CCLC Student).*



*"The kids really liked the Steam Engineers curriculum. It let them use their imagination and build things which they enjoy." (21<sup>st</sup> CCLC Teacher).*



*"My kids love all the activities that the staff do with them! They always come home excited to tell me what they did that day. The staff are amazing, and always friendly with a smile on their face." (21<sup>st</sup> CCLC Parent).*



*"The BHS Class of 1972 is happy to donate a parachute and game book to each elementary PiECES program because the program is an asset to our community." (21<sup>st</sup> CCLC Stakeholder).*

## Cedar Rapids CSD (Summer Only)

### Cedar Rapids CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- 35% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).
- 11% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- Cedar Rapids CSD 21<sup>st</sup> CCLC is a summer only program for students in grades K-4 so GPRA Measure 2 – Academic Achievement – GPA did not apply.
- **89% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- 60% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRA Measure 4 – Behavior).
- **82% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRA)

- 15% of all students with data needing improvement exhibited growth in Reading/English.
- 8% of all students with data needing improvement exhibited growth in Mathematics.

#### Attendance

- The 21<sup>st</sup> CCLC Program served 548 students during the Summer of 2022.
- No students attended for more than 270 hours because Cedar Rapids CSD 21<sup>st</sup> CCLC is a summer only program.
- **361 students (82%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 4 partners supporting the 21<sup>st</sup> CCLC Program that provided \$689,949 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had 5 local objectives and met all of them.**

Overview and Attendance.



*Students engaged in a STEM project.*

Cedar Rapids CSD had three 21<sup>st</sup> CCLC centers in Cohort 16 for 2022-2023. Called Kids on Course University (KCU), the three centers were at Garfield, Grant Wood, and Hoover Elementary Schools.

KCU was a summer only program and served a total of 548 students in grades 1-5 and 82 percent of the total students served were identified as FRPL. Four partners provided \$689,949 in in-kind services. Cedar Rapids CSD held one parent event and a total of 214 parents attended.

**Cedar Rapids CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Cedar Rapids CSD	Cohort 16	4	Garfield, Grant Wood, and Hoover Elementary Schools	548	n/a
<b>TOTALS</b>		<b>4</b>		<b>548</b>	<b>n/a</b>

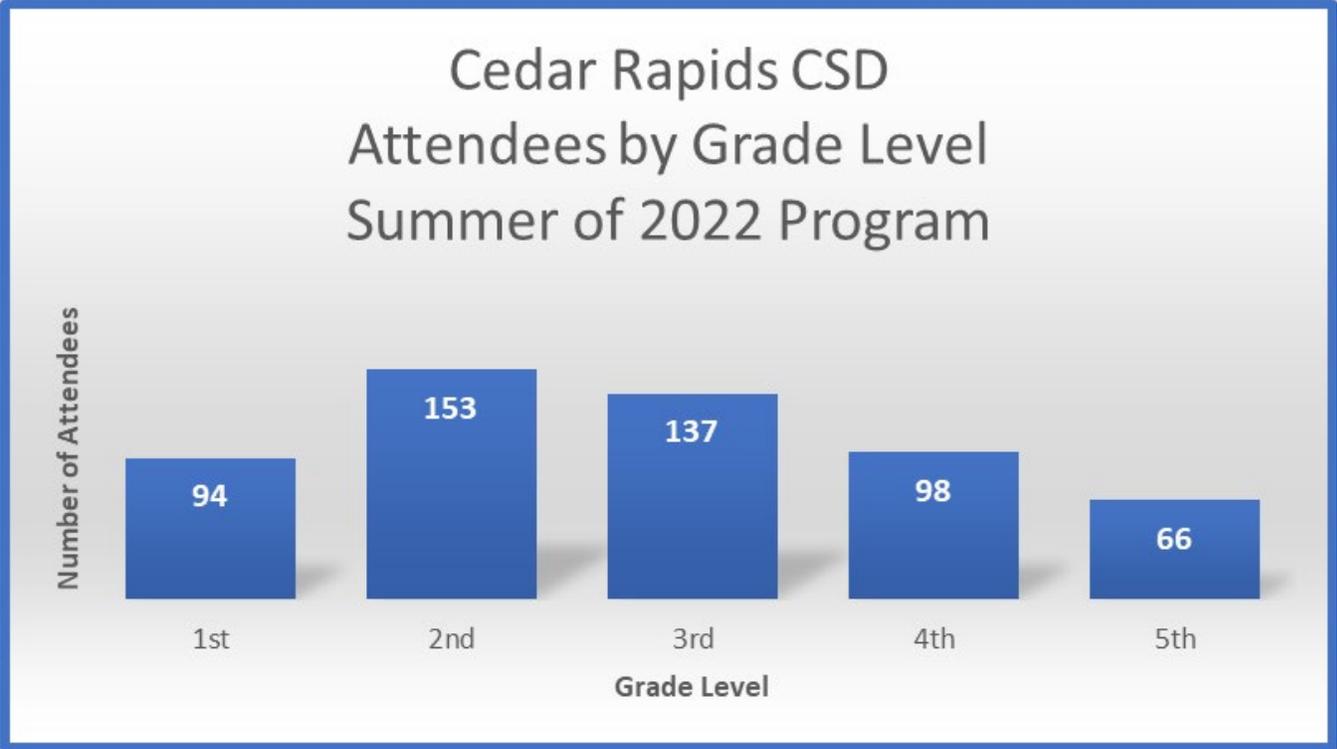


Figure 24. Cedar Rapids CSD Attendees by Grade Level Summer of 2022 Program

**Unexpected Data**

*A significant data breach occurred in the school district, which resulted in shutting down the schools and all computer systems. This had an impact on many aspects of programming, including the ability to access data and distribute surveys. Despite this incident, KCU was able to re-open and continue to operate. (Local Evaluation)*

**Partnerships.**

The Cedar Rapids CSD 21<sup>st</sup> CCLC Program had four partners. The Program estimated that the in-kind value provided by the partners totaled \$689,949. Students in the summer program receive two meals a day through the school food and nutrition program.

*“Partnerships within the Cedar Rapids community are what sets KCU apart. The financial support from the Cedar Rapids Community school district, Cedar Rapids School Foundation, and the Zach Johnson Foundation make the program sustainable. The partnerships allowed students in the summer program to eat two meals a day, have high quality teachers, have experiences in the community, and receive weekend food bags” (Local Evaluation).*

## Parent Involvement.

*Children's Museum from Iowa City working with students at a center.*



The Cedar Rapids 21<sup>st</sup> CCLC Program held one parent event for all students. The event at Ellis pool had 214 family members in attendance.

*KCU hosted a family night at Ellis Pool for all to attend. This event was a highlight for many of the families. They were able to all go swimming, get free books, have a snack, and interact with staff. Many KCU families cannot afford a traditional summer outing of going to the pool. The response was so great that KCU reached the capacity at the pool! Teachers mentioned that it was fun to get to see families interact together and have fun alongside the KCU staff.*

*Community representatives from the Cedar Rapids Police department and Kirkwood Community College were present to continue making those positive relationships. (Local Evaluation).*

The Cedar Rapids 21<sup>st</sup> CCLC Program reported that 214 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served).

## Total Academic Improvement.



*Students engaged in activity with teacher.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Cedar Rapids CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 15% improvement in reading/English and 8% improvement in mathematics.

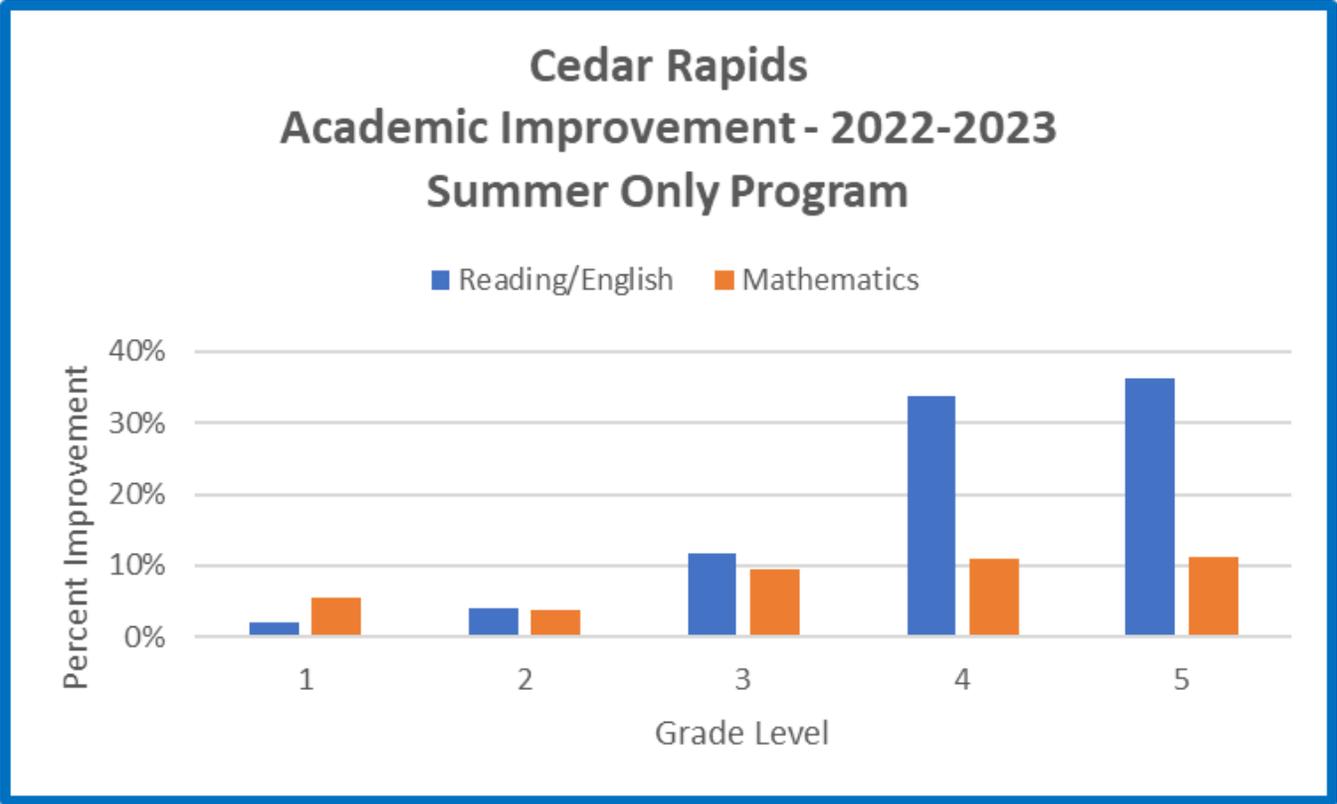


Figure 20. Cedar Rapids Academic Improvement - 2022-2023 Summer Only Program

**Objectives.**

**GPRM Measures**

For the 2021-2022 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures for students in the Cedar Rapids CSD 21<sup>st</sup> CCLC Program for 2022-2023.

GPRM Measure	Total Attendees with Data	Total Students Improving	Percentage Improvement
<i>GPRM Measure 1A – Reading Progress</i>	164	57	35%
<i>GPRM Measure 1B – Math Progress</i>	109	12	11%
<i>GPRM Measure 2 – Academic Achievement - GPA</i>	0	0	n/a
<i>GPRM Measure 3 – School Day Attendance</i>	371	331	89%
<i>GPRM Measure 4 – Behavior</i>	5	3	60%
<i>GPRM Measure 5 – Teacher Survey</i>	548	449	82%

The Cedar Rapids 21<sup>st</sup> CCLC Program had data for four GPRA Measures. For GPRA Measure IA – Reading Progress, 35 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 11 percent of students in grades 4-8 with data improved their performance in mathematics.

The Cedar Rapids 21<sup>st</sup> CCLC Program is a summer only program and no data were available for GPRA Measure 2 – Academic Achievement - GPA.

For GPRA Measure 3 – School Day Attendance, 89 percent of students with data improved their attendance.

For GPRA Measure 4 – Behavior, 60 percent of students who had in-school suspensions for 2021-2022 did not have in-school suspensions for 2022-2023.

For GPRA Measure 5 – Teacher Survey, Cedar Rapids CSD reported 82 percent of students improved in teacher-reported engagement in learning.

### Local Objectives

For the 2022-2023 School Year, the 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. Cedar Rapids CSD 21<sup>st</sup> CCLC had five objectives for their Summer of 2022 Program. One of the objectives dealt with academic achievement, one objective dealt with physical fitness, one objective dealt with library access, one objective dealt with field trips and one objective dealt with parent participation. All five objectives were met.

- 60% of students will demonstrate growth in literacy and math (measured by pre-post tests, not Iowa standardized tests used for GPRA Measures and Total Academic Improvement). *Met the stated objective.*
- 100% of students will engage in organized physical fitness at least 200 minutes a week. *Met the stated objective.*
- 100% of students will have access to the school's library materials. *Met the stated objective.*
- 100% of students will attend field trips. *Met the stated objective.*
- 30% of KCU parents/guardians will attend Family Night. *Met the stated objective.*

### Sustainability.

The Cedar Rapids 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued.

*During the last three years, individual donors who have recognized the impact of the program have contributed to KCU and continue to be committed to the ongoing sustainability of the program. Many of these donors had the opportunity to tour the program sites and visit with staff and students about the impact of the program. Those personal experiences led to high donor-retention and increased the visibility of KCU in the broader community. This diversity of funding and widespread community support makes the program sustainable and maximizes the impact of any 21<sup>st</sup>CCLC funds. (Local Evaluation.)*

### Cedar Rapids 21<sup>st</sup> CCLC Program Summary.

Cedar Rapids CSD had a summer only program for Cohort 16 for its 21<sup>st</sup> CCLC Program. Its three centers served a total of 548 students and 82 percent of the students were identified as FRPL. Partners provided \$689,949 in in-kind services. Cedar Rapids CSD held one parent event and 214 parents participated.

Cedar Rapids CSD reported data for four GPRA Measures and showed improvement in all four. A sustainability plan is in place that is based on community support and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*“My daughter has always loved KCU...she needs routine and consistency. From our conversations KCU is hands on learning, in a very fun & positive environment. Preventing the summer slide is so important since learning doesn’t come without consistency and work. THANKS for the opportunity.” (21<sup>st</sup> CCLC Parent).*



*“He learned lots of things about math and read more and write about things. I appreciate that and thank you all.” (21<sup>st</sup> CCLC Parent).*



*“My daughter has improved her reading skills! I find her actively reading signs and billboards without prompting. She also LOVED Fun Fridays!” (21<sup>st</sup> CCLC Parent).*



*“I had the privilege of teaching a KCU first grade class last summer at Johnson Elementary. What a wonderful experience for everyone involved! My first-grade friends had an opportunity to continue practicing skills they had been working hard on all school year and had many experiences to explore new learning in engaging ways! Everyday brought something new: reading a new book, playing a new activity or game, meeting a new friend, camping in the classroom, or even cooking a new food! Though it was AT a school, it was learning in a different way, and the kids loved it! Skills were maintained during months when often educators worry about summer slide, and students were given opportunities to try new things!” (21<sup>st</sup> CCLC Teacher).*

## Clinton CSD

### Clinton CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- **100% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **77% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- GPRA Measure 3 – School Day Attendance – No data was provided.
- GPRA Measure 4 – Behavior. Clinton CSD does not use in-school suspensions, so this measure did not apply.
- GPRA Measure 5 – Teacher Survey – No data was provided.

#### Total Academic Improvement (includes grades not measured by GPRA)

- 51% of all students with data needing improvement exhibited growth in Reading/English.
- 51% of all students with data needing improvement exhibited growth in Mathematics.

#### Attendance

- The 21st CCLC Program served 199 students during the 2022-2023 School Year.
- 28 students (14%) attended for more than 270 hours.
- **149 students (75%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21st CCLC Program had 39 partners supporting the 21st CCLC Program that provided \$19,625 in in-kind value.**
- The 21st CCLC Program had ten objectives and met four of them.

## Overview and Attendance.

*Students learning to play music.*



Clinton CSD had four 21<sup>st</sup> CCLC centers in Cohorts 13 and 16. Cohort 13 had centers at Jefferson, Bluff and Eagle Heights Elementary Schools and Cohort 16 had one center at Whittier Elementary School.

Called Student Adventures, the 21<sup>st</sup> CCLC Program served a total of 199 students in grades K-5 and 28 or 14 percent of them attended 270 hours or more. For 2022-2023, 75 percent of the total students served were identified as FRPL. In addition, 71 total students attended the 21<sup>st</sup> CCLC Program during the summer of 2022. Thirty-nine partners provided \$19,625 in in-kind services.

Two parent activities were offered, and 85 family members attended these events.

**Clinton CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Clinton CSD	Cohort 13	39	Jefferson, Bluff, and Eagle Heights Elementary Schools	141	11
	Cohort 16	39	Whittier Elementary School	58	17
<b>TOTALS</b>		<b>39</b>		<b>199</b>	<b>28</b>

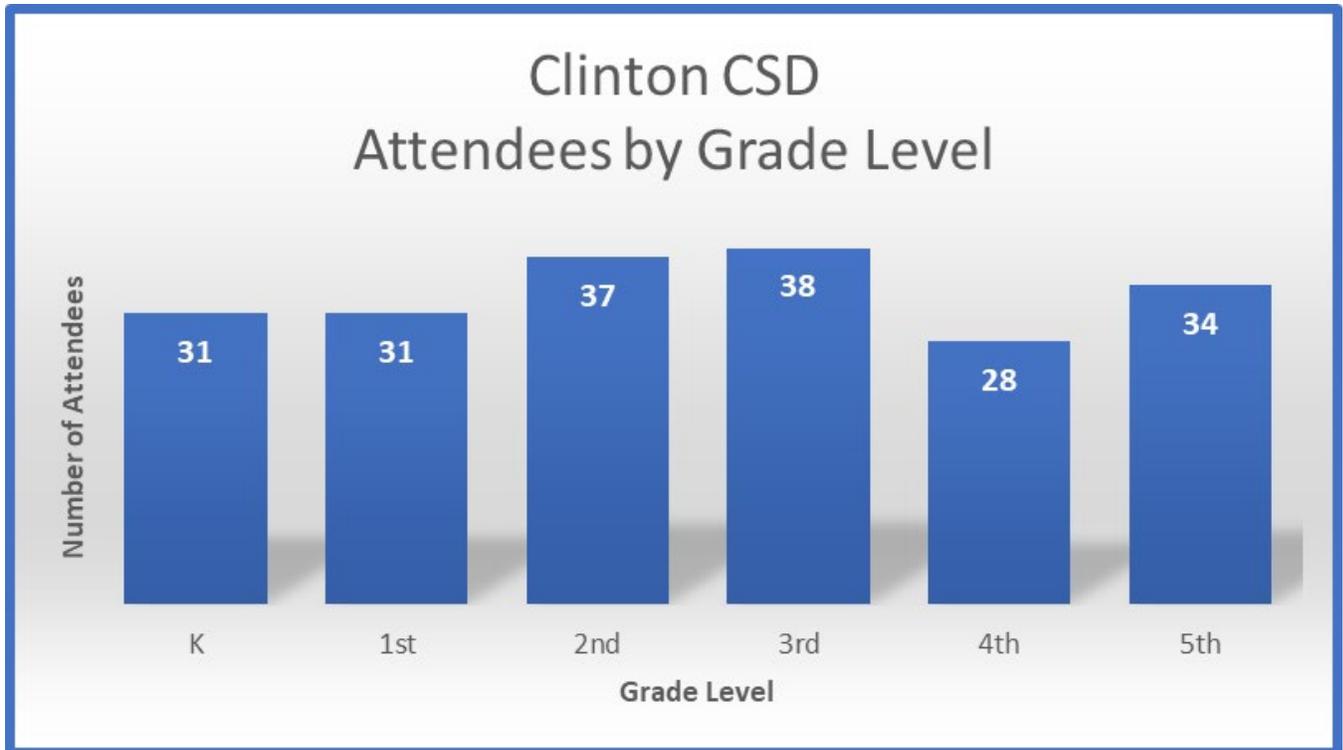


Figure 21. Clinton CSD Attendees by Grade Level

#### Partnerships.

The Clinton CSD 21<sup>st</sup> CCLC Program had 39 partners. The Program estimated that the in-kind value provided by the partners totaled \$19,625. *“Each week in all schools, Wednesdays are early out days. This allows Student Adventures to provide an enrichment field trip or off-campus activity for every student in every school each week. Examples of ‘early out’ partners include the Historical Museum, the Children’s Discovery Museum, the Arboretum, Figge Art Museum, Naibi Zoo, the Putnam Museum, the Fulton Historical Museum, the Clinton Fire Department, DeWitt Opera House, Triple Play Bowling, Eldridge Community Center, Cinnamon Ridge Dairy Farm, the Showboat Theater, the Mississippi River Museum, Hurtsville Interpretive Center, Sawmill Museum, and the DeWitt Aquatic Center. **The Student Adventures program philosophy is that students who know their community and the rich variety of activities available to them are less likely to participate in non-productive behaviors that put them at risk for ATOD or delinquency.**”* (Local Evaluation).

## Parent Involvement.

*Student Adventures students playing bingo with the elderly at a long-term care center.*



The Clinton CSD 21<sup>st</sup> CCLC Program held two parent events at Jefferson Elementary for parents from all 21<sup>st</sup> CCLC Centers. A total of 85 family members attended the two events. Total attendance at the two events was 155 people.

The Clinton 21<sup>st</sup> CCLC Program communicated with parents using printed and online calendars, Facebook, district website, monthly newsletter, emails, and phone calls.

The Clinton 21<sup>st</sup> CCLC Program reported that 87 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (APR

*21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served).*

## Total Academic Improvement.



Showing all grades served by the program (GPRA only measures grades 4-8).

Clinton CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 51% improvement in both reading/English and mathematics.

*A student making unique bird feeders*

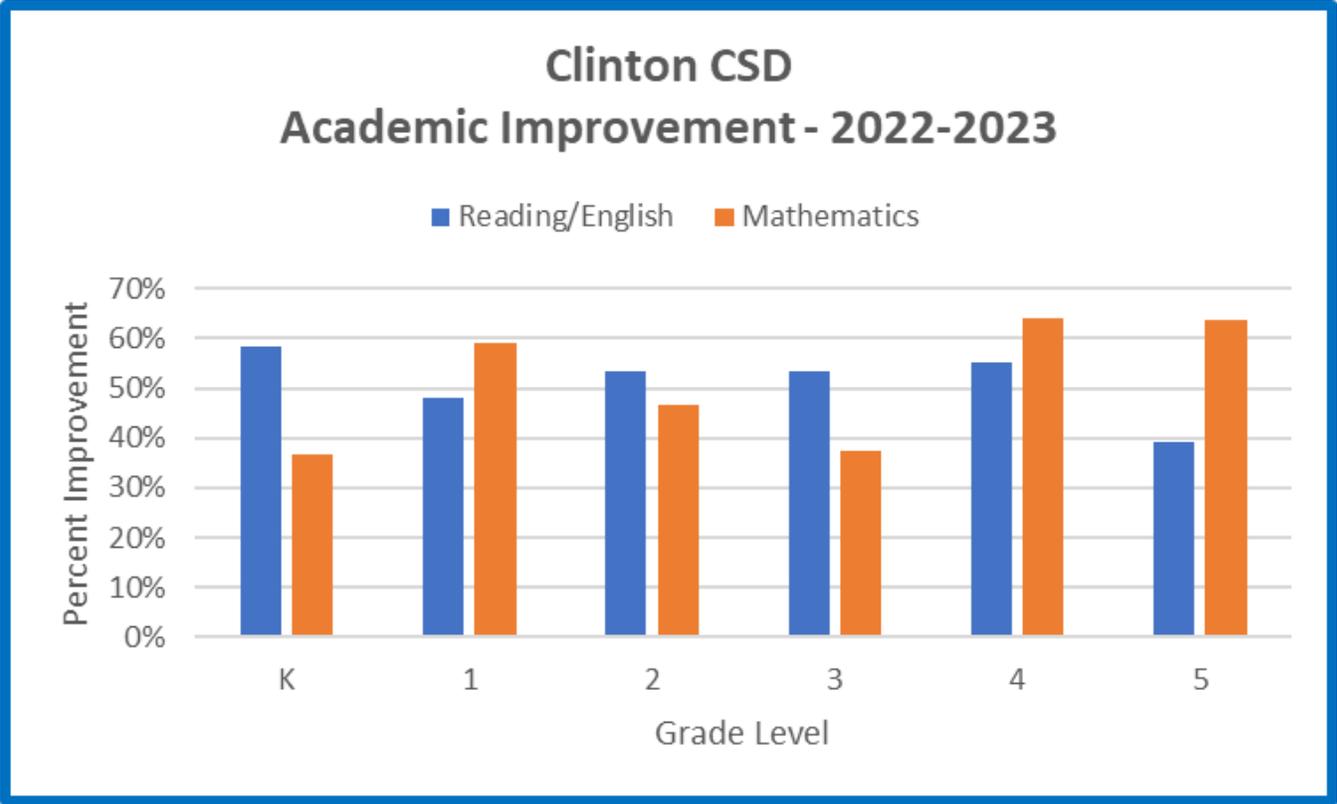


Figure 22. Clinton CSD Academic Improvement - 2022-2023

Objectives.

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

GPRM Measure	Total Attendees with Data	Total Students Improving	Percentage Improvement
<b><i>GPRM Measure 1A – Reading Progress</i></b>	31	31	100%
<b><i>GPRM Measure 1B – Math Progress</i></b>	31	24	77%
<b><i>GPRM Measure 2 – Academic Achievement - GPA</i></b>	0	0	n/a
<b><i>GPRM Measure 3 – School Day Attendance</i></b>	0	0	n/a
<b><i>GPRM Measure 4 – Behavior</i></b>	0	0	n/a
<b><i>GPRM Measure 5 – Teacher Survey</i></b>	0	0	n/a

The Clinton 21<sup>st</sup> CCLC Program had data for one of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 100 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 77 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, no data was provided. *“In Spring 2021, the CCSD was still experiencing attendance rates that reflected absences due to COVID isolation requirements, as well as hybrid scheduling, and online scheduling. In Fall of 2022, students could still opt for online rather than in-person classes. The District opted not to provide data for this measure as any increases in attendance rates would likely approach 100% for each and every participant resulting in a falsely inflated increase in attendance rates”* (Local Evaluation).

GPRA Measure 4 – Behavior, did not apply since Clinton CSD does not utilize in-school suspension. For GPRA Measure 5 – Teacher Survey, no data was reported due to no Teacher Surveys being administered.

*Students using cooking activity that teaches math measurement skills.*

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives for each cohort (a total of ten objectives) and provided methodology and justifications for objective ratings for each objective. Four of the objectives dealt with academic assistance, four objectives dealt with student attitudes about school, and two objectives dealt with family literacy. Four of the ten objectives were met and six were unable to measure.



- When matched non-participants in their school, a higher percentage of K-5th grade Student Adventures participants will improve in reading and math as measured by FAST and/or iReady Assessments. Cohorts 13 and 16 - *Met the stated objective.*
- 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. Cohorts 13 and 16 – *Unable to measure the stated objective.*
- 75% of students in the Student Adventures program will agree that they like the program and look forward to the program as measured by student feedback. Cohorts 13 and 16 – *Unable to measure the stated objective.*
- Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports. Cohorts 13 and 16 – *Unable to measure the stated objective.*
- 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. Cohorts 13 and 16 – *Met the stated objective.*

## Sustainability.

*A student participating in Lego activity that builds on visual-spatial skills.*



The Clinton 21<sup>st</sup> CCLC Program has a formal sustainability plan developed with the assistance of the Iowa Afterschool Alliance. The plan is updated semi-annually.

*Five key components underlie their sustainability plan: Advocacy Efforts; Media Relations; Strong Community Partners; Key Champion Development; and Adaptability to Changing Conditions. Before applying for any new funding, the CCSD and SACGB engage in a planning process involving 3 steps: (1) Carefully projecting the costs of maintaining the program. (2) Identifying the time frames for developing sustainability funding. (3) Identifying all potential funding streams that can be redirected over the course of the initial grant to sustain the program when a grant expires. (Local Evaluation.)*

The Clinton CSD Local Evaluation included an update to their sustainability plan that stated “*The community of Clinton is a community in economic distress and has been for the last three decades. Put frankly, without 21st Century funding support*

*at the necessary level to meet student and community needs, a new funding structure was required. That said, because grant funds can no longer sustain the programs due to state-determined restrictions on funding, the District initiated fee-for-service programming for Cohort 13 in the Spring of 2023 and will implement the same for Cohort 16 in the Fall of 2024.”*

## Clinton 21st CCLC Program Summary.

Clinton CSD participated in Cohorts 13 and 16 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period for four schools. Called Student Adventures, the four centers served a total of 199 students in grades K-5 and 75 percent of the total students served were identified as FRPL. Seventy-one students attended the 21<sup>st</sup> CCLC Program during the Summer of 2022. Partners provided \$19,625 in in-kind services. Two parent events were held, and Clinton CSD reported a total of 85 family members attended the events.

Clinton CSD reported data for GPRA Measures 1A (Reading/English Improvement) and 1B (Mathematics Improvement) and showed improvement in both areas. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. Data for Measure 3 was not reported, and Measure 4 was not applicable because Clinton CSD does not use in-school suspensions. No teacher surveys were administered for GPRA Measure 5. A sustainability plan is in place and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*“I get help every day on homework and reading.” (21<sup>st</sup> CCLC Student).*



*"It is really fun at this program. I feel really safe at this program. I like all the kids at early risers because they are really nice." (21<sup>st</sup> CCLC Student).*



*"I have watched a number of my neediest students gain confidence and skills through the afterschool program. The extra instruction offered there is something I cannot accomplish in the day school classroom." (Clinton CSD Teacher).*



*"My child has sparkled into the person she is today because of the afterschool program. Thank you." (21<sup>st</sup> CCLC Parent).*



*"Your kids are rockstars and we loved having you." (Clinton Public Library).*

## Council Bluffs CSD

### Council Bluffs CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **74% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **88% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- **48% of students in grades 6-8 and 10-12 with data improved their GPA. (GPRAs Measure 2 – Academic Achievement – GPA).**
- **60% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).**
- **60% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).**
- **47% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **44% of all students with data needing improvement exhibited growth in Reading/English.**
- **55% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- **The 21<sup>st</sup> CCLC Program served 2,495 students during the 2022-2023 School Year.**
- **182 students (7%) attended for more than 270 hours.**
- **1,662 students (67%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 38 partners supporting the 21<sup>st</sup> CCLC Program that provided \$361,620 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had 9 local objectives and met 8 of them.**

Overview and Attendance.



Students at AM Literacy Club.

The Council Bluffs CSD 21<sup>st</sup> CCLC Program had 11 centers in four cohorts for the 2022-2023 School Year. Centers for Cohort 13 were at Bloomer and Edison Elementary Schools. Centers for Cohort 15 were at Rue Elementary, Franklin Elementary, and Wilson Middle Schools. Centers for Cohort 16 were at Abraham Lincoln and Thomas Jefferson High Schools and Longfellow Elementary School. Centers for Cohort 17 were at Carter Lake Elementary, Roosevelt Elementary, and Kirn Middle Schools.

The Council Bluffs 21<sup>st</sup> CCLC Program served a total of 2,495 students in grades Pre-K through 12<sup>th</sup> grade and 182 or 7 percent of them attended 270 hours or more. For 2022-2023, 67 percent of the total students served were identified as FRPL. Partners provided \$361,620 in in-kind services. Council Bluffs CSD held nine total parent engagement events among all cohorts and reported that a total of 1,055 family members attended.

**Council Bluffs CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Council Bluffs CSD	Cohort 13	38	Bloomer and Edison Elementary Schools	324	37
	Cohort 15	38	Rue Elementary, Franklin Elementary, and Wilson Middle Schools	612	49
	Cohort 16	38	Abraham Lincoln and Thomas Jefferson High Schools and Longfellow Elementary School	944	57
	Cohort 17	38	Carter Lake Elementary, Roosevelt Elementary, and Kirn Middle Schools	615	39
<b>TOTALS</b>		<b>38</b>		<b>2,495</b>	<b>182</b>

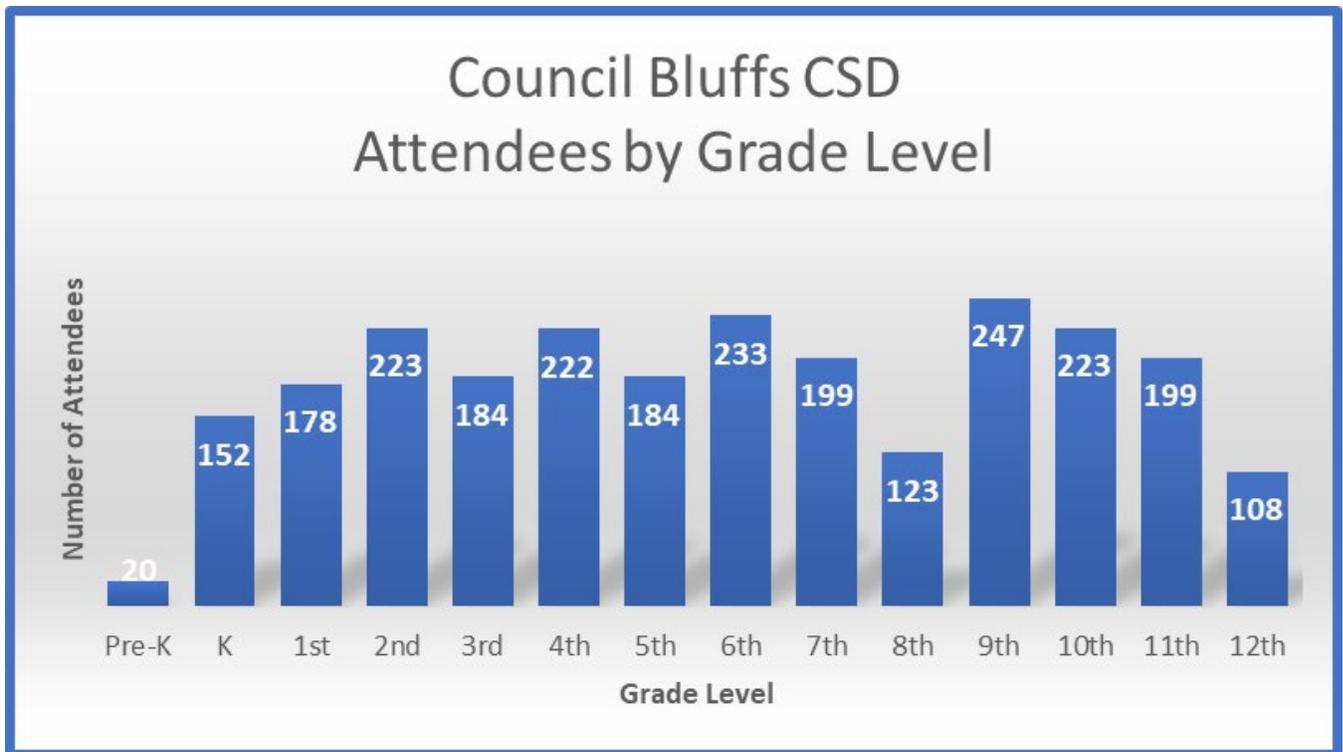


Figure 28. Council Bluffs CSD Attendees by Grade Level

## Partnerships

The Council Bluffs CSD 21<sup>st</sup> CCLC Program had 38 partners. The Program estimated that the in-kind value provided by the partners totaled \$361,620.

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

## Parent Involvement.



The Council Bluffs 21<sup>st</sup> CCLC Program reported that they held nine parent engagement events. In addition, four quarterly parent advisory meetings were held individually at each school. A total of 1,055 family members attended the events. The Council Bluffs 21<sup>st</sup> CCLC Program communicated with parents using the district School Messenger system for emails and phone calls in English and Spanish. Other communication used was flyers, social media sites including school websites, and personal contact. *“We continually strive to make parent engagement accessible and valuable throughout the school year by partnering with schools on building level events, as well as offering unique opportunities to engage families in a way that is specific to the after-school setting”* (Local Evaluation).

The Council Bluffs 21<sup>st</sup> CCLC Program reported that 165 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

*A student learning about animals during the Omaha Zoo Club.*

## Total Academic Improvement.



Showing all grades served by the program (GPRA only measures grades 4-8).

Council Bluffs CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 44% improvement in reading/English and 55% improvement in mathematics.

*Students participating in Robotics Club.*

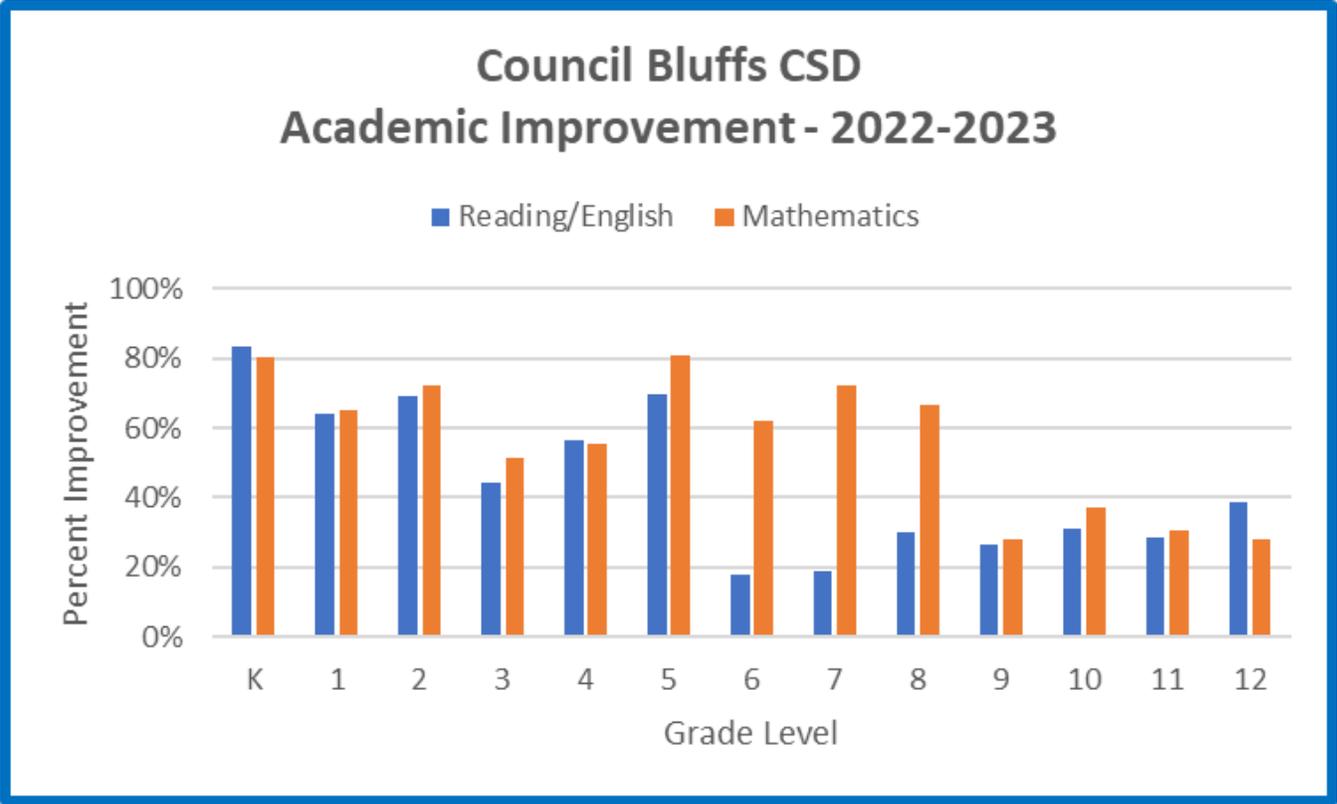


Figure 23. Council Bluffs CSD Academic Improvement - 2022-2023

**Objectives**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPRM Measure 1A – Reading Progress</i></b>	1,186	880	74%
<b><i>GPRM Measure 1B – Math Progress</i></b>	1,191	1,051	88%
<b><i>GPRM Measure 2 – Academic Achievement - GPA</i></b>	462	223	48%
<b><i>GPRM Measure 3 – School Day Attendance</i></b>	515	311	60%
<b><i>GPRM Measure 4 – Behavior</i></b>	1,010	604	60%
<b><i>GPRM Measure 5 – Teacher Survey</i></b>	496	231	47%

The Council Bluffs 21<sup>st</sup> CCLC Program had data for all five GPRA Measures. For GPRA Measure 1A – Reading Progress, 74 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 88 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 48 percent of students in grades 7-8 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 60% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 60% of students improved their behavior as measured by in-school suspensions. For GPRA Measure 5 – Teacher Survey, 47% of students improved in teacher-reported engagement in learning.

## Local Objectives

### *Students in Culinary Club.*



For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported nine total objectives and provided methodology and justifications for objective ratings for each objective. All four Cohorts had the same two objectives and Cohort 16 also included a third objective. One of these two objectives (four total) dealt with student behavior and the second objective (four total) dealt with student educational growth. The third objective for Cohort 16 dealt with student achievement. Of the nine total objectives, eight were met and one was not

met but progress was made toward the stated objective.

- Disciplinary incidents for in-school behavior of regular attendees (45 hours or more) will be less than non-regular attendees. *Cohorts 14, 15, and 17 - Met the stated objective. Cohort 16 – Did not meet but made progress toward the stated objective.*
- Of the parents responding, 50% indicate via survey that the program had a positive impact on their child's educational growth. *Met the stated objective for all Cohorts.*
- The percent of participating students “on track” to complete their Diploma plus 1 credential (D+1) will be within 10% of the district average. *Cohort 16 – Met the stated objective.*

## Sustainability

The Council Bluffs 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued.

*There are three components to our sustainability plan: Quality Staffing, Community Partner Development, and a Management Plan.*

*At the core of our programs are qualified staff members who work with our young people daily. Currently, the majority of our after-school program providers are licensed teachers working with the school in each cohort. While this is optimum for certain logistical details, relationship building components of the after-school world, not to mention their expertise in Iowa CORE standards and lesson delivery, this workforce is expensive.*

*Second, the 21st CCLC Leadership Team – site facilitators, program coordinators, assistant director and the director make it a part of daily business to learn about local entities and call upon them to get involved in schools.*

*Lastly, to increase efficiency and reduce expenditures, the 21st CCLC leadership team is focused on identifying gaps in individual sites in order to seek more targeted programming that best serves student needs and interests. Making a strategic effort to curate our offerings will help us serve more students with the staffing & partner capacity we are already funding. Leveraging our current partners and building staff in a way to serve the maximum number of students possible will be vital in tightening our budget to best prepare ourselves for a sustainable future of after-school offerings. (Local Evaluation.)*

## Council Bluffs 21st CCLC Program Summary

Council Bluffs CSD participated in Cohorts 13, 15, 16 and 17 for the 21<sup>st</sup> CCLC Program during the 2022-2023 school year. The 11 centers served 2,495 students in grades K-12 and 67 percent of the total students served were identified as FRPL. Partners provided \$361,620 in in-kind services. Council Bluffs CSD held nine family parent engagement events and four quarterly parent advisory meetings at each center. A total of 1,055 family members attended the family engagement events.

Council Bluffs CSD reported data for all five GPRA Measures and showed improvement in all five measures. The Program had nine Local Objectives and met eight of them. A sustainability plan is in place that is based on community support and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*“It helped me develop more social skills and feel closer to social circles I might not otherwise talk to.” (21<sup>st</sup> CCLC Student).*



*“I’ve been doing clubs since 6th grade and I’m always excited to see what things I can join!! This year I got to go to Iowa State for a Girls in Engineering conference, it was really cool!” (21<sup>st</sup> CCLC Student).*



*“I wish I had the time to help with clubs myself because they always look so fun! I hear students discuss their excitement for end of day clubs, as well as positive stories from club experiences afterward all year long. They really do make a big difference.” (Council Bluffs CSD Teacher).*



*“My son is usually one to be on his own and doesn’t usually like to be in large groups. With him being in this after school activity, it really helped him open up and feel more confident.” (21<sup>st</sup> CCLC Parent).*



*“I’ve had multiple children participate in clubs over the years and I continue to be so grateful we have them in our schools! What a great way for kids to try new things and explore hobbies with such easy access!” (21<sup>st</sup> CCLC Parent).*



*"We have worked with the Council Bluffs after school programs for many years. We keep coming back not only because we care about kids but are so grateful for the format that has been put in place here. It's been really neat to see the number of schools get added over the years to these grant funded sites, and we try our best to offer programs in as many as we can. We'll continue to work with CBCSD thanks to the 21st CCLC model!" (21<sup>st</sup> CCLC Partner – Omaha Zoo).*

## Des Moines Independent CSD

### Des Moines CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRM Measures

- 42% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRM Measure 1A – Reading Progress).
- 40% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRM Measure 1B – Math Progress).
- GPRM Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- 58% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRM Measure 3 – School Day Attendance).
- GPRM Measure 4 – Behavior. Des Moines CSD does not use in-school suspensions for elementary students, so this measure did not apply.
- 52% of students in grades 1-5 improved their engagement in learning. (GPRM Measure 5 – Teacher Survey).

#### Total Academic Improvement

- 28% of all students with data needing improvement exhibited growth in Reading/English.
- 24% of all students with data needing improvement exhibited growth in Mathematics.

#### Attendance

- The 21<sup>st</sup> CCLC Program served 1,448 students during the 2022-2023 School Year.
- 101 students attended for more than 270 hours.
- **1,261 students (87%) were identified as FRPL.**

#### Partnerships and Local Objectives

- The 21<sup>st</sup> CCLC Program had 16 partners supporting the 21<sup>st</sup> CCLC Program that provided \$93,650 in in-kind value.
- The 21<sup>st</sup> CCLC Program had 25 local objectives and met 8 of them.

## Overview and Attendance.



*Students working on a craft project with teacher guidance.*

Des Moines CSD had fifteen 21<sup>st</sup> CCLC centers in five cohorts. Cohort 13 had centers at Garton, Hillis, and River Woods, and Willard Elementary Schools. Cohort 14 had centers at Jackson, Park, and South Union Elementary Schools. Cohort 15 had centers at Brubaker and Stowe Elementary Schools. Cohort 16 had centers at Cattell, Howe, and Lovejoy Elementary Schools. Cohort 17 had centers at Madison, Oak Park, and Windsor Elementary Schools.

For 2022-2023, the Des Moines 21<sup>st</sup> CCLC Program served a total of 1,448 students in grades K-5. For 2022-2023, 87 percent of the total students served were identified as FRPL. The Program reported that 16 partners provided \$93,650 in in-kind services. Des Moines held 18 family events overall with 1,969 family members attending.

**Des Moines CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Des Moines CSD	Cohort 13	16	Garton, Hillis, River Woods, and Willard Elementary Schools	302	17
	Cohort 14	16	Jackson, Park, and South Union Elementary Schools	360	40
	Cohort 15	16	Brubaker and Stowe Elementary Schools	259	7
	Cohort 16	16	Cattell, Howe, and Lovejoy Elementary Schools	271	23
	Cohort 17	16	Madison, Oak Park, and Windsor Elementary Schools	256	14
<b>TOTALS</b>		<b>16</b>		<b>1,448</b>	<b>101</b>

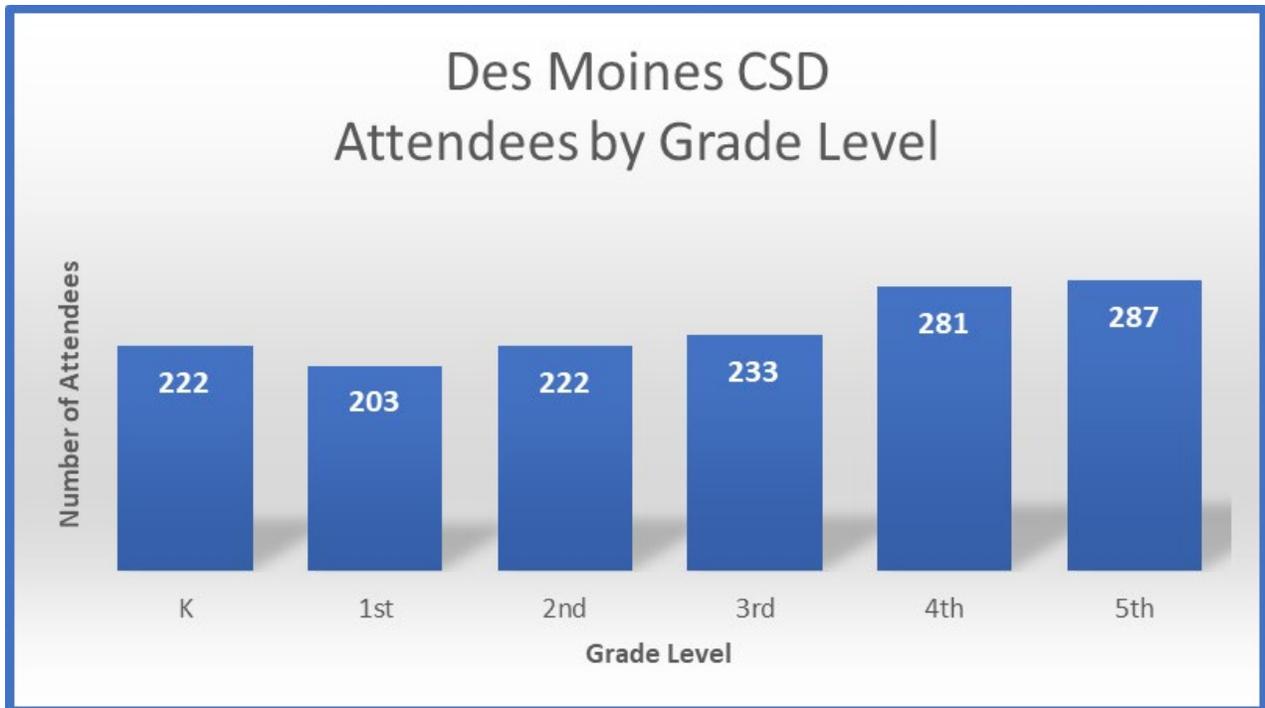


Figure 24. Des Moines CSD Attendees by Grade Level

## Partnerships

The Des Moines CSD 21<sup>st</sup> CCLC Program had 16 partners. The Program estimated that the in-kind value provided by the partners totaled \$93,650. *“Community partnerships are integral to the success of the DMPS 21CCLC program. Partnerships benefit all involved by introducing programming to students regardless of barriers which include transportation, fees, and unique student and family circumstances. Many of these partners provide free or deeply discounted services and staff which have allowed and will continue to allow 21CCLC programming to meet the needs of students.”* (Local Evaluation).

## Parent Involvement

The Des Moines CSD 21<sup>st</sup> CCLC Program reported that *“Each 21CCLC site is expected to conduct four family nights per year (one per quarter). These nights include opportunities for families to enjoy a meal together and engage in specialized events like skate nights, literacy and math nights. The relational nature of these events typically results in them being very well attended (80%+ of students/ parents attending). These nights are also a catalyst for parents to be more engaged with 21CCLC and the larger school community.”* (Local Evaluation).

For 2022-2023, the Des Moines CSD held 18 total events for its 21<sup>st</sup> CCLC Program with 1,969 family members attending. Cohort 13 held four events, Cohort 14 held two events, Cohort 15 held four events, Cohort 16 held seven events and Cohort 17 held one event.

The Des Moines 21<sup>st</sup> CCLC Program communicated with parents using *“traditional forms of communication”* (Local Evaluation) and the SNAP Connection program which allows two-way multilingual communication.

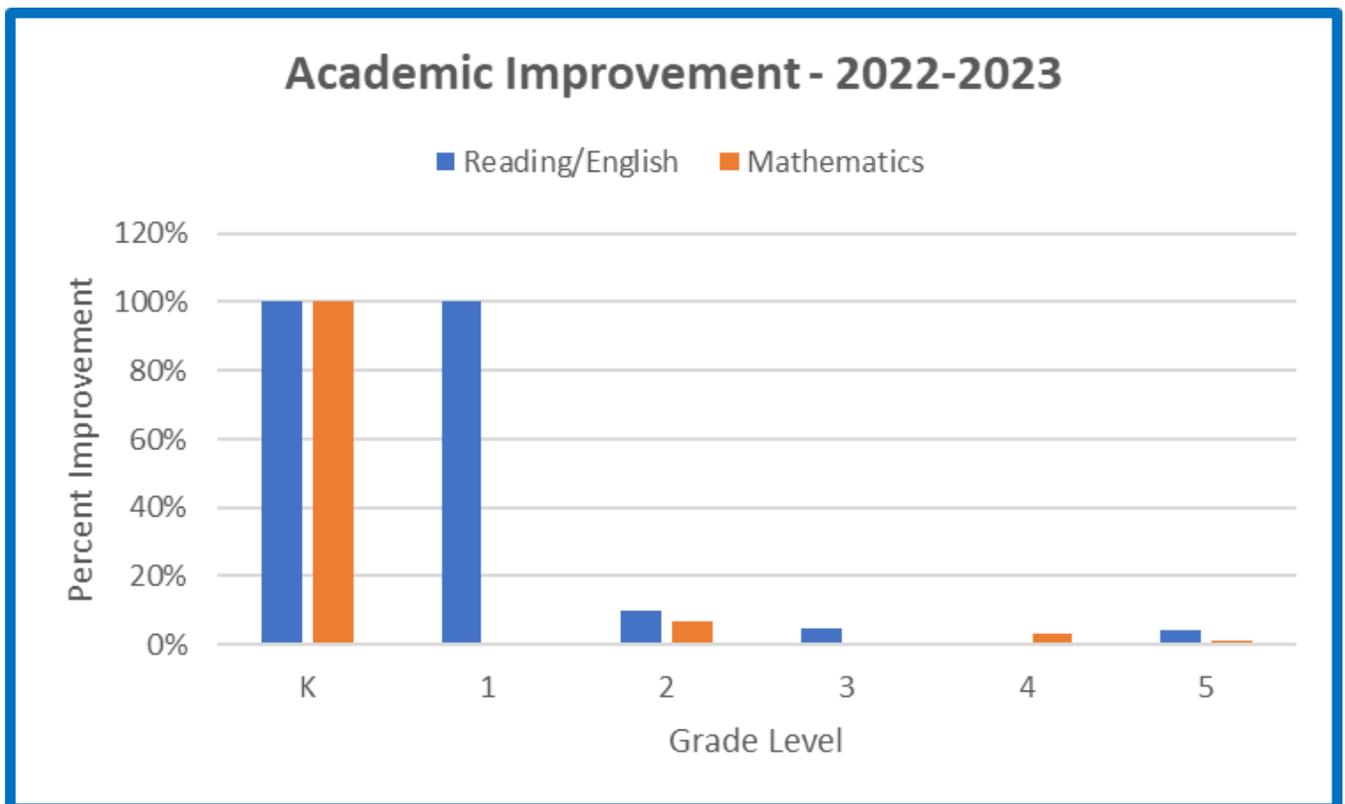
The Des Moines 21<sup>st</sup> CCLC Program reported that 2,405 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served).

## Total Academic Improvement.



Des Moines CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 28% improvement in reading/English and 24% improvement in mathematics. In reading, 214 students in grade 4 were identified as needing improvement and none of them improved. For Mathematics, 43 students in grade 1 and 159 students in grade 3 were identified as needing improvement and none of them improved.

*A student engaged in an outdoor activity.*



*Figure 31. Academic Improvement - 2022-2023*

## Objectives

### GPRAs Measures

For the 2022-2023 School Year, new GPRAs measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRAs measures.

GPRAs Measure	Total Attendees with Data	Total Students Improving	Percentage Improvement
GPRAs Measure 1A – Reading Progress	482	202	42%
GPRAs Measure 1B – Math Progress	430	174	40%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	n/a
GPRAs Measure 3 – School Day Attendance	38	22	58%
GPRAs Measure 4 – Behavior	0	0	n/a
GPRAs Measure 5 – Teacher Survey	1,260	657	52%

The Des Moines 21<sup>st</sup> CCLC Program had data for three of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 42 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 40 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRAs Measure 3 – School Day Attendance, 58% of students with data in grades 4-8 improved their attendance rate. GPRAs Measure 4 – Behavior did not apply since Des Moines CSD does not utilize in-school suspensions for elementary students. For GPRAs Measure 5 – Teacher Survey, 52% of students improved in teacher-reported engagement in learning.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program had the same five objectives for each cohort (a total of 25 objectives) and provided methodology and justifications for objective ratings for each objective. Two of the objectives (ten total) dealt with academic achievement support, one of the objectives (five total) dealt with educational enrichment activities, one of the objectives (five total) dealt with family literacy, and one of the objectives (five total) dealt with student engagement, attendance, and behavior. Out of the 25 total objectives, eight were met, eleven were not met but progress was made toward the stated objective, and six were not met and no progress was made toward the stated objective.

- To provide high-quality, comprehensive out-of-school time academic support activities, aligned with district and state standards, enabling students to improve academically in reading. Cohort 13, 15 and 17 – *Met the stated objective*. Cohort 16 – *Did not meet but*

*made progress toward the stated objective. Cohort 14 – Did not meet and no progress was made toward the stated objective.*

- To provide high-quality, comprehensive out-of-school time academic support activities, aligned with district and state standards, enabling students to improve academically in math. Cohorts 13, 16 and 17 – *Did not meet but made progress toward the stated objective.* Cohorts 14 and 15 – *Did not meet and no progress was made toward 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. Cohorts 13, 14, 15, 16 and 17 – *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. Cohorts 13, 14, 15, 16 and 17 – *Met the stated objective.*
- To increase student engagement and attendance in school and promote positive behavior outcomes for students in the program. Cohorts 13 and 16 – *Did not meet but made progress toward the stated objective.* Cohorts 14 and 15 – *Did not meet and made no progress toward the stated objective.* Cohort 17 – *Unable to measure the stated objective.*

## Sustainability

The Des Moines 21<sup>st</sup> CCLC Program has a formal sustainability plan. “DMPS has a sustainability plan that includes engagement of DMPS administration and the 21CCLC Advisory Council to develop support for the program and develop and expand community partnerships. The plan discusses strategies to coordinate efforts among program staff and administrators, to collect and review data, and discuss, develop and implement ideas of how to obtain the best possible outcomes” (Local Evaluation).

## Des Moines 21st CCLC Program Summary.

Des Moines CSD had 15 centers for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period. The fifteen centers served a total of 1,448 students in grades K-5 and 87 percent of the total students served were identified as FRPL. Sixteen partners provided \$93,650 in in-kind services. Des Moines CSD held 18 total family events for its 21<sup>st</sup> CCLC Program for 2022-2023.

Des Moines CSD reported data for three GPRA Measures and showed improvement in all three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students and Measure 4 was not applicable because Des Moines CSD does not use in-school suspensions for elementary students. A sustainability plan is in place with the goal of continuing after-school programs without 21<sup>st</sup> CCLC Funding.

Students in cooking club.



*"My favorite club is gardening. I helped plant the school garden in the spring and got to take home peppers and other vegetables to my house. My mom used the peppers to make salsa. It was fun for us to do that together."* (21<sup>st</sup> CCLC Student).



*"The best part about 21st Century is all the clubs I joined. I learned how to swim at the YMCA, that was really fun. I also got to play on a soccer team and our coaches played at Grandview College. They were cool."* (21<sup>st</sup> CCLC Student).



*"I appreciate how 21st Century gives my son the opportunity to stay after school and connect with his peers, staff, and community programs."* (21<sup>st</sup> CCLC Parent).



*"You seriously have a special place in my son's heart! And his mood was definitely 100% better when he went to 21CCLC. I think it's safe to say that club is a game changer from a mental perspective."* (21<sup>st</sup> CCLC Parent).



*"I think it's great what 21st Century offers students. We know the importance of students being engaged outside of school and this is amazing what we can offer right at our building"* (Des Moines Teacher).



*"As an organization, we have been collaborating with the Des Moines Public Schools to deliver girl-centered programming to hundreds of girls every year. Our curriculum provides hands-on learning opportunities for girls in the areas of STEM, art, healthy living, financial literacy, life skills, and citizenship. We have been providing these experiences to DMPS 21st Century programs since 2015. We look forward to expanding our current partnership with 21CCLC to serve even more students!"* (Director Of Mission Outreach/Girl Scouts of Greater Iowa).



*"Having 21CCLC at Madison means access to continued learning, connection, and warm space with adults and snacks for our kids."* (Des Moines Principal).

## Dubuque CSD

### Dubuque CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- 21% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).
- 25% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- 39% of students in grades 7-8 and 10-12 with data demonstrated an improved GPA. (GPRA Measure 2 – Academic Achievement – GPA).
- 62% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- 50% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRA Measure 4 – Behavior).
- GPRA Measure 5 – Teacher Survey Measures data for grades 1-5. Dubuque serves students in grades 6-8.

#### Total Academic Improvement (includes grades not measured by GPRA)

- **73% of all students with data needing improvement exhibited growth in Reading/English.**
- **95% of all students with data needing improvement exhibited growth in Mathematics.**

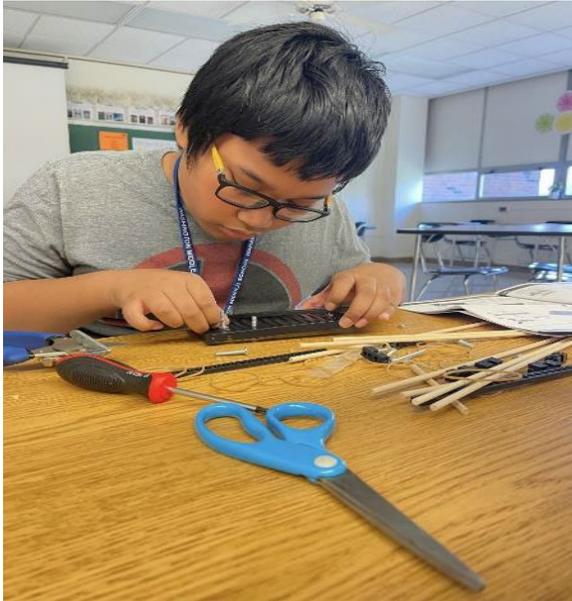
#### Attendance

- The 21<sup>st</sup> CCLC Program served 676 students during the 2022-2023 School Year.
- No students attended for more than 270 hours.
- **344 students (51%) were identified as FRPL.**

#### Partnerships and Local Objectives

- The 21<sup>st</sup> CCLC Program had six partners supporting the 21<sup>st</sup> CCLC Program that provided \$900 in in-kind value.
- The 21<sup>st</sup> CCLC Program had five local objectives and met four of them.

Overview and Attendance.



*Student working on Arts and Crafts.*

The Dubuque CSD 21<sup>st</sup> CCLC Program had two centers in Cohort 13. The centers were located at George Washington and Thomas Jefferson Middle Schools.

The Dubuque 21<sup>st</sup> CCLC Program was called LEAP (Literacy Education and Project Based Learning Program) served a total of 676 students in grades 6-8. No students attended for 270 hours or more. For 2022-2023, 51 percent of the total students served were identified as FRPL. LEAP had 6 partners supporting the program and the partners provided \$900 in in-kind services. The Program sponsored three parent events with a total attendance of 516 people.

**Dubuque CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Dubuque CSD	Cohort 13	6	George Washington and Thomas Jefferson Middle Schools	676	0
<b>TOTALS</b>		<b>6</b>		<b>676</b>	<b>0</b>

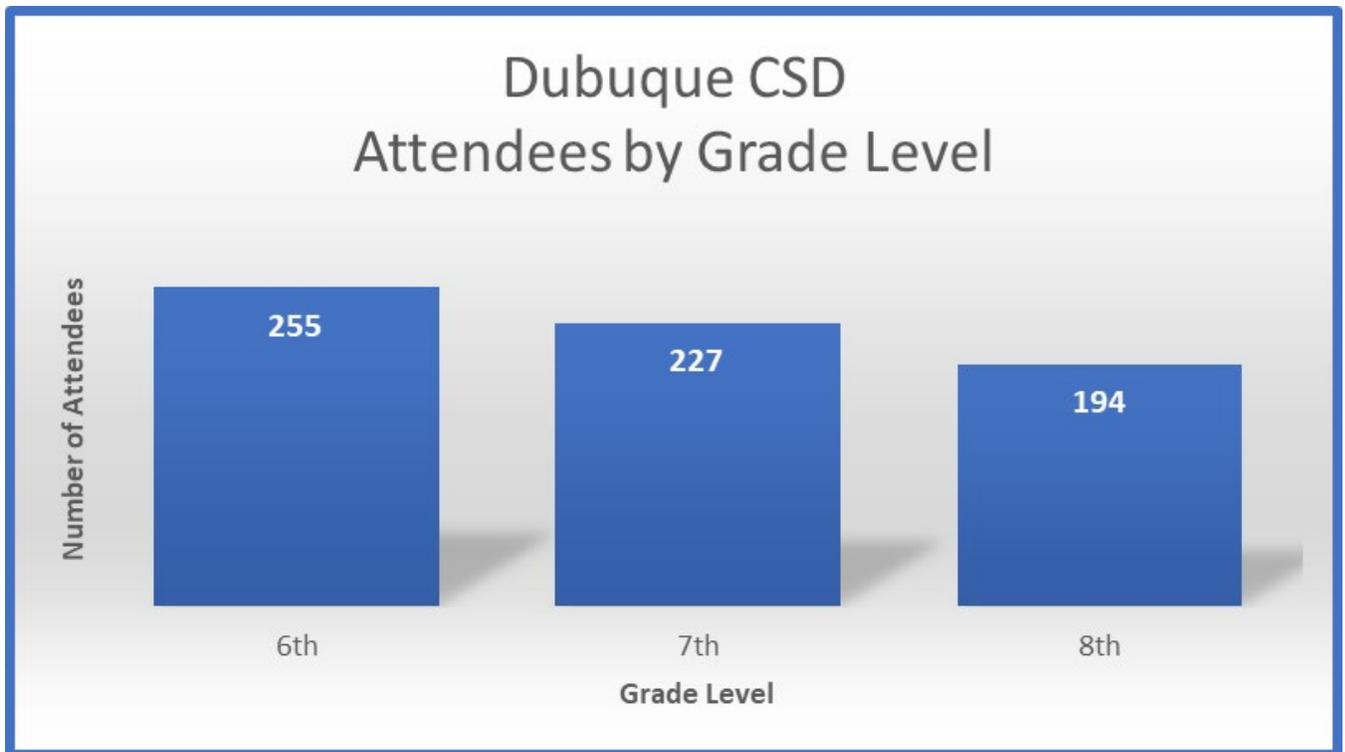


Figure 25. Dubuque CSD Attendees by Grade Level

## Partnerships

Dubuque CSD 21<sup>st</sup> CCLC was supported by six partners. Dubuque CSD estimated that the in-kind value provided by the partners totaled \$900. All six partners provided programming and activity-related services.

*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

*Students interacting with Dubuque Police Department K-9 Unit.*



LEAP had three parent events at each center for a total of six events during the 2022-2023 School Year.

1. Student / Parent Orientation Day. Held at the beginning of the year in conjunction with first day of school for students. 121 Family Members attended.
2. Open House. Held in conjunction with Open Houses at each school. 176 Family Members attended.
3. LEAP Family Night. Promoted for families to take part in activities with their children. 53 Family Members attended.

Dubuque CSD communicated with parents using the LEAP website, flyers, an electronic student mailbag and personal talks with parents at the open houses.

Dubuque CSD reported that no family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

## Total Academic Improvement



*Student participating in cooking activity.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Dubuque CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 73% improvement in reading/English and 95% improvement in mathematics.

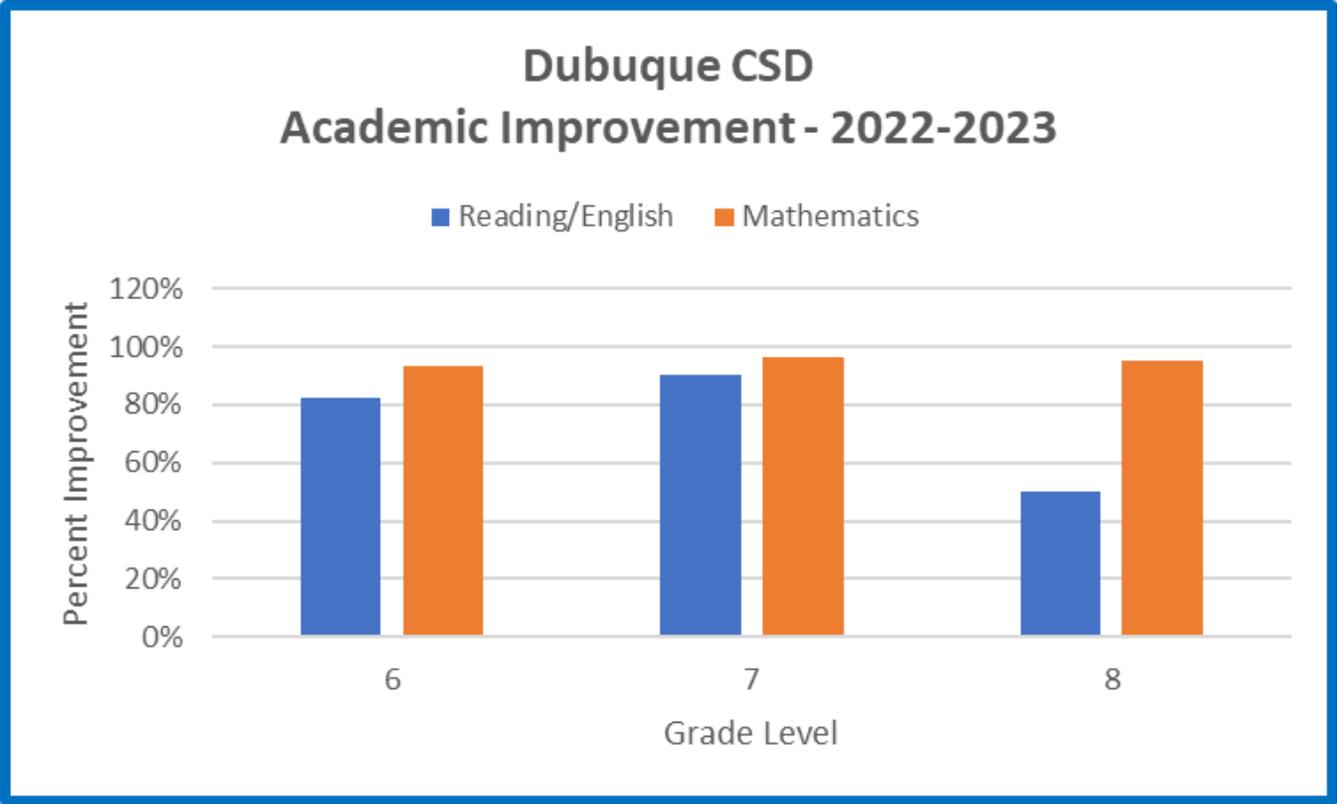


Figure 26. Dubuque CSD Academic Improvement - 2022-2023

**Objectives**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

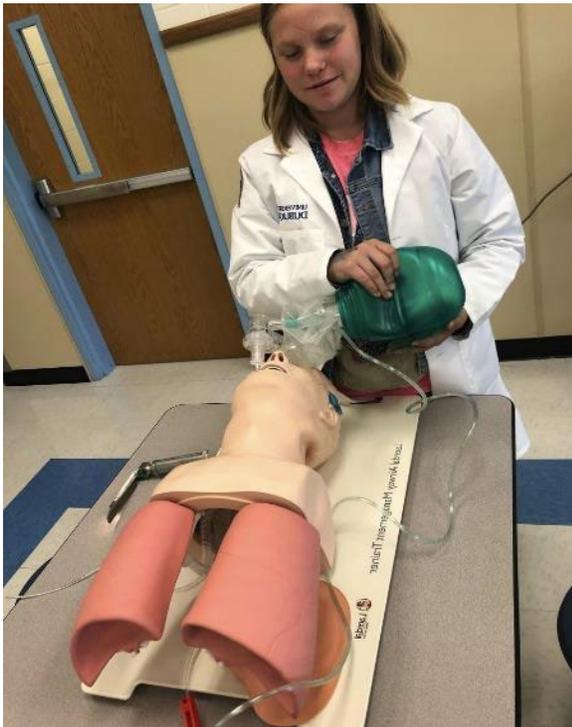
<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<i><b>GPRM Measure 1A – Reading Progress</b></i>	576	122	21%
<i><b>GPRM Measure 1B – Math Progress</b></i>	576	146	25%
<i><b>GPRM Measure 2 – Academic Achievement - GPA</b></i>	216	85	39%
<i><b>GPRM Measure 3 – School Day Attendance</b></i>	112	69	62%
<i><b>GPRM Measure 4 – Behavior</b></i>	16	8	50%
<i><b>GPRM Measure 5 – Teacher Survey</b></i>	n/a	n/a	n/a

Dubuque CSD had data for four GPRA Measures. For GPRA Measure 1A – Reading Progress, 21 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 25 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement - GPA, 39 percent of students in grades 7-8 with data improved their GPA. For GPRA Measure 3 – School Day Attendance, 62% of students with data in grades 6-8 improved their attendance rate.

For GPRA Measure 4 – Behavior, 50% of students improved their behavior as measured by in-school suspensions. For GPRA Measure 5 – Teacher Survey, data was not available because Dubuque CSD 21<sup>st</sup> CCLC only served grades 6-8 and GPRA Measure 5 is for grades 1-5.

## Local Objectives

*Student working with University of Dubuque Nursing Partner.*



For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. LEAP reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with student participation and one objective dealt with increasing partnerships. Four of the objectives were met and one was not met but progress was made toward the stated objective.

- 80% of students in the After School Program (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 the total school population will attend at least one day of programming. *Met the stated objective.*
- 50% of regular attenders will increase academic performance in mathematics on the MAP test. *Met the stated objective.*
- Increase the number of community partners that work with the after-school LEAP program. *Did not meet but made progress toward the stated objective.*

## Sustainability



*Students doing an activity with the National Mississippi River Museum partner.*

Dubuque CSD has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued. *“Beginning in Year 5 of this project, the district will begin planning for and soliciting local contributions to sustain ASP programming. Furthermore, nearly all the ASP programming will be sustainable years with reduced funding through the grant”* (Local Evaluation).

## Dubuque CSD Summary.

Dubuque CSD participated in Cohort 13 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period. The Program had two centers at George Washington and Thomas Jefferson Middle Schools called LEAP. For 2022-2023, 676 students were served, and 51 percent were students identified as FRPL. Dubuque CSD had six partners for the 21<sup>st</sup> CCLC Program that provided an in-kind value of \$900. LEAP participated in three parent events with a total attendance of 516 people. The Dubuque CSD reported data for four GPRA Measures and showed improvement in all four. GPRA Measure 5 is for grades 1-5 and Dubuque CSD’s program only serves grades 6-8. LEAP had five Local Objectives and met four of them. A sustainability plan is in place that will allow the program to continue if 21<sup>st</sup> CCLC Funds are discontinued.



*“LEAP has helped me be successful because it has helped me with acting for VPA and creating a character and learning about that character. Since I went to those it may help me get a larger part in the musical”* (21<sup>st</sup> CCLC Program Student).



*“I’ve met some great friends during LEAP at my school. I have learned the importance of schoolwork, volunteering and cooking which helps my family at home. LEAP has helped me with my grades and getting assignments turned in on time. I feel that the teachers at LEAP have helped me to be a better student this year by giving me strategies to be more successful in school. I am thankful that my school provides LEAP for the students”* (21<sup>st</sup> CCLC Program Student).



*“Teaching over 100 students a day is sometimes overwhelming to meet the needs of all students. I am grateful that Washington has provided me with the opportunity, through the LEAP program, to offer homework help to our 6th grade students. During homework help I am able to give students more attention and provide them with one-on-one attention to help them be successful”* (Dubuque CSD Teacher).



*"My son's 6th grade year he had really struggled with his math homework and because of it his grade and confidence has been low. My son started to attend homework help twice a week in October. By November we saw his confidence improve in math and generally his entire attitude toward school has improved overall. After Christmas break, he was attending homework help four times a week. He went from a failing Math grade in October, passing with a C+ in December and by the end of the school year he was so proud to have earned an A- in math. I am forever grateful LEAP homework help was offered to our son" (21<sup>st</sup> CCLC Parent).*



*"I had a wonderful time doing LEAP last year! It's great interacting with students and getting the word out on all the great offerings the library has. They often times seem surprised by all the offerings we have for teens specifically. I'm always happy to connect with the students and look forward to doing activities ranging from crafts to STEM" (21<sup>st</sup> CCLC Partner).*



*"I have been working with a student through the LEAP HW (Homework) Help program on a regular basis this year. She struggles with school and was behind on her homework. She is a 7th grade student with very little confidence in school and was failing 3 of her classes. It seemed that this student did not feel she could get caught up, the first day she came she was very overwhelmed with the workload and cried. After her attending HW Help for 2 weeks, she was all caught up, and now comes once in a while to keep up with her schoolwork" (Dubuque Counselor).*

## Fairfield CSD

### Fairfield CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- **96% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **91% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- *GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.*
- **100% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- *50% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRA Measure 4 – Behavior).*
- **81% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRA)

- **98% of all students with data needing improvement exhibited growth in Reading/English.**
- **93% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- *The 21<sup>st</sup> CCLC Program served 108 students during the 2022-2023 School Year.*
- *8 students (7%) attended for more than 270 hours.*
- *46 students (43%) were identified as FRPL.*

#### Partnerships and Local Objectives

- *The 21<sup>st</sup> CCLC Program had 12 partners supporting the 21<sup>st</sup> CCLC Program that provided \$2,450 in in-kind value.*
- *The 21<sup>st</sup> CCLC Program had five local objectives and met four of them.*

## Overview and Attendance.

*Students playing Mancala to help improve reasoning skills.*



Fairfield CSD had one 21<sup>st</sup> CCLC Center for Cohort 13. Called the Character and Community Program, the Center was located at Pence Elementary School. *“Program successes this year included a high level of demand and student enrollment, a high level of parent participation in family nights, and impressive improvements in students’ reading, math, and teacher-reported student engagement in learning”* (Local Evaluation).

The Program served a total of 108 students in grades 2-4 and 8 (7%) students attended 270 hours or more. For 2022-2023, 43 percent of the total students served were identified as FRPL. Partners provided \$2,450 in in-kind services. Fairfield CSD held two parent events that were open to all families at Pence Elementary School and reported that a total of 350 family members attended these events.

**Fairfield CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Fairfield CSD	Cohort 13	12	Pence Elementary School	108	8
<b>TOTALS</b>		<b>12</b>		<b>108</b>	<b>8</b>

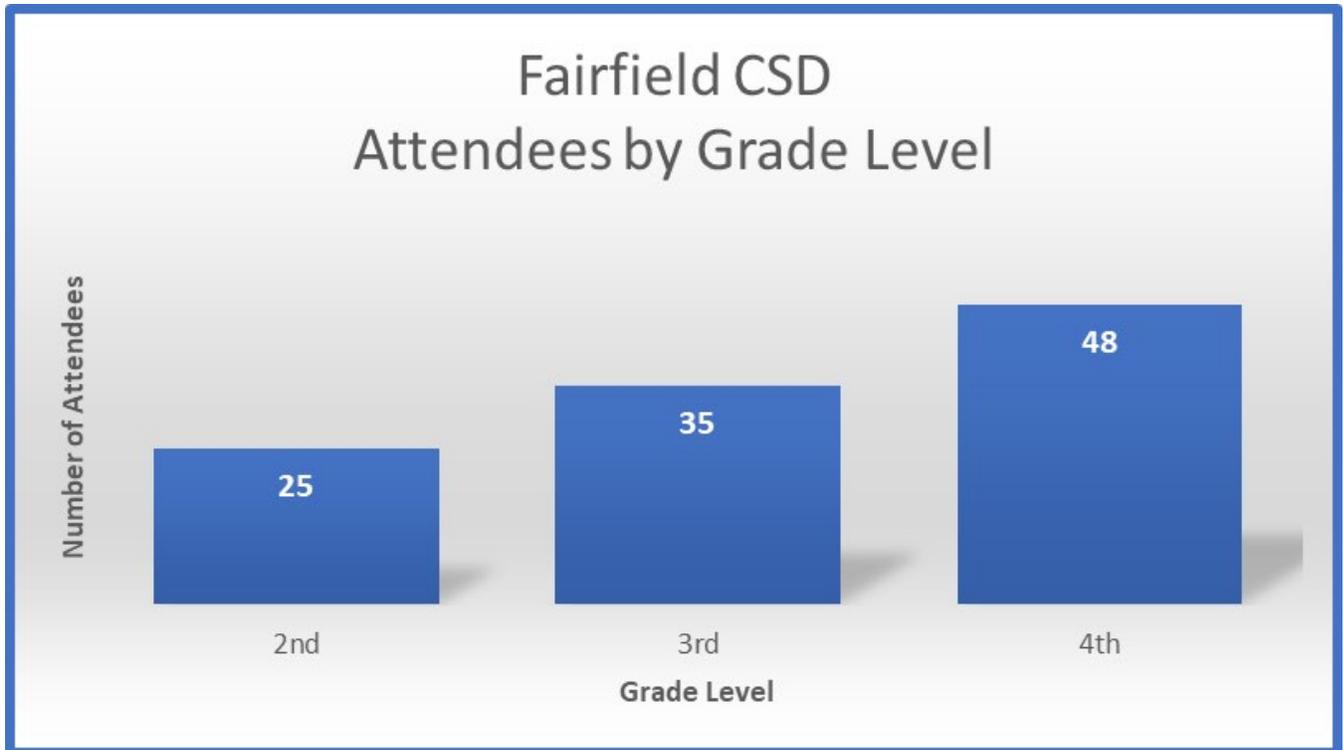


Figure 34. Fairfield CSD Attendees by Grade Level

#### Partnerships.

The Fairfield CSD 21<sup>st</sup> CCLC Program had 12 partners. The Program estimated that the in-kind value provided by the partners totaled \$2,450. *“The commitment among business owners and service clubs to assist the school district in providing enriching, educational experiences for students is evident. These employers also recognize that the availability of high-quality programming for young children, outside of regular school hours, makes this community a good place to live and to work. The program could not provide such a wide range of experiences without these partnerships and volunteers” (Local Evaluation).*

*Students engaged in activity with Iowa State University Extension and Outreach volunteers.*

#### Parent Involvement.

The Fairfield 21<sup>st</sup> CCLC Program held two family engagement events. The events were open to all families of students at Pence Elementary School. The Local Evaluation reported that 325 family members and 575 total people attended the events. However, the attendance was not disaggregated to indicate how many family members of the 21<sup>st</sup> CCLC Program attended.

The Fairfield 21<sup>st</sup> CCLC Program communicated with parents using e-mail



(monthly updates) and paper copies of the information in the e-mails if requested.

The Fairfield 21<sup>st</sup> CCLC Program reported that 24 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

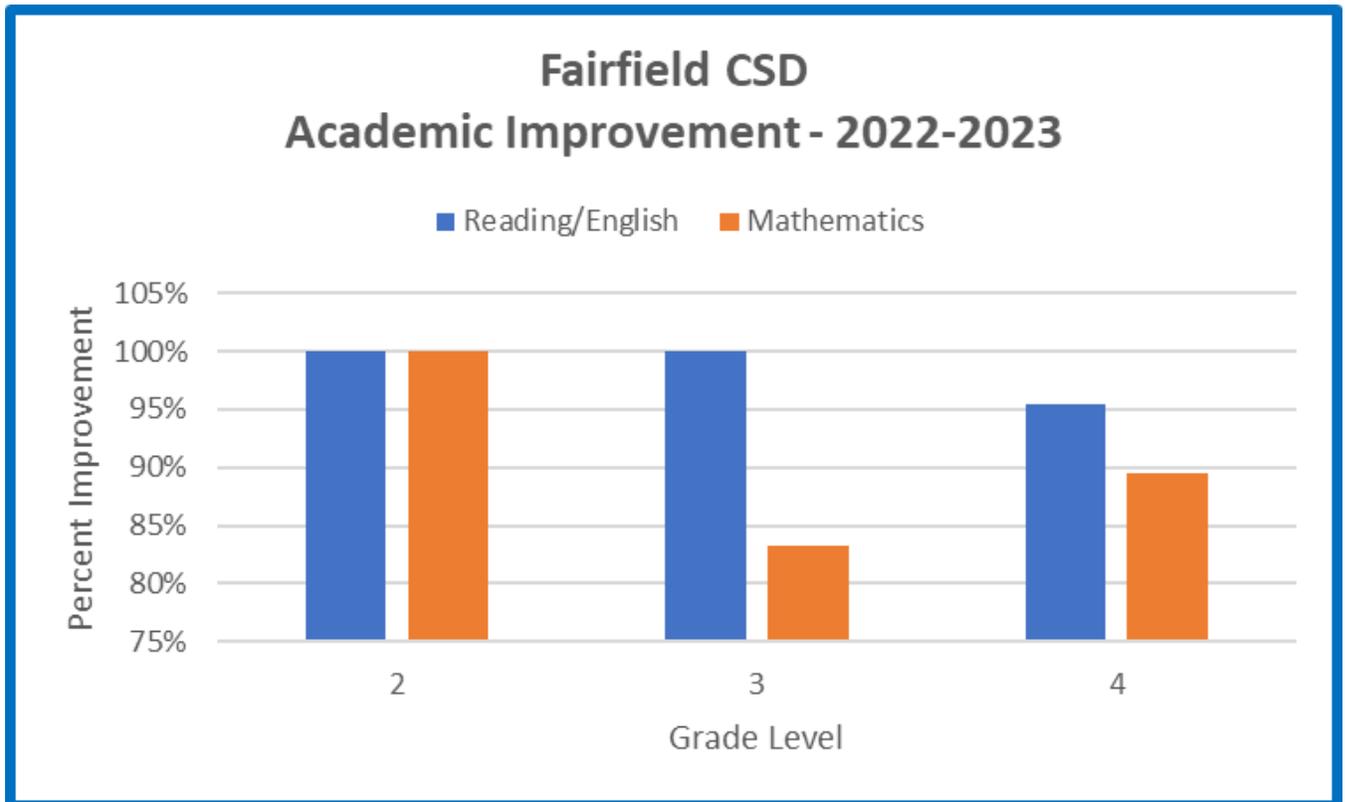
### Total Academic Improvement.



*A student and his father at Family Game Night.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Fairfield CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 98% improvement in reading/English and 93% improvement in mathematics.



*Figure 35. Fairfield CSD Academic Improvement - 2022-2023*

## Objectives

### GPR A Measures

For the 2022-2023 School Year, new GPR A measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPR A measures.

<b>GPR A Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPR A Measure 1A – Reading Progress</i></b>	46	44	96%
<b><i>GPR A Measure 1B – Math Progress</i></b>	46	42	91%
<b><i>GPR A Measure 2 – Academic Achievement - GPA</i></b>	0	0	n/a
<b><i>GPR A Measure 3 – School Day Attendance</i></b>	2	2	100%
<b><i>GPR A Measure 4 – Behavior</i></b>	4	2	50%
<b><i>GPR A Measure 5 – Teacher Survey</i></b>	37	30	81%

The Fairfield 21<sup>st</sup> CCLC Program had data for four of the five GPR A Measures. For GPR A Measure 1A – Reading Progress, 96 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPR A Measure 1B – Math Progress, 91 percent of students in grades 4-8 with data improved their performance in mathematics. GPR A Measure 2 did not apply since the program was for elementary students.

For GPR A Measure 3 – School Day Attendance, 100% of students with data in grades 4-8 improved their attendance rate. For GPR A Measure 4 – Behavior, 50% of students improved. For GPR A Measure 5 – Teacher Survey, 81% of students improved in teacher-reported engagement in learning.

*Students playing table tennis.*

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with student attendance and one objective dealt with student behavior. Four of the local objectives were met and one did not meet, but made progress toward the stated objective.



- 50% of regular attending CCP students will achieve Grade Level reading proficiency or surpass 1 year's growth on ISASP and FAST. *Met the stated objective.*
- 50% of regular attending CCP students will achieve Grade Level 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. *Met the stated objective.*
- Decrease Pence grade 2-4 disciplinary referrals. *Did not meet but made progress toward the stated objective.*

## Sustainability

The Fairfield 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued.

*FCSD has many community partners who will contribute to the sustainability of the out of school time programming that has been established with 21st Century grant funds over the prior and new funding periods. One of the greatest resources is Iowa State Extension of Jefferson County. ISU Extension provides STEM programming to the after-school program at no charge. Program administration anticipates that this will continue even after grant funding ends. The Jefferson County Farm Bureau is also a resource for programming. It has provided many agriculture activities at no charge, and plans are in place to continue and increase their involvement in future years. (Local Evaluation.)*

## Fairfield 21st CCLC Program Summary.

Fairfield CSD participated in Cohort 13 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with one center. Called the Character and Community Program (CCP), the Center was located at Pence Elementary School. For 2022-2023, the program served 108 students in grades 2-4 and 43 percent of the total students served were identified as FRPL. Partners provided \$2,450 in in-kind services. Two total parent events were held at Pence Elementary School with a total of 350 family members attending all events but the events were open to all families and the data does not show just family members of 21<sup>st</sup> CCLC students.

Fairfield CSD reported data for four GPRA Measures and showed improvement in all four measures. One Measure was not applicable because it addressed secondary students and the Program only served elementary students. A sustainability plan is in place and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*"The students in my class who attend the after-school program look forward to it each day. During the after-school program, my students get to interact with each other and other grade level students on a social level. While interacting, they get a choice of activities which allow for communicating, problem solving, and working together. These skills are important for each one of my students in the classroom." (Fairfield CSD Teacher).*



*"I love that my child can stay at school until 5:30 while I have to be at work. He loves the activities and has made so many new friends!" (21<sup>st</sup> CCLC Parent).*



*"The Fairfield Community School District After-School program is a critical resource to our community." (21<sup>st</sup> CCLC Parent).*



*"The after-school program is very much an asset to the Fairfield community. The kids who participate in the after-school program are very engaged in the activities and are excited to see our staff on the days we help with the program." (21<sup>st</sup> CCLC Partner).*



*"I see the Before and After School Program not just as an essential support system but as a strategic asset, enriching our students' educational journey beyond the traditional classroom hours, fostering holistic growth, and reinforcing our commitment to comprehensive learning experiences in FCSD." (Fairfield CSD Curriculum Director).*

## Ft. Dodge CSD

### Ft. Dodge CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- 7% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).
- 13% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **100% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- 53% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2021-2022 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRA Measure 4 – Behavior).
- Teacher Surveys were not completed for GPRA Measure 5 – Teacher Survey so no data was available for this measure.

#### Total Academic Improvement (includes grades not measured by GPRA)

- 16% of all students with data needing improvement exhibited growth in Reading/English.
- **82% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- The 21<sup>st</sup> CCLC Program served 67 students during the 2022-2023 School Year.
- **55 students (82%) attended for more than 270 hours.**
- 48 students (72%) were identified as FRPL.

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 11 partners supporting the 21<sup>st</sup> CCLC Program that provided \$31,595 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had four local objectives and met one of the objectives.**

Students working on mathematics during Power Hour.

## Overview and Attendance

Students working on mathematics during Power Hour.



Ft. Dodge CSD had five centers for its 21<sup>st</sup> CCLC Program for Cohort 17. Called the Dodger Academy at all the centers, the centers were located at Butler Elementary School, Cooper Elementary School, Duncombe Elementary School, Feelhaver Elementary School, and Early Childhood Center.

The Program served a total of 67 students in grades K-5 and 55 or 82 percent of them attended 270 hours or more. For 2022-2023, 72 percent of the total students served were identified as FRPL. Partners provided \$31,595 in in-kind services. Ft. Dodge CSD had four parent events for all cohorts and a total of 364 family members attended

parent events.

**Ft. Dodge CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Ft. Dodge CSD	Cohort 17	11	Butler, Cooper, Duncombe, and Feelhaver Elementary Schools, and Early Childhood Center	67	55
<b>TOTALS</b>		<b>11</b>		<b>67</b>	<b>55</b>

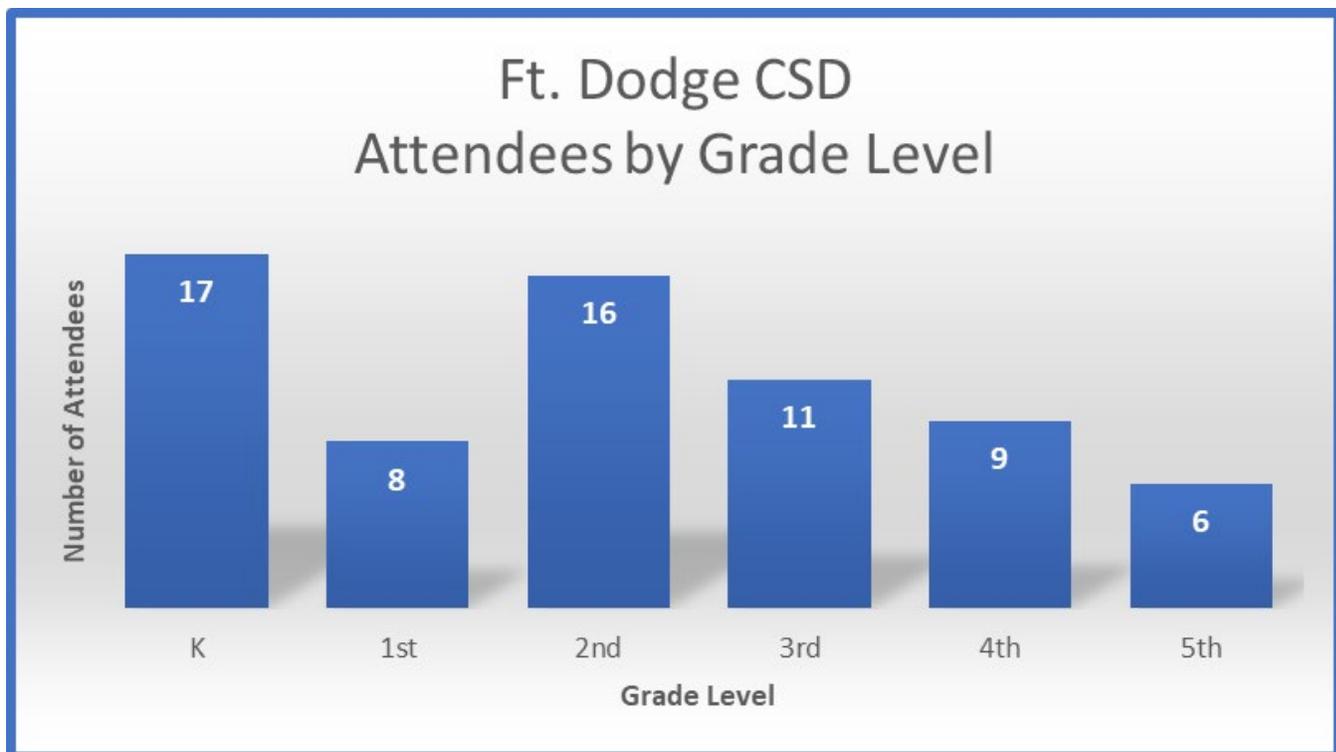


Figure 27. Ft. Dodge CSD Attendees by Grade Level

#### Partnerships.

The Ft. Dodge CSD 21<sup>st</sup> CCLC Program had 11 partners. The Program estimated that the in-kind value provided by the partners totaled \$31,595. *“Program leaders use social media, attend service club meetings to advocate for the program, and conversations with families about connections they may have within the community to recruit new partners” (Local Evaluation).*

#### Parent Involvement.

The Ft. Dodge 21<sup>st</sup> CCLC Program held four family events with a total of 364 participants. Family events included:

- 69 people attended Open House (number of family members not reported).
- 101 people attended the Game Show Fundraiser (32 family members attended).
- 101 people attended the Stem Activity (32 family members attended).
- 93 people attended Reading Night (24 family members attended).



Students learning about gardening from guest speaker.

The Ft. Dodge 21<sup>st</sup> CCLC Program has an Advisory Board with three parent representatives. Communication methods with parents included flyers, in-person talks, social media, and surveys. In addition, program leaders and staff talk directly with parents during daily pickup of students.

The Ft. Dodge 21<sup>st</sup> CCLC Program reported that 11 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

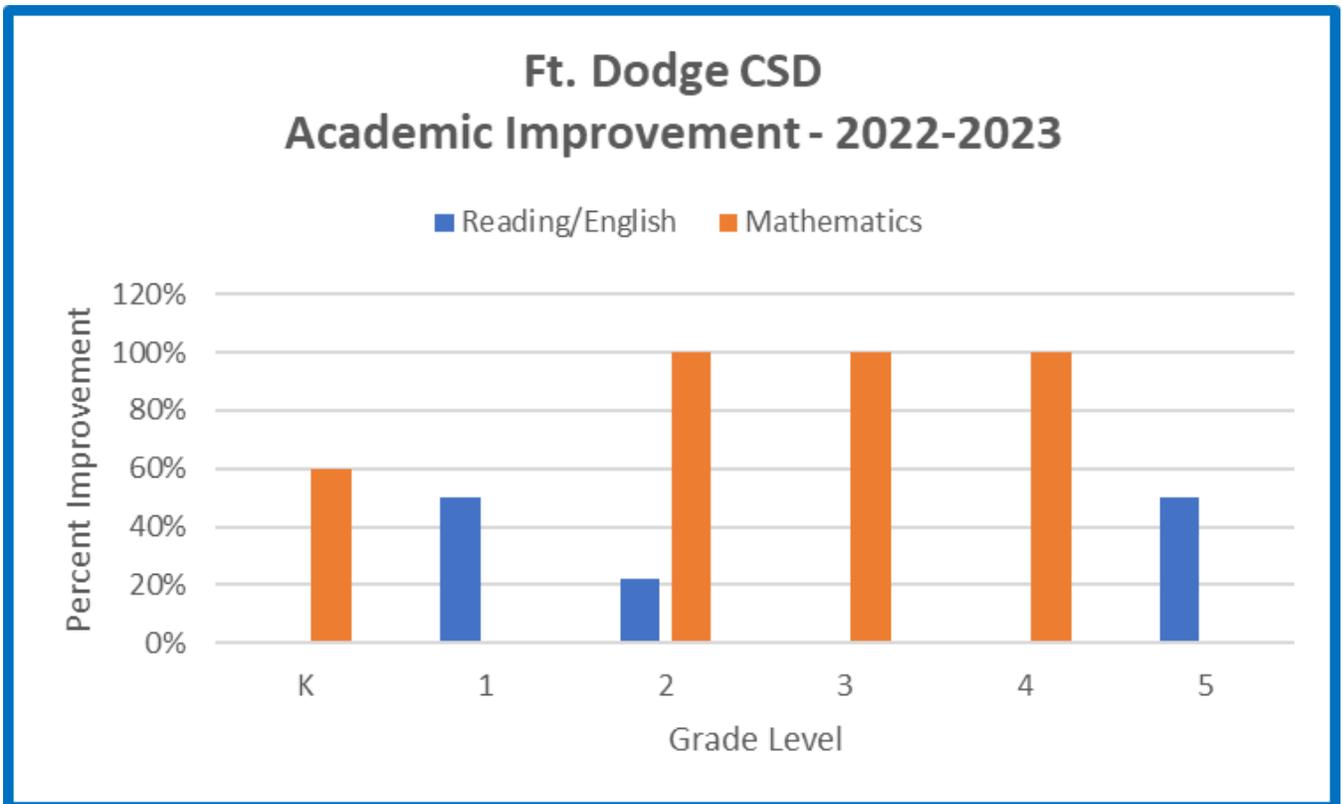
**Total Academic Improvement.**



Showing all grades served by the program (GPRA only measures grades 4-8).

Ft. Dodge CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 16% improvement in reading/English and 82% improvement in mathematics. In reading, no gains were found for students in kindergarten and grades 3 and 4. In mathematics, no data was reported for grade 1.

*Students engaged in service project.*



*Figure 28. Ft. Dodge CSD Academic Improvement - 2022-2023*

## Objectives

### GPRA Measures

Starting in the 2021-2022 School Year, new GPRA measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRA measures.

GPRA Measure	Total Attendees with Data	Total Students Improving	Percentage Improvement
<b>GPRA Measure 1A – Reading Progress</b>	15	1	7%
<b>GPRA Measure 1B – Math Progress</b>	15	2	13%
<b>GPRA Measure 2 – Academic Achievement - GPA</b>	0	0	n/a
<b>GPRA Measure 3 – School Day Attendance</b>	5	5	100%
<b>GPRA Measure 4 – Behavior</b>	64	34	53%
<b>GPRA Measure 5 – Teacher Survey</b>	0	0	n/a

The Ft. Dodge 21<sup>st</sup> CCLC Program had data for three of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 7 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 13 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 100% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 53% of students improved their behavior as measured by in-school suspensions. For GPRA Measure 5 – Teacher Survey, the local evaluation stated that the teacher survey was not administered so no data was available.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Ft. Dodge 21<sup>st</sup> CCLC Program reported four objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, one objective dealt with parent involvement and one objective dealt with social-emotional behaviors by students. One of the objectives was met and three of the objectives were not measured.

- Increase the number of students moving towards literacy proficiency. *Unable to measure the stated objective.*
- Increase the number of students moving towards mathematics proficiency. *Unable to measure the stated objective.*
- Families will report a positive engagement. *Met the stated objective.*

- Increase the number of students that have attained the desired social-emotional behaviors. *Unable to measure the stated objective.*

## Sustainability

The Ft. Dodge has a sustainability plan that has identified four future factors for sustainability. The four factors include state and federal dollars (Title I, Title II, Title III, and Title IV for example), fees, other state grants, and community partnerships.

## Ft. Dodge 21st CCLC Program Summary

Ft. Dodge CSD participated in Cohort 17 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with five centers. Called the Dodger Academy, the Centers were located at Butler Elementary School, Cooper Elementary School, Duncombe Elementary School, Feelhaver Elementary School, and Early Childhood Center. For 2022-2023, the Program served 67 students in grades K-5 and 72 percent of the total students served were identified as FRPL. Partners provided \$31,595 in in-kind services. Four family events were held for all the centers, with a total of 364 family members attending.

Ft. Dodge CSD reported data for three GPRA Measures and showed improvement in all three measures. Measure 3 – GPA was not applicable because it addressed secondary students and the Program only served elementary students. Teacher surveys were not administered so GPRA Measure 5 – Teacher Survey had no data. Ft. Dodge has a sustainability plan in place.



*“It’s fun when we can do hands-on stuff like the robots or go explore outside.”  
(21<sup>st</sup> CCLC Student).*



*“I love coming to work after school. It’s a different feel from the school day and I can focus on the students as people. It’s refreshing to do the fun learning with the students.” (21<sup>st</sup> CCLC Teacher).*



*“This program is a valuable piece in all the kids’ lives that participate. They are learning to be involved in their community and how to get along with others that may have different backgrounds than their own. I wholeheartedly feel this program is incredibly valuable to our district as a whole. The high school kids that help are absolutely wonderful role models for the kids and I can only imagine how much both sides learn from each other” (21<sup>st</sup> CCLC Parent).*



*“Dodger Academy has been a blessing for our family. Not only is it a safe place for our daughter to attend after school until we get off work, it’s a place where we know she is learning and having fun with her peers. I don’t know what we would do without it” (21<sup>st</sup> CCLC Parent).*

## Iowa City CSD

### Iowa City CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **82% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **80% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- *GPRAs Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.*
- **74% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).**
- *67% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).*
- *63% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).*

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **83% of all students with data needing improvement exhibited growth in Reading/English.**
- **81% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- *The 21<sup>st</sup> CCLC Program served 170 students during the 2022-2023 School Year.*
- **148 (87%) of students attended for more than 270 hours.**
- **119 students (70%) were identified as FRPL.**

#### Partnerships and Local Objectives

- *The 21<sup>st</sup> CCLC Program had 13 partners supporting the 21<sup>st</sup> CCLC Program that provided \$296,010 in in-kind value.*
- *The 21<sup>st</sup> CCLC Program had 15 local objectives and met 10 of them.*

## Overview and Attendance



Iowa City CSD had three 21<sup>st</sup> CCLC centers, one center for each of three cohorts. The Cohort 13 center was at Mark Twain Elementary School, the Cohort 15 Center was at Kirkwood Elementary School, and the Cohort 16 center was at Archibald Elementary School.

For 2022-2023, the 21<sup>st</sup> Iowa City CCLC Program served a total of 170 students in grades K-6. For 2022-2023, 119 (70 percent) of the total students served were identified as FRPL. In addition, the 21<sup>st</sup> CCLC Program served 142 students during the Summer of 2021. The Program reported that 13 partners provided \$296,010 in in-kind services. Nine parent events were held in total. Three events were held at each center. A total of 329 family members attended the events.

*Students practicing STEM skills in a chess match.*

**Iowa City CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Iowa City CSD	Cohort 13	13	Mark Twain Elementary School	61	58
	Cohort 15	13	Kirkwood Elementary School	46	38
	Cohort 16	13	Archibald Alexander Elementary School	63	52
<b>TOTALS</b>		<b>13</b>		<b>170</b>	<b>148</b>

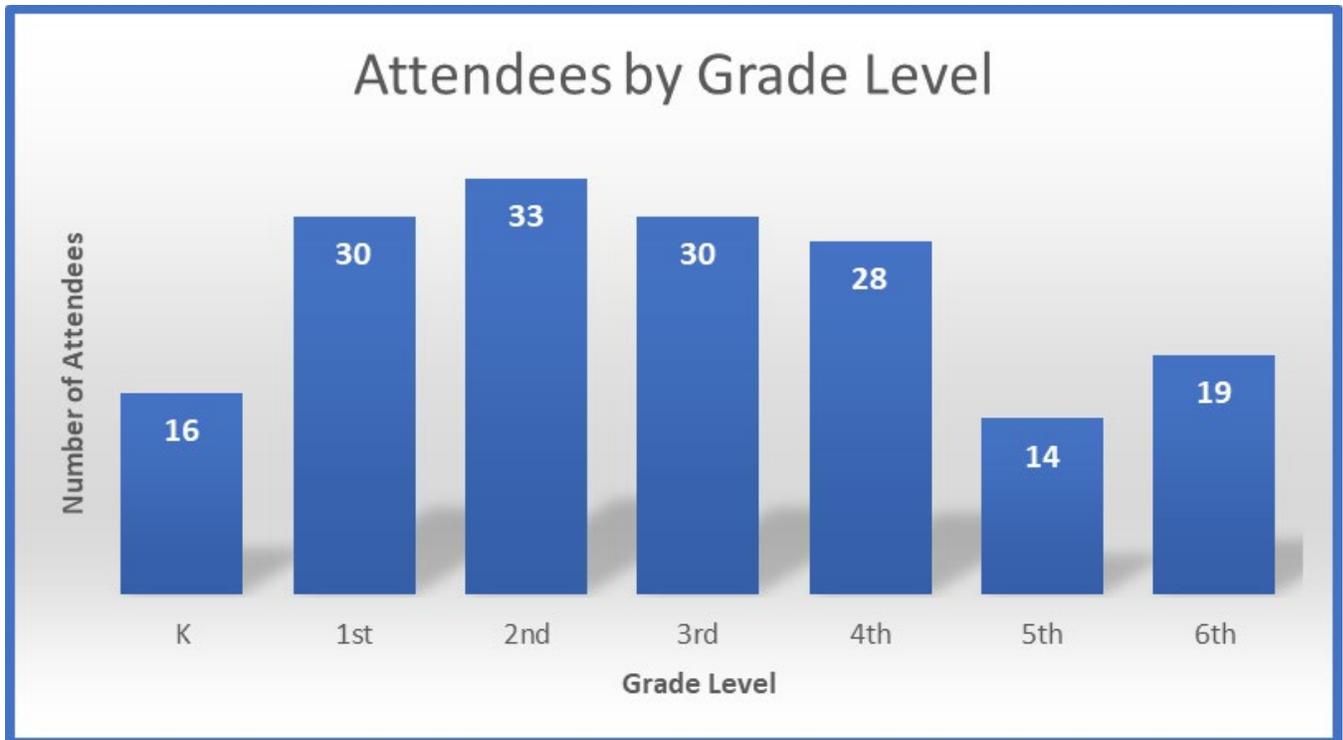


Figure 29. Number of Attendees by Grade Level

## Partnerships

The Iowa City CSD 21<sup>st</sup> CCLC Program had 13 partners. The Program estimated that the in-kind value provided by the partners totaled \$296,010. *“Partnerships play a critical role in BASP facilitation across ICCSD. Partners support educational opportunities for students, academic support, materials for program activities, fundraising to support continued or additional program supports or activities, and food for students and/or their families. The volunteered or discounted support, as evidenced by these estimates, saves the program significant funds, making sustained services for ICCSD students and families possible.”* (Local Evaluation).

## Parent Involvement

The Iowa City CSD 21<sup>st</sup> CCLC Program had nine family events for the 2022-2023 School Year. Cohort 13 at Mark Twain Elementary School had a Back to School Night, a CCA Information session and Dine in for Kids events. Cohort 15 at Kirkwood Elementary School held a Literacy Night, a Bike Rodeo, and a Scholar Send Off event. Cohort 16 at Archibald Alexander Elementary School held a Back to School Night, a Talent Show, and a New Director Meeting. Approximately 329 Family Members attended these events and about 500 people were in attendance.



Students working on Arts and Crafts

The Iowa City 21<sup>st</sup> CCLC Program communicated with parents using flyers, emails, phone calls, posts to the program Facebook page, and in-person reminders at child pick-up/ drop-off or in passing.

The Iowa City 21<sup>st</sup> CCLC Program reported that 32 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

## Total Academic Improvement

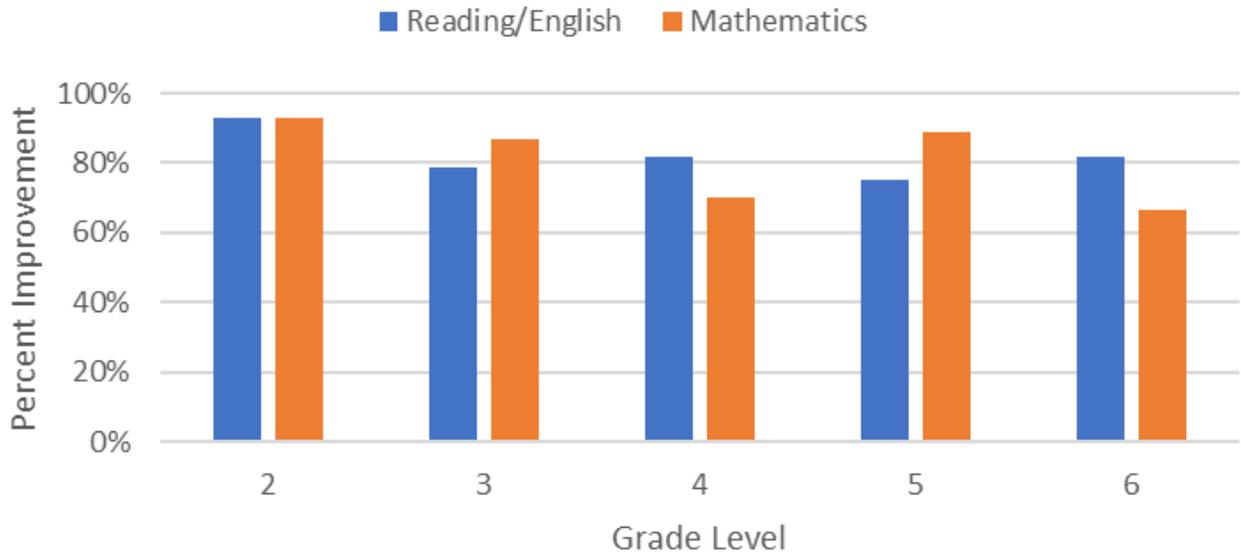


*Students working on STEM skills in a collaborative introductory coding activity.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Iowa City CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. FastBridge proficiency levels were used to determine the degree of improvement. FastBridge assessments were not used for kindergarten and first grade. Overall, data collected for students identified as needing improvement indicated 83% improvement in reading/English and 81% improvement in mathematics.

## Iowa City CSD 21st CCLC Academic Improvement - 2022-2023



*Figure 30. Iowa City CSD 21st CCLC Academic Improvement - 2022-2023*

### Objectives

#### GPRM Measures

Sub-grantees in the 21<sup>st</sup> CCLC Program are required to report on six GPRM Measures where data was available. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPRM Measure 1A – Reading Progress</i></b>	61	50	82%
<b><i>GPRM Measure 1B – Math Progress</i></b>	61	49	80%
<b><i>GPRM Measure 2 – Academic Achievement - GPA</i></b>	0	0	<i>n/a</i>
<b><i>GPRM Measure 3 – School Day Attendance</i></b>	34	25	74%
<b><i>GPRM Measure 4 – Behavior</i></b>	3	2	67%
<b><i>GPRM Measure 5 – Teacher Survey</i></b>	112	70	63%

The Iowa City 21<sup>st</sup> CCLC Program had data for four of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 82 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 80 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 74 percent of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 67 percent of students improved their behavior as measured by in-school suspensions, but it should be noted that the data only applied to three students. For GPRA Measure 5 – Teacher Survey, 63 percent of students improved in teacher-reported engagement in learning.

*Students working on STEM skills in a collaborative building activity.*

## Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program had the same five objectives for each cohort (a total of 15 objectives) and provided methodology and justifications for objective ratings for each objective. One of the objectives (three total) dealt with reading proficiency improvement, one of the objectives (three) dealt with math proficiency improvement, one of the objectives (three total) dealt with students discovering new interests, one of the objectives (three total) dealt with making safe and healthy choices, and one of the objectives (three total) dealt with family support and literacy.



- The majority of students will increase their reading assessment levels from the fall to spring semesters, and the number of students who are proficient on their reading assessment will increase from the fall to spring semesters. Cohorts 13 and 16 – *Met the stated objective.* Cohort 15 – *Did not meet but made progress toward the stated objective.*
- The majority of students will increase their math assessment levels from the fall to spring semesters, and the number of students who are proficient on their math assessment will increase from the fall to spring semesters. Cohorts 13 and 16 – *Met the stated objective.* Cohort 15 – *Did not meet but made progress toward the stated objective.*
- The majority of students will have discovered new interests through the BASP programs. Cohort 13 – *Did not meet but made progress toward the stated objective.* Cohorts 15 and 16 – *Met the stated objective.*
- The majority of students will acquire the knowledge and skills necessary through BASP programs and PBIS to make safe and healthy choices. Cohorts 13 and 15 – *Met the stated objective.* Cohort 16 – *Did not meet but made progress toward 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. Cohort 13 and 16 – *Did not meet but made progress toward the stated objective.* Cohort 15 – *Met the stated objective.*

## Sustainability

*The current reporting year (2022–2023) is the final year during which the ICCSD will receive 21st CCLC funding. In a 2023 interview, the program director shared plans to apply for the Full-Service Community Schools (FSCS) federal grant to sustain 21st CCLC/BASP efforts towards academic and behavioral success. Recognizing the loss of 21st CCLC grant funding and the gap in funding between new grant awards, the district is scaling back capacity. The director shared that ICCSD will continue providing scholarships to students who receive free or reduced lunch, but fewer scholarships will be awarded. The district will also cut busing services and school day teacher staff as after school tutors to accommodate a smaller budget. Despite these shifts, the district will continue other efforts to maintain program quality, such as continued collaboration with and maintenance of program partnerships, continued regular staff meetings, and continued participation in professional development activities. As well, project leadership will continue to seek feedback from key program stakeholders, such as families, students, and other members of the program leadership team to continue to strengthen the program amidst financial restructurings. Finally, partners will remain excited and engaged with the program as the district continues to strive towards success and outcome achievement. (Local Evaluation).*

## Iowa City 21st CCLC Program Summary

Iowa City CSD had three centers for the 21<sup>st</sup> CCLC Program during the 2022-2023 school year, serving a total of 170 students in grades K-5 and 70 percent of the total students served were identified as FRPL. Additionally, the Program served 142 students during the Summer of 2021. Thirteen partners provided \$296,010 in in-kind services. Each Center held three parent events with approximately 329 family members attending.

Iowa City CSD reported data for four GPRA Measures and showed improvement in all four measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. For Academic Improvement, students improved both in reading/English (83%) and mathematics (81%).

This is the last year that Iowa City CSD will participate in the 21<sup>st</sup> CCLC Program but plans are in place to continue to serve students in an afterschool program although *“the district is scaling back capacity”* (Local Evaluation).



*“There was a child that really despised going at the beginning, then now, towards the end of the year, I caught him convincing his classmates to go and was listing things he learned or enjoyed about tutoring.” (21<sup>st</sup> CCLC Staff Member).*



*“My child really enjoyed the staff. My child felt safe and cared for.” (21<sup>st</sup> CCLC Parent).*



*“I had tons of students more interested in reading.” (21<sup>st</sup> CCLC Staff Member).*

## Maquoketa CSD

### Maquoketa CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- **81% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **81% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- *GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.*
- **81% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- *The Program did not have any students in-school suspensions for 2021-2022 so GPRA Measure 4 – Behavior was NA.*
- **77% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRA)

- **94% of all students with data needing improvement exhibited growth in Reading/English.**
- *50% of all students with data needing improvement exhibited growth in Mathematics.*

#### Attendance

- *The 21st CCLC Program served 89 students during the 2022-2023 School Year.*
- *36 (40%) of students attended for more than 270 hours.*
- **60 students (67%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21st CCLC Program had 11 partners supporting the 21st CCLC Program that provided \$69,244 in in-kind value.**
- *The 21st CCLC Program had 4 local objectives and did not meet any of them.*

## Overview and Attendance



*Students using shaving cream as they work on math facts.*

Maquoketa CSD had two 21<sup>st</sup> CCLC centers in Cohort 14 located at Briggs and Cardinal Elementary Schools.

Called the Little Cardinals Out of School Adventures (Lil' Cards), for 2022-2023, the Program served a total of 89 students in grades K-5. For 2022-2023, 60 (67 percent) of the total students served were identified as FRPL. In addition, the 21<sup>st</sup> CCLC Program served 51 students during the Summer of 2022. Maquoketa CSD reported that 11 partners supported the 21<sup>st</sup> CCLC Program and provided \$69,244 in in-kind services. Two family events were held and a total of 100 family members attended.

### Maquoketa CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Maquoketa CSD	Cohort 14	11	Briggs and Cardinal Elementary Schools	89	36
<b>TOTALS</b>		<b>11</b>		<b>89</b>	<b>36</b>

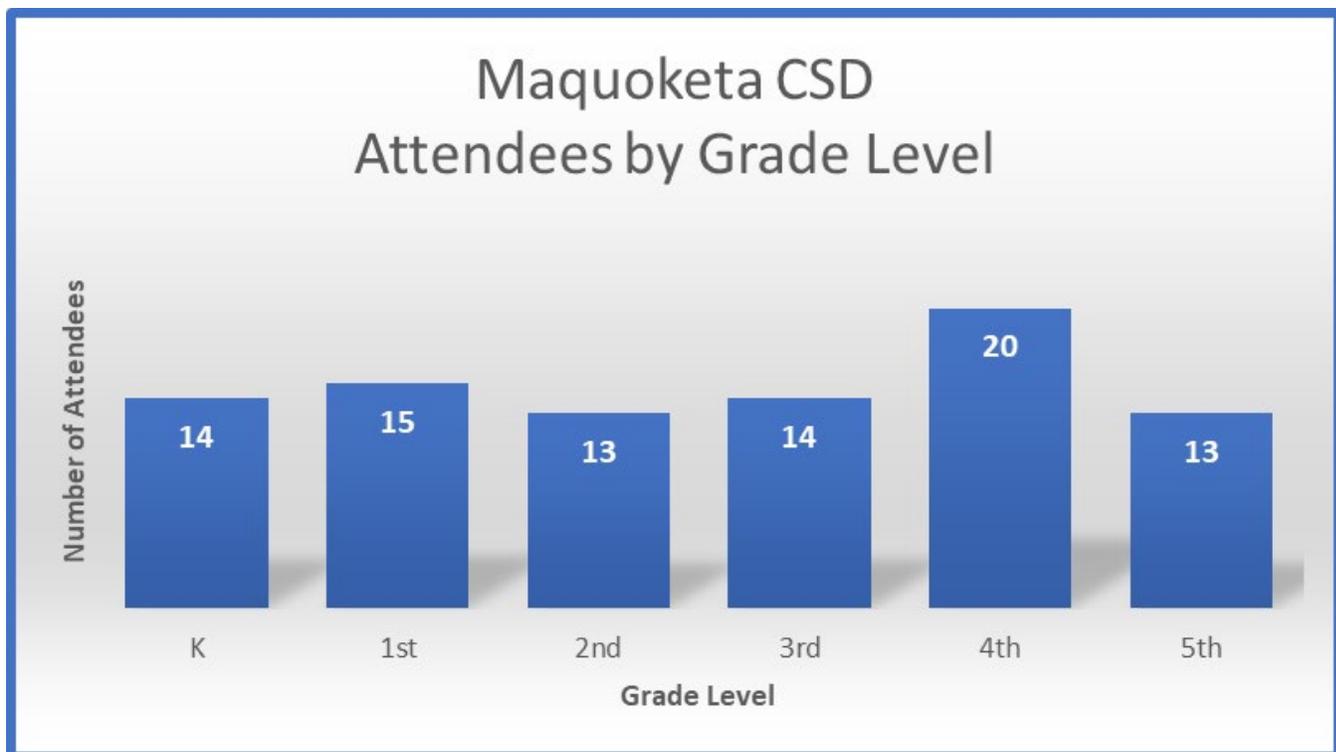


Figure 31. Maquoketa CSD Attendees by Grade Level

#### Unexpected Data

*The impact of the pandemic on the program during a larger portion of the past four years is unmeasurable. The program leaders and program evaluator have concluded that the pandemic did hinder the program's ability to achieve higher levels of success. However, the program's success was sufficient enough the school district has decided to continue the program after the grant funding ends. (Local Evaluation)*

#### Partnerships

The Maquoketa CSD 21<sup>st</sup> CCLC Program had 11 partners. The Program estimated that the in-kind value provided by the partners totaled \$69,244.

*"The Maquoketa Community School District integrated existing community partnerships with parents, community stakeholders, volunteers, social services agencies, and community organizations. Partners have directly and indirectly provided a broad array of additional services, programs, and activities, such as youth development activities, art, music, recreation programs, technology education programs, and character education programs, which reinforce and complement the regular academic program of participating students.*

*The partnerships provide great learning opportunities for students. Many of their activities are hands-on and students are getting to take part in real-life experiences. Students greatly enjoy when the partners come to work with them as it gives the Maquoketa students an opportunity to make connections with others outside of school."*

## Parent Involvement



*Students working with one of the partners, Iowa State Extension Office, on a STEAM activity.*

The Maquoketa CSD 21<sup>st</sup> CCLC Program held two family events during 2022-2023. The events had a total of 100 family members attending. The events included a Holiday Family event and a Leader in Me 7 Habits “Minute to Win It” event.

The Maquoketa 21<sup>st</sup> CCLC Program communicated with parents using flyers, emails, text messages, and phone calls. Face-to-face communication was also used during child pick-up time.

The Maquoketa 21<sup>st</sup> CCLC Program reported that 100 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

## Total Academic Improvement.



*Students create “Halloween Haunted” Gingerbread houses.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Maquoketa CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 94% improvement in reading/English and 50% improvement in mathematics.

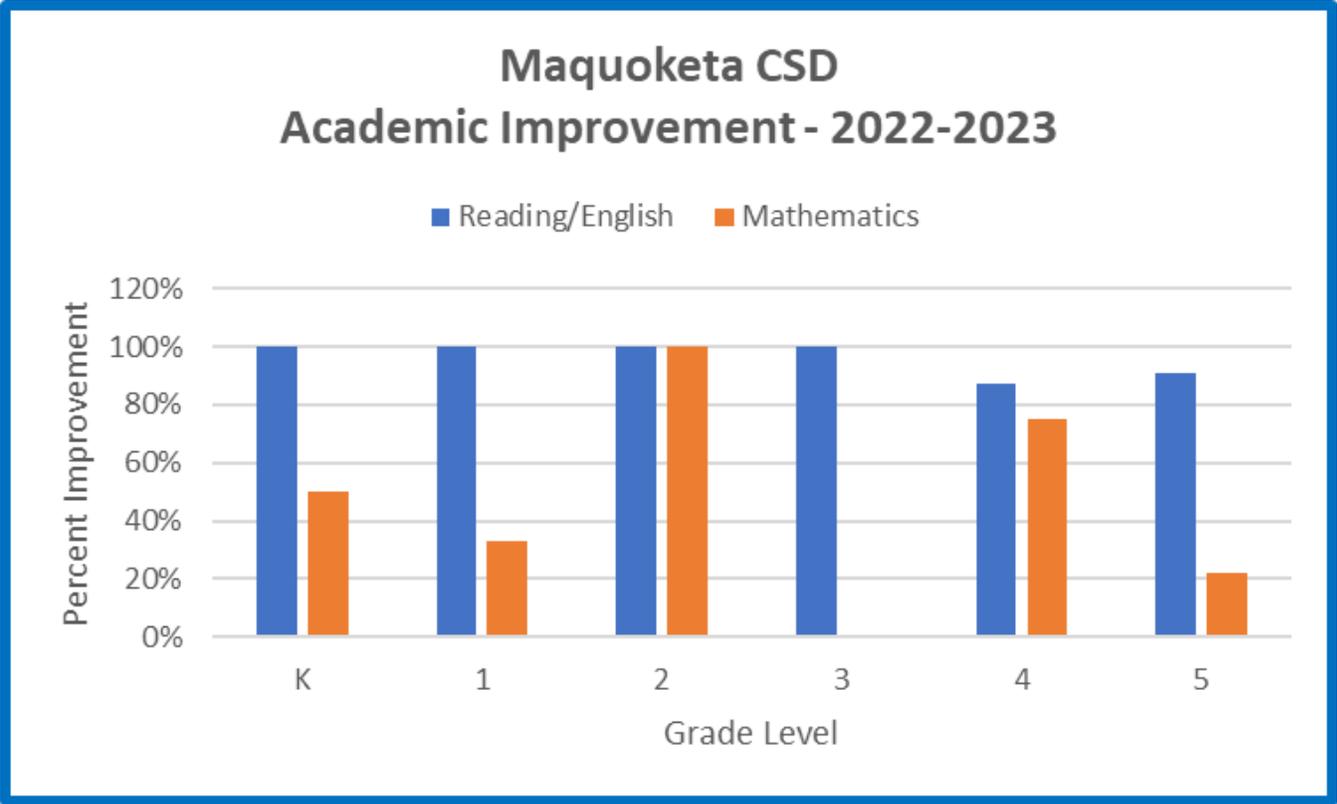


Figure 41. Maquoketa CSD Academic Improvement - 2022-2023

**Objectives**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<i><b>GPRM Measure 1A – Reading Progress</b></i>	32	26	81%
<i><b>GPRM Measure 1B – Math Progress</b></i>	32	26	81%
<i><b>GPRM Measure 2 – Academic Achievement - GPA</b></i>	0	0	n/a
<i><b>GPRM Measure 3 – School Day Attendance</b></i>	26	21	81%
<i><b>GPRM Measure 4 – Behavior</b></i>	0	0	n/a
<i><b>GPRM Measure 5 – Teacher Survey</b></i>	90	69	77%

The Maquoketa 21<sup>st</sup> CCLC Program had data for three of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 81 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 81 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 81% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, Maquoketa CSD reported that no students had in-school suspensions for 2021-2022. For GPRA Measure 5 – Teacher Survey, 77% of students improved in teacher-reported engagement in learning.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Maquoketa CSD 21<sup>st</sup> CCLC Program had four objectives and provided methodology and justifications for objective ratings for each objective. One of the objectives dealt with academic achievement, one of the objectives dealt with student attendance, one of the objectives dealt with student enrichment, and one of the objectives dealt with family literacy. Three of the objectives were not met but progress was made toward the stated objectives and one objective was unable to be measured.

- Lil' Cards students will maintain or grow in reading and math as measured from the end of year spring assessment. *Did not meet but made progress toward the stated objective.*
- The rate of absenteeism will decrease by 2%. *Did not meet but made progress toward the stated objective.*
- All students will demonstrate growth in at least one of the 7 Habits. *Did not meet but made progress toward 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. *Unable to measure the stated objective.*

### Sustainability

The Maquoketa 21<sup>st</sup> CCLC Local Evaluation did not report a comprehensive sustainability plan.

*"The Maquoketa School District is going to continue to offer the before, after, and summer school program moving forward. This YR4 report is being posted March 2024 only two months before YR5 program years ends. Therefore, beginning summer 2024 the program will run very similarly to our current program where it will focus on academic skills and invite in community partners for their continued support of enrichment activities. The program leaders will continue to reach out to parents each quarter to sign up and hope to get student recruitment efforts started earlier than in the last few years. The district is also seeking grants to continue to help support the program financially".*  
(Local Evaluation).

### Maquoketa 21st CCLC Program Summary

Maquoketa CSD had two centers for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period. The centers served a total of 89 students in grades K-5 and 67 percent of the total students served were identified as FRPL. Additionally, the Program served 51 students during the Summer of 2022. Eleven partners provided \$69,244 in in-kind services. Two parent events were held with a total of 100 family members attending.

Maquoketa CSD reported data for three GPRA Measures and showed improvement in all three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. For measure 4, no students had in-school suspensions for 2021-2022. Information on sustainability was lacking in the Local Evaluation.



*"I like that the teachers are honest, and we have a fun time." (21<sup>st</sup> CCLC Student).*



*"The After School program provides a unique opportunity for students to engage in learning outside the classroom. The themes and partnerships with community organizations help kids interact with the world around them and give all kids the chance to shine and be successful." (21<sup>st</sup> CCLC Teacher).*



*"A summer school education program is not just a time-filler for parents and students in the summer: it is a vital part of both educational and social-emotional bridges between summer break and the first day of the following school year." (21<sup>st</sup> CCLC Teacher).*



*"My student loves it! He has so much he has been able to do to keep the interaction with his classmates. I like how it has learning and fun both included to make it enjoyable." (21<sup>st</sup> CCLC Parent).*



*"Afterschool program allows students more opportunities to practice their reading skills, fluency with numbers, and allows time for social emotional learning. They have numerous opportunities throughout the summer to participate in extension activities in the community. School attendance has improved for those that attend the programs. Students become more confident in their academic abilities and benefit from learning in a smaller group setting." (Maquoketa CSD Principal).*

## North Fayette Valley CSD

### North Fayette Valley CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- 11% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).
- Of the nine students needing improvement, no students in grades 4-8 exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **80% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- No students in the 21<sup>st</sup> CCLC Program had in-school suspensions in the 2021-2022 School Year so there was no student data to report for GPRA Measure 4 – Behavior.
- **100% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRA)

- 17% of all students with data needing improvement exhibited growth in Reading/English.
- 33% of all students with data needing improvement exhibited growth in Mathematics.

#### Attendance

- The 21<sup>st</sup> CCLC Program served 37 students during the 2022-2023 School Year.
- 3 students (8%) attended for more than 270 hours.
- 12 students (32%) were identified as FRPL.

#### Partnerships and Local Objectives

- The 21<sup>st</sup> CCLC Program had 7 partners supporting the 21<sup>st</sup> CCLC Program that provided \$4,400 in in-kind value.
- The 21<sup>st</sup> CCLC Program met two of the three local objectives.

## Overview and Attendance



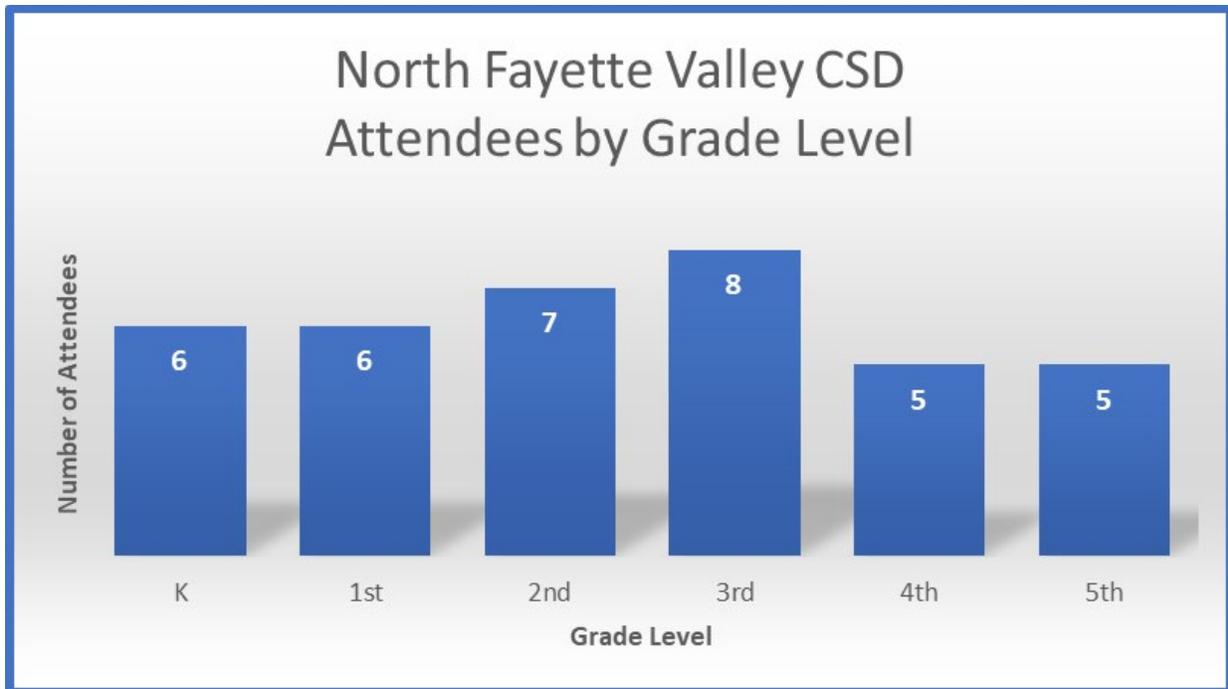
*Students playing chess.*

North Fayette Valley CSD had one 21<sup>st</sup> CCLC Center for Cohort 14. Called the Valley Elementary Learning Center (VELC), the Center was located at Valley Elementary School.

The Program served a total of 37 students in grades K-5 and 3 or 8 percent of them attended for 270 hours or more. For 2022-2023, 32 percent of the total students served were identified as FRPL. Partners provided \$4,400 in in-kind services. North Fayette Valley CSD had one parent event at Valley Elementary School with a total of 216 people attending.

**North Fayette Valley CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
North Fayette Valley CSD	Cohort 14	7	Valley Elementary School	37	3
<b>TOTALS</b>		<b>7</b>		<b>37</b>	<b>3</b>



*Figure 32. North Fayette Valley CSD Attendees by Grade Level*

## Partnerships

The North Fayette Valley CSD 21<sup>st</sup> CCLC Program had 7 partners. The Program estimated that the in-kind value provided by the partners totaled \$4,400.

## Parent Involvement

*Students and teacher engaged in reading activity.*



The North Fayette Valley 21<sup>st</sup> CCLC Program held one family event. Literacy Night was held in conjunction with Title 1 and was open to the public. Attendance was reported as 216 but the North Fayette Valley 21<sup>st</sup> CCLC Program was unable to get a count of just 21<sup>st</sup> CCLC Parents.

The North Fayette Valley 21<sup>st</sup> CCLC Program communicated with parents using Facebook, phone calls, and personal interaction. In addition, program leaders and staff talk directly with parents during daily pickup of students. *“During parent-teacher conferences, our teachers are good at referring families to the program if a student is falling behind in work or literacy and math” (Local Evaluation).*

The North Fayette Valley 21<sup>st</sup> CCLC Program reported that 20 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

Total Academic Improvement.



Showing all grades served by the program (GPRA only measures grades 4-8).

North Fayette Valley CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 17% improvement in reading/English and 33% improvement in mathematics. For Reading/English Improvement, no students improved in grades K, 2, 3 and 4. Of the total of 12 students, 2 students improved in Reading/English. In Mathematics, no students improved in grades K and 1 and no students needed improvement in grades 2, 4 and 5. Overall, of the six students identified as needing improvement in mathematics, two students improved.

Students engaged in a learning activity.

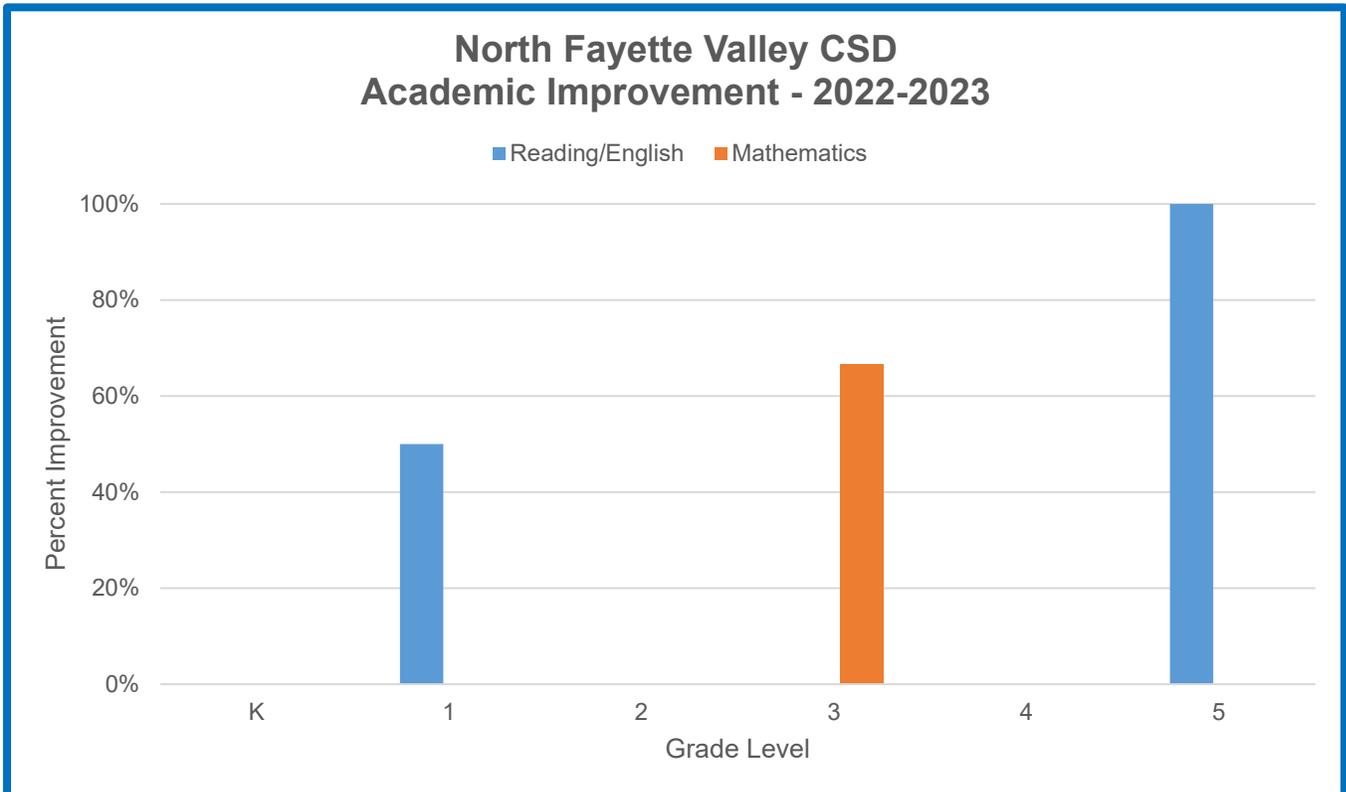


Figure 33. North Fayette Valley CSD Academic Improvement - 2022-2023

## Objectives

### GPR A Measures

Starting in the 2021-2022 School Year, new GPR A measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPR A measures.

<b>GPR A Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPR A Measure 1A – Reading Progress</i></b>	9	1	11%
<b><i>GPR A Measure 1B – Math Progress</i></b>	9	0	0%
<b><i>GPR A Measure 2 – Academic Achievement - GPA</i></b>	0	0	n/a
<b><i>GPR A Measure 3 – School Day Attendance</i></b>	5	4	80%
<b><i>GPR A Measure 4 – Behavior</i></b>	0	0	n/a
<b><i>GPR A Measure 5 – Teacher Survey</i></b>	10	10	100%

The North Fayette Valley 21<sup>st</sup> CCLC Program had data for three of the five GPR A Measures. For GPR A Measure 1A – Reading Progress, 11 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPR A Measure 1B – Math Progress, no students in grades 4-8 with data improved their performance in mathematics. GPR A Measure 2 did not apply since the program was for elementary students.

For GPR A Measure 3 – School Day Attendance, 80% of students with data in grades 4-8 improved their attendance rate. For GPR A Measure 4 – Behavior, no students had in-school suspension during the 2021-2022 school year. For GPR A Measure 5 – Teacher Survey, 100% of students improved in teacher-reported engagement in learning.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The North Fayette Valley 21<sup>st</sup> CCLC Program reported three objectives and provided methodology and justifications for objective ratings for each objective. All three of the objectives dealt with academic achievement. Two objectives were met.

- The majority of regular attendance students will demonstrate growth in annual literacy assessments including Academic Performance Levels, FAST, and Iowa Statewide Assessment of Student Progress. *Met the stated objective.*
- The majority of regular attendance students will demonstrate growth in annual math assessments including Academic Performance Levels, FAST, and Iowa Statewide Assessment of Student Progress. *Did not meet but made progress toward the stated objective.*
- Homework completion will increase as reported by teachers. *Met the stated objective.*

## Sustainability

*“As noted in the grant application, the committed partners in the MOU will assist in developing a sustainability plan that will be effective and ensure that the project will continue beyond the grant funding period. The NFV District, Northeast Iowa Food Bank and the NFVCC are strong advocates for sustaining an after-school program for youth” (From the Local Evaluation).*

### North Fayette Valley 21st CCLC Program Summary

North Fayette Valley CSD participated in Cohort 14 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with one center. Called the Valley Elementary Learning Center (VELC), the Center was located at Valley Elementary School. For 2022-2023, the Program served 37 students in grades K-5 and 32 percent of the total students served were identified as FRPL. Partners provided \$4,400 in in-kind services. One family event was held at Valley Elementary School, with a total attendance of 216.

North Fayette Valley CSD reported data for three GPRA Measures and showed improvement in all three measures. GPRA Measure 3 - Academic Achievement - GPA was not applicable because it addressed secondary students and the Program only served elementary students. For GPRA Measure 4 – Behavior, no students had in-school suspensions during the 2021-2022 school year. The sustainability plan relies on partnerships and fund raising.



*“I am really starting to see a difference in these kids!” (21<sup>st</sup> CCLC Teacher).*



*“After we got done with their writing today, they (students) were so excited at how they did that they asked if they could go see if their teacher was still here so they could show them!” (21<sup>st</sup> CCLC Teacher).*

## Oakridge Neighborhood Services

### Oakridge Neighborhood Services 21<sup>st</sup> CCLC Notable Facts:

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#### GPRM Measures

- 53% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRM Measure 1A – Reading Progress).
- 43% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRM Measure 1B – Math Progress).
- 57% of students in grades 4-8 with data improved their GPA. (GPRM Measure 2 – Academic Achievement – GPA).
- 18% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRM Measure 3 – School Day Attendance).
- No students in the 21<sup>st</sup> CCLC Program had in-school suspensions in the 2021-2022 School Year. (GPRM Measure 4 – Behavior).
- 55% of students in grades 1-5 improved their engagement in learning. (GPRM Measure 5 – Teacher Survey).

#### Total Academic Improvement (includes grades not measured by GPRM)

- 69% of all students with data needing improvement exhibited growth in Reading/English.
- 49% of all students with data needing improvement exhibited growth in Mathematics.

#### Attendance

- The 21<sup>st</sup> CCLC Program served 185 students during the 2022-2023 School Year.
- 107 students (58%) attended for more than 270 hours.
- **185 (100%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 56 partners supporting the 21<sup>st</sup> CCLC Program that provided \$644,095 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had 5 local objectives and met all 5 of them.**

*Service Learning; 8th grade students going with 1st and 2nd graders to the "Learning Post" to do read alouds and play games.*

## Overview and Attendance.

The Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program had three centers in Cohort 15 for the 2022-2023 School Year. Centers included the Variety Center on Oakridge Neighborhood Campus (students in grades K-2), Edmunds Elementary School (students in grades 3-5), and Oakridge Community Center on Oakridge Neighborhood Campus (students in grades 6-12).

The Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program served a total of 185 students in grades Pre-K through 12<sup>th</sup> grade and 107 or 58 percent of them attended 270 hours or more. For 2022-2023, 100 percent of the total students served were identified as FRPL. Partners provided \$644,095 in in-kind services. Oakridge Neighborhood Services held eight family events and 407 total family members attended.



*Service Learning; 8th grade students going with 1st and 2nd graders to the "Learning Post" to do read alouds and play games.*

### Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Oakridge Neighborhood Services	Cohort 15	56	The Variety Center on Oakridge Neighborhood Campus (students in grades K-2), Edmunds Elementary School (students in grades 3-5), and Oakridge Community Center on Oakridge Neighborhood Campus (students in grades 6-12).	185	107
<b>TOTALS</b>		<b>56</b>		<b>185</b>	<b>107</b>

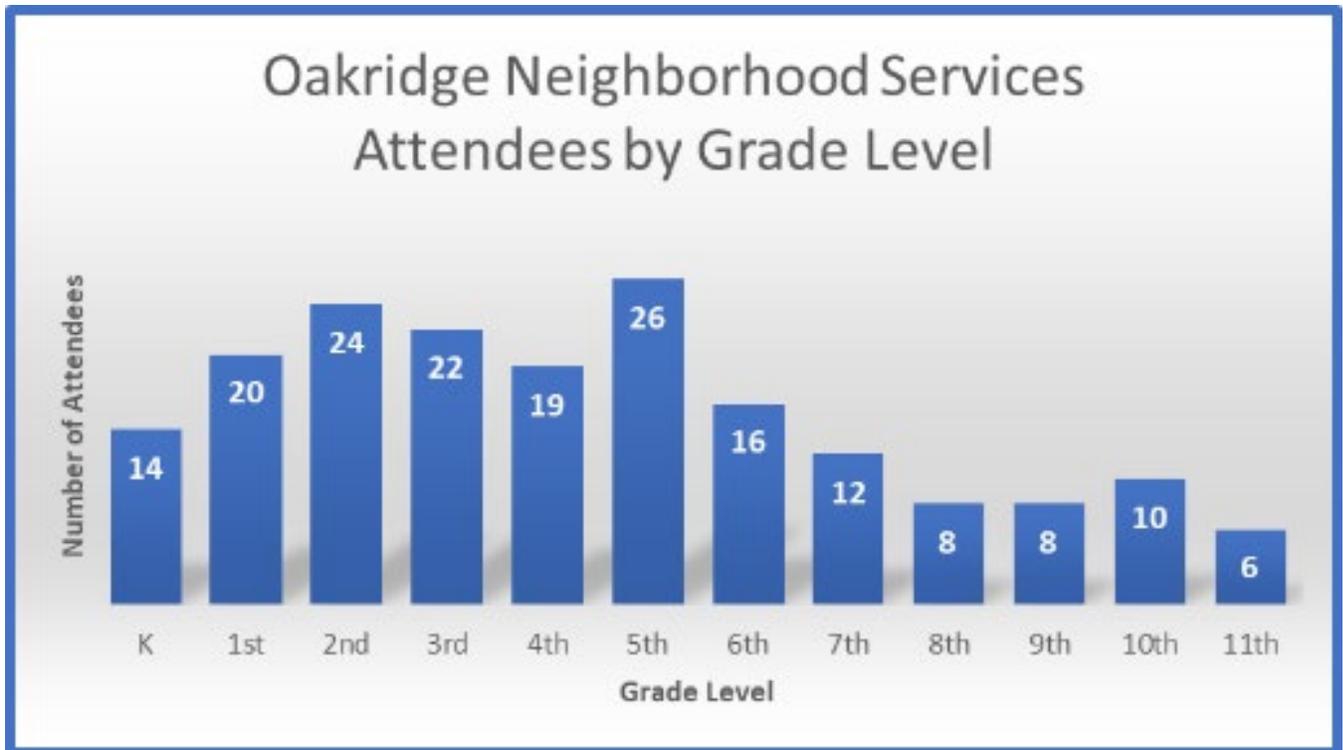


Figure 34. Oakridge Neighborhood Services Attendees by Grade Level

#### Unexpected Data

*The Des Moines Public Schools (DMPS) was the victim of a ransomware attack in January 2023 that forced it to cancel several days of classes and take all network systems offline. This attack occurred during the time Oakridge Neighborhood was still waiting for data needed to complete the 2022-2023 21st CCLC evaluation report after having asked for and received an extension for completing the evaluation, thereby further delaying the receipt of the data needed from DMPS and the completion of the evaluation. (Local Evaluation)*

#### Partnerships.

The Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program had 56 partners. The Program estimated that the in-kind value provided by the partners totaled \$644,095. “A critical component of partnerships since the outbreak of the COVID-19 pandemic was the Partners provide critical support to K – 12 students in the areas of academic, enrichment and social emotional support. Partners are important in providing support and services at little to no cost to the program. Partners such as United Way, Iowa Workforce Development, Ballet Des Moines and Iowa State University Extension 4-H are all key partners and provide enrichment activities to enhance what the program staff provide. A critical component of partnerships is the vast amount of food and meals provided by partners to keep families with severe food insecurity fed.” (Local Evaluation).

*Students engaged in STEAM activities with the National Society of Black Engineers.*

## Parent Involvement.

*Students engaged in STEAM activities with the National Society of Black Engineers.*

The Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program held eight family events with a total of 407 family members attending and a total of 1,293 people in attendance. In addition, Oakridge Neighborhood Services has Family and Workforce Programs that provide a variety of activities for families. For 2022-2023, these programs served 3,658 people. Family Events included the following:



- *Edmunds Open House; at the beginning of school year. The goal was to host a recruitment table to sign students up for the 21st CCLC program. 60 family members attended.*
- *Trunk or Treat; Halloween family event with Edmunds in which candy was handed out from a decorated car. 50 family members attended.*
- *STEAM on the Ridge; Partners provide hands-on and experiential activities relating to science, technology, engineering, arts and mathematics. 20 family members attended.*
- *National Night Out; to create relationships with the police and design the best ways to build a safer community. 150 family members attended.*
- *Fall Fest; Social event for parents and community in which students set up a haunted house, hayrack rides, food and games. 50 family members attended.*
- *Culture Night; a celebration of diversity at Oakridge which included food, games, and activity tables. 22 family members attended.*
- *Game Night One; students incorporated SEL components such as building relationships, working with each other and designing games for their parents. 5 family members attended.*
- *Game Night Two; End of Year Celebration where students engaged in celebration of their yearlong accomplishments. 50 family members attended. (Local Evaluation).*
- *The Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program reported that 145 family members of students participated in activities sponsored by 21st CCLC funds (APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served).*

## Total Academic Improvement

Showing all grades served by the program (GPRA only measures grades 4-8).

Oakridge Neighborhood Services reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 69% improvement in reading/English and 49% improvement in mathematics.

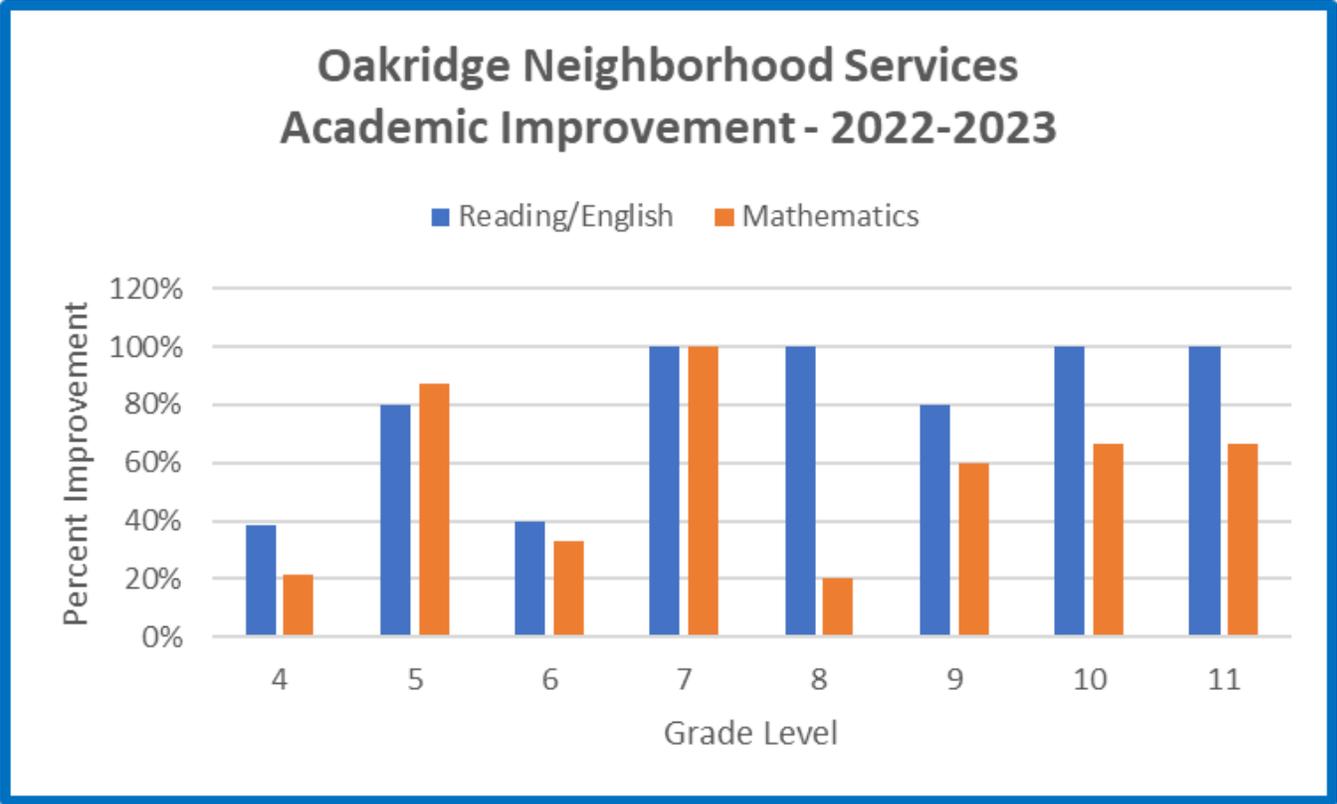


Figure 45. Oakridge Neighborhood Services Academic Improvement - 2022-2023

**Objectives.**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<i><b>GPRM Measure 1A – Reading Progress</b></i>	75	40	53%
<i><b>GPRM Measure 1B – Math Progress</b></i>	75	32	43%
<i><b>GPRM Measure 2 – Academic Achievement - GPA</b></i>	23	13	57%
<i><b>GPRM Measure 3 – School Day Attendance</b></i>	40	7	18%
<i><b>GPRM Measure 4 – Behavior</b></i>	0	0	n/a
<i><b>GPRM Measure 5 – Teacher Survey</b></i>	121	67	55%

The Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program had data for four GPRA Measures. For GPRA Measure 1A – Reading Progress, 53 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 43 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 57 percent of students in grades 7-8 and 10-12 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 18% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, no students had in-school suspensions in 2021-2022. For GPRA Measure 5 – Teacher Survey, 55% of students improved their engagement in learning.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five total objectives and provided methodology and justifications for objective ratings for each objective. One objective dealt with academic support and educational enrichment, one objective dealt with academic achievement in reading and math, one objective dealt with classroom behavior, one objective dealt with student attendance and one objective dealt with parent support.

- Oakridge will provide After-School-Out-Of-School (AF-OOS) academic support 5 days per week, Monday-Friday for 1-3 hours per day for students in elementary and middle school and 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 stated objective.*

- 80% of participants will demonstrate success in reading and math as measured by report card grades of C or better in those subjects. *Met the stated objective.*
- 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 stated objective.*
- 80% of participants will maintain eighteen (18) or fewer absences per year as measured by Infinite Campus reports. *Met the stated objective.*
- Oakridge Neighborhood will implement programs for parents, including refugee and immigrant parents to support their child's school success. *Met the stated objective.*

*Student engaged in Grilled Cheese Challenge.*



## Sustainability.

*Students participating in Soccer Clinic with Des Moines Menace.*

The Oakridge Neighborhood Services 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued. The components of the Long Term Plan included:

- *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 Iowa After-school Alliance, the Campaign for Grade Level Reading and the United Way AF-OOS efforts.*
- *The program 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.*
- *Oakridge will build the capacity of the program through one-time purchases of technology, equipment, and materials whose life span will extend well beyond the life of grant funds thus seeding the program and serving as a base for program 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.*  
(Local Evaluation)



## Oakridge Neighborhood Services 21st CCLC Program Summary.



*Oakridge Young Educated Artists (OYEA) Music Group performs at the Roots Stage at the Des Moines Art Festival.*

Oakridge Neighborhood Services had three centers in Cohort 15 for the 21<sup>st</sup> CCLC Program during the 2022-2023 school year. The three centers served 185 students in grades K-12 and 100 percent of the total students served were identified as FRPL. Fifty-six partners provided \$644,095 in in-kind services. Oakridge Neighborhood Services held eight family events and a total of 407 family members attended.

Oakridge Neighborhood Services reported data for four GPRA Measures and showed improvement in all four measures. The Program had five Local Objectives and met all five of them. A sustainability plan is in place that is based on community support and partnerships that will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*"The program helps you with school skills, life skills, and how to take care of yourself with health information from Mercy nurses." (21<sup>st</sup> CCLC Student).*



*"I like the crafts that we do, they are pretty fun, I like to go on field trips and play at the park, they hold us accountable for our actions!" (21<sup>st</sup> CCLC Student).*



*"The 21st Century Program at Oakridge is a valuable program to students in Des Moines Public Schools. I have been a teacher in the district for many years and I have seen the students who attend grow academically and socially. The program is such an asset to our community!" (21<sup>st</sup> CCLC Teacher).*



*"The Oakridge team (Youth Department) have been instrumental to the success of the partnership between Ballet Des Moines and Oakridge Neighborhood. Our collaboration has been consistently thoughtful and creative, filled with kindness, mutual respect, and curiosity. While Ballet Des Moines has cultivated partnerships across the state, our relationship with Oakridge youth, staff, and families is a very special one." (21<sup>st</sup> CCLC Partner).*



*"This partnership has allowed us to reinforce the curriculum being taught at Edmunds and across Des Moines Public Schools and provide additional supportive services that may stand in the way of students achieving their full potential. We fully support the 21st Century OASIS 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." (Des Moines CSD Principal).*

## Oelwein CSD

### Oelwein CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **71% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **75% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- **54% of students in grades 4-8 with data improved their GPA. (GPRAs Measure 2 – Academic Achievement – GPA).**
- **81% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).**
- **10% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2021-2022 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).**
- **78% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **71% of all students with data needing improvement exhibited growth in Reading/English.**
- **74% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- **The 21<sup>st</sup> CCLC Program served 669 students during the 2022-2023 School Year.**
- **No students (0%) attended for more than 270 hours.**
- **423 students (63%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 23 partners supporting the 21<sup>st</sup> CCLC Program that provided \$6,330 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had 10 local objectives and met 7 of them.**

## Overview and Attendance.

*Students playing chess during Chess Club.*



Oelwein CSD had three 21<sup>st</sup> CCLC centers in Cohorts 14 and 17. Cohort 14 had centers at Oelwein Middle School and Wings Park Elementary School. Cohort 17 had a center at Oelwein High School. Established in 2013, the program, called the Husky Adventures Program (HAP), “continues to offer educational opportunities through “camps” and Study Tables. 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. Study Tables include designated times before or after school where students can receive individualized homework or class-related assistance from teachers with specialized subject areas. All components of HAP are designed to increase student proficiency, promote socioemotional development, and increase parental and/or familial support for all students.” (Local Evaluation).*

The Oelwein 21<sup>st</sup> CCLC Program served a total of 669 students in grades 1-12 and no students attended 270 hours or more. For 2022-2023, 63 percent of the total students served were identified as FRPL. The Husky Adventures Program also served 202 students during the Summer of 2022. Twenty-three partners provided \$6,330 in in-kind services. Oelwein CSD held eight total parent events. No data was provided on how many parents attended these events but the estimated total attendance was 648.

**Oelwein CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

<b>Grantee</b>	<b>Cohort</b>	<b>Number of Partners</b>	<b>Centers</b>	<b>Total Attendees</b>	<b>More than 270 Hours Attendance</b>
<b>Oelwein CSD</b>	Cohort 14	23	Oelwein Middle and Wings Park Elementary Schools	492	0
	Cohort 17	23	Oelwein High School	177	0
<b>TOTALS</b>		<b>23</b>		<b>669</b>	<b>0</b>

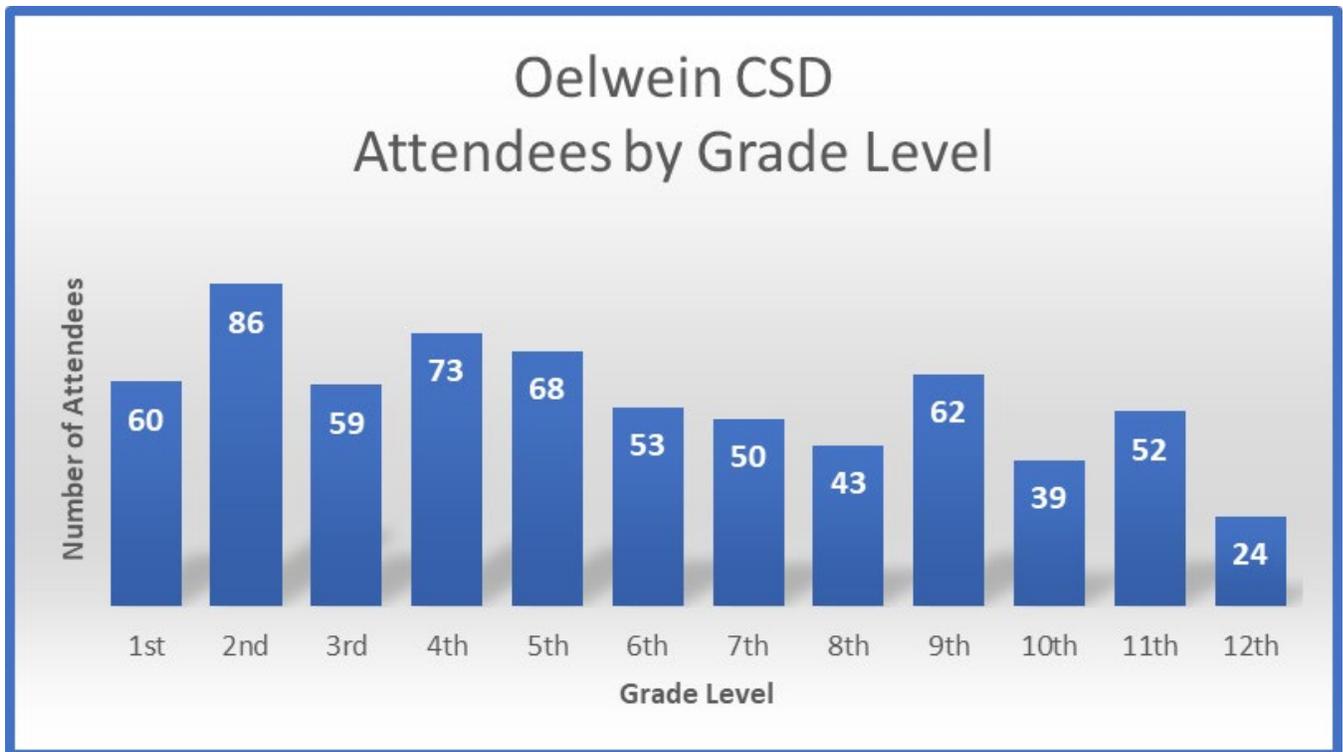


Figure 46. Oelwein CSD Attendees by Grade Level

#### Partnerships.

*The Oelwein CSD 21<sup>st</sup> CCLC Program had 23 partners with a total estimated in-kind value of \$6,330. “The Husky Adventures is well-known in the community, and the relationships that OCSD staff members have built within the community provide these partnerships. As time and conditions change, new partners help develop activities that benefit students and families. HAP recruits new partners as changes in program focus and needs emerge. New partners are usually community members with connections to OCSD staff. The program director and the volunteer advisory committee also recruit partners to fill gaps or provide different services as needed.” (Local Evaluation).*

#### Parent Involvement.

The Oelwein 21<sup>st</sup> CCLC Program held eight family engagement events with a total estimated attendance of 648. No data was provided on how many parents attended the eight events.

*“Parent communication efforts at all schools were consistent. Efforts included posting events to social media outlets such as the OCSD website and the HAP Facebook page, personal communication with parents via phone/ computer (either text, call, or email) or notes home, and flyers posted in high traffic areas like bathrooms and hallways”*

Students learning about planting trees.



The Oelwein 21<sup>st</sup> CCLC Program reported that 99 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

*Students competing in Lego League.*

## Total Academic Improvement.

*Students competing in Lego League.*



Showing all grades served by the program (GPRA only measures grades 4-8).

Oelwein CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, students identified as needing improvement showed a 71% improvement in reading/English and a 74% improvement in mathematics. It should be noted that data was not available for first, seventh and eighth grade students. *“First grade students do not take FastBridge assessments at OCSD, so math and reading data are not available for these students.*

*Students in grades 7 and 8 are also not included in the frequencies reported in the Academic Improvement Table because of challenges retrospectively accessing source data after math and reading growth frequencies had already been calculated by HAP leadership” (Local Evaluation).*

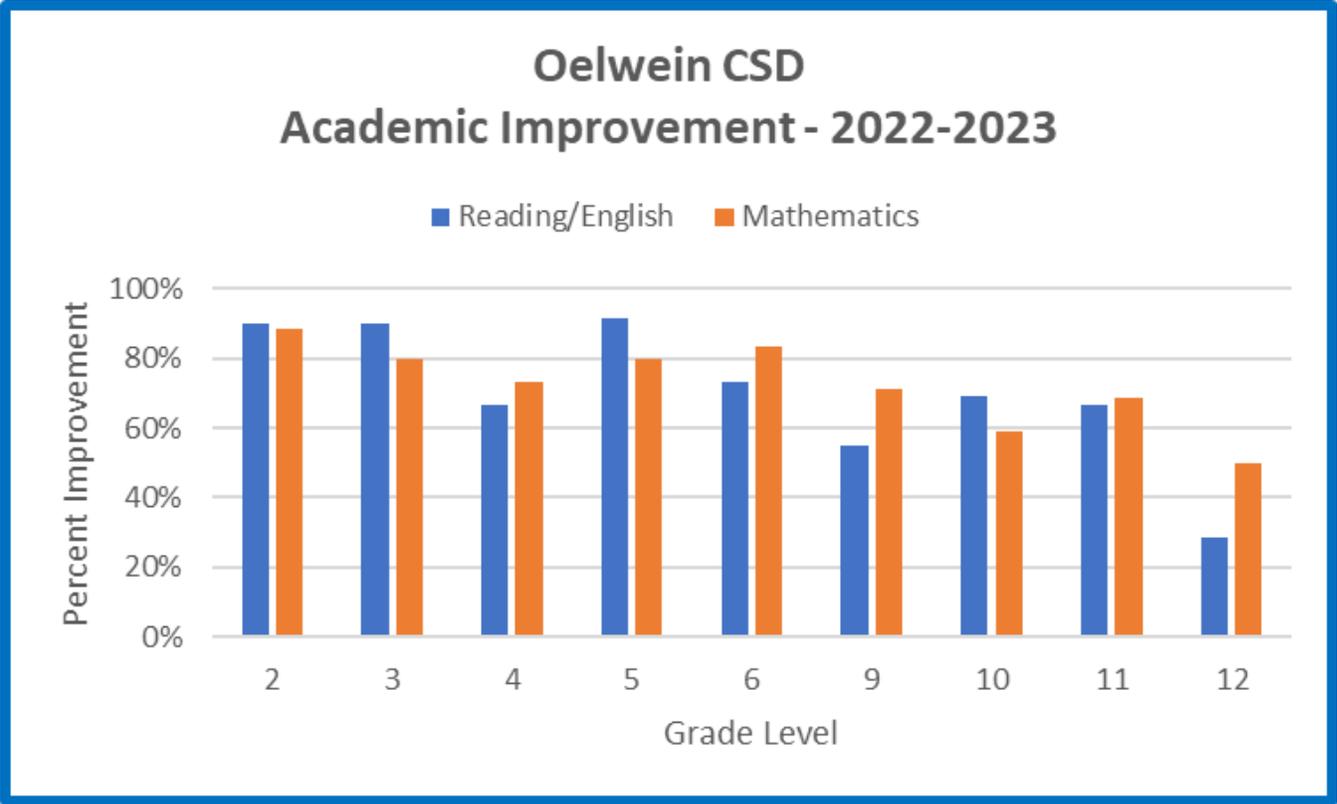


Figure 35. Oelwein CSD Academic Improvement - 2022-2023

**Objectives**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<i><b>GPRM Measure 1A – Reading Progress</b></i>	263	186	71%
<i><b>GPRM Measure 1B – Math Progress</b></i>	273	204	75%
<i><b>GPRM Measure 2 – Academic Achievement - GPA</b></i>	56	30	54%
<i><b>GPRM Measure 3 – School Day Attendance</b></i>	173	140	81%
<i><b>GPRM Measure 4 – Behavior</b></i>	31	3	10%
<i><b>GPRM Measure 5 – Teacher Survey</b></i>	204	159	78%

The Oelwein 21<sup>st</sup> CCLC Program had data for all five GPRA Measures. For GPRA Measure IA – Reading Progress, 71 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 75 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 54 percent of students in grades 7-8 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 81% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 10% of students improved their behavior as measured by in-school. For GPRA Measure 5 – Teacher Survey, 78% of students improved in teacher-reported engagement in learning.

## Local Objectives

*Students practice building Lego models during Lego Camp.*



For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported ten total objectives for the 2022-2023 School Year and provided methodology and justifications for objective ratings for each objective. Four of the objectives dealt with student achievement, two objectives dealt with student behavior, two objective dealt with parent involvement, and two objectives dealt with community partnerships. Seven of the objectives were met and three objectives were not met but progress was made toward the stated objective.

- Of the regularly attending HAP students, 75% will demonstrate growth in reading on either the FastBridge aReading assessment (at OMS and WPE) or the Northwest Evaluation Association's Measures of Academic Progress, or MAP, (at OHS) by Spring 2022. *Cohort 14 – Met the stated objective. Cohort 17 - Did not meet but made progress toward the stated objective.*
- Of the regularly attending HAP students, 75% will demonstrate growth in math on either the FastBridge aMath assessment (at OMS and WPE) or the Northwest Evaluation Association's Measures of Academic Progress, or MAP, (at OHS) by Spring 2022. *Cohort 14 – Met the stated objective. Cohort 17 - Did not meet but made progress toward the stated objective.*
- Of the regularly attending HAP students, at least 85% will receive three or fewer office referrals, 10% or less will receive four to five office referrals, and 5% or less will receive six or more. *Cohort 14 – Met the stated objective. Cohort 17 - Did not meet but made progress toward the stated objective.*
- Parent or family attendance at HAP activities will increase by 25% from the 2021–2022 school year. *Cohorts 14 and 17 - Met the stated objective.*
- The number of community partners will increase from the prior year. *Cohorts 14 and 17 - Met the stated objective.*

## Sustainability.

The Oelwein 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued.

*The OCSD uses the same sustainability plan outlined in their original 21st CCLC grant proposal that was submitted in the fall of 2016. According to this plan, HAP includes implementation of communication methods such as face-to-face meetings, emails, holding Advisory Committee meetings, and holding Professional Learning Groups (PLCS). Professional development is regularly scheduled and intended to endure the entirety of the school year. These methods are all intended to assist in formative evaluation throughout the year, allowing administrators, staff, evaluators, and partners to communicate needs for improvement, success stories, and various emerging needs. To maintain long-term sustainability, HAP personnel also conduct data collection in collaboration with an evaluator as a means for formative evaluation.*

*Financial stability for HAP is implemented into the sustainability plan, with funding extending beyond grant funding to include in-kind services and professional development from partnerships. (Local Evaluation.)*

Students learning how to prepare healthy snacks.



## Oelwein 21st CCLC Program Summary.

Oelwein CSD participated in Cohorts 14 and 17 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with three centers. The Husky Adventures Program served 669 students in grades 1-12 and 63 percent of the total students served were identified as FRPL. Partners provided \$6,330 in in-kind services. Oelwein CSD held eight family engagement events and 648 people attended. There was no data on how many attendees were parents or family members.

Oelwein CSD reported data for all five GPRA Measures and showed improvement in all five measures. Ten Local Objectives were identified, and seven were met with three not being met but progress was made toward the stated objective. A sustainability plan is in place that is based on community support and will enable the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*"[My son] has a newfound love of chess that has poured over into both his immediate and extended family. He really enjoyed "teaching" the younger students." (21<sup>st</sup> CCLC Parent).*



*"I love the interaction with other people! It feels really good to make friends outside of school." (21<sup>st</sup> CCLC Student).*



*“Many of the opportunities given were ones that I was very happy I participated in. Even in some situations where programs sounded somewhat out of my interests the staff always made me have a fantastic experience. Very happy I was given the chance to attend.” (21<sup>st</sup> CCLC Student).*



*“I am very happy with your program [HAP] and how well we reach out to students to improve them in all areas of their life.” (Oelwein CSD Teacher).*



*“I am so thankful for it [HAP]. It has opened up windows and doors of opportunities that I could not have imagined for kids. And I look back to last 30 years and these things that we're doing for kids I feel it's inspiring them.” (21<sup>st</sup> CCLC Coordinator).*

## Siouxland Human Investment Partnership

### Siouxland Human Investment Partnership 21<sup>st</sup> CCLC Notable Facts:

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#### GPRA Measures

- **76% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **83% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- **73% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).**
- **72% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- **75% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2021-2022 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRA Measure 4 – Behavior).**
- **89% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRA)

- **76% of all students with data needing improvement exhibited growth in Reading/English.**
- **70% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- **The 21<sup>st</sup> CCLC Program served 286 students during the 2022-2023 School Year.**
- **76 students (27%) attended for more than 270 hours.**
- **173 students (60%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 14 partners supporting the 21<sup>st</sup> CCLC Program that provided \$612,100 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had 20 local objectives and met 12 of them.**

*Beyond the Bell students building an airplane during STEM center time.*

## Overview and Attendance.

*Beyond the Bell students building an airplane during STEM center time.*



Siouxland Human Investment Partnership (SHIP) had six 21<sup>st</sup> CCLC centers in Cohorts 14, 15, 16 and 17. Centers were located at Hunt Elementary School (Cohort 14), Irving Elementary and North Middle Schools (Cohort 15), Bryant Elementary School (Cohort 16), and Loess Hills Elementary and West Middle Schools. The Mission Statement for the SHIP 21<sup>st</sup> CCLC Program (called Beyond the Bell) is “*At Beyond the Bell, we believe in helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth*” (Local Evaluation).

Beyond the Bell served a total of 286 students in grades K-8 and 76 or 21 percent of them attended 270 hours or more. For 2022-2023, 60 percent of the total students served were identified as FRPL. Beyond the Bell also served 126 students during the Summer of 2022. Fourteen partners provided \$612,100 in in-kind services. Siouxland Human Investment Partnership held six family engagement nights at each center with an average of 158 family members attending each event.

**Siouxland Human Investment Partnership 21<sup>st</sup> CCLC Program  
Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Siouxland Human Investment Partnership	Cohort 14	14	Hunt Elementary School	49	10
	Cohort 15	14	Irving Elementary and North Middle Schools	83	5
	Cohort 16	14	Bryant Elementary School	56	48
	Cohort 17	14	Loess Hills Elementary and West Middle Schools	98	13
<b>TOTALS</b>		<b>14</b>		<b>286</b>	<b>76</b>

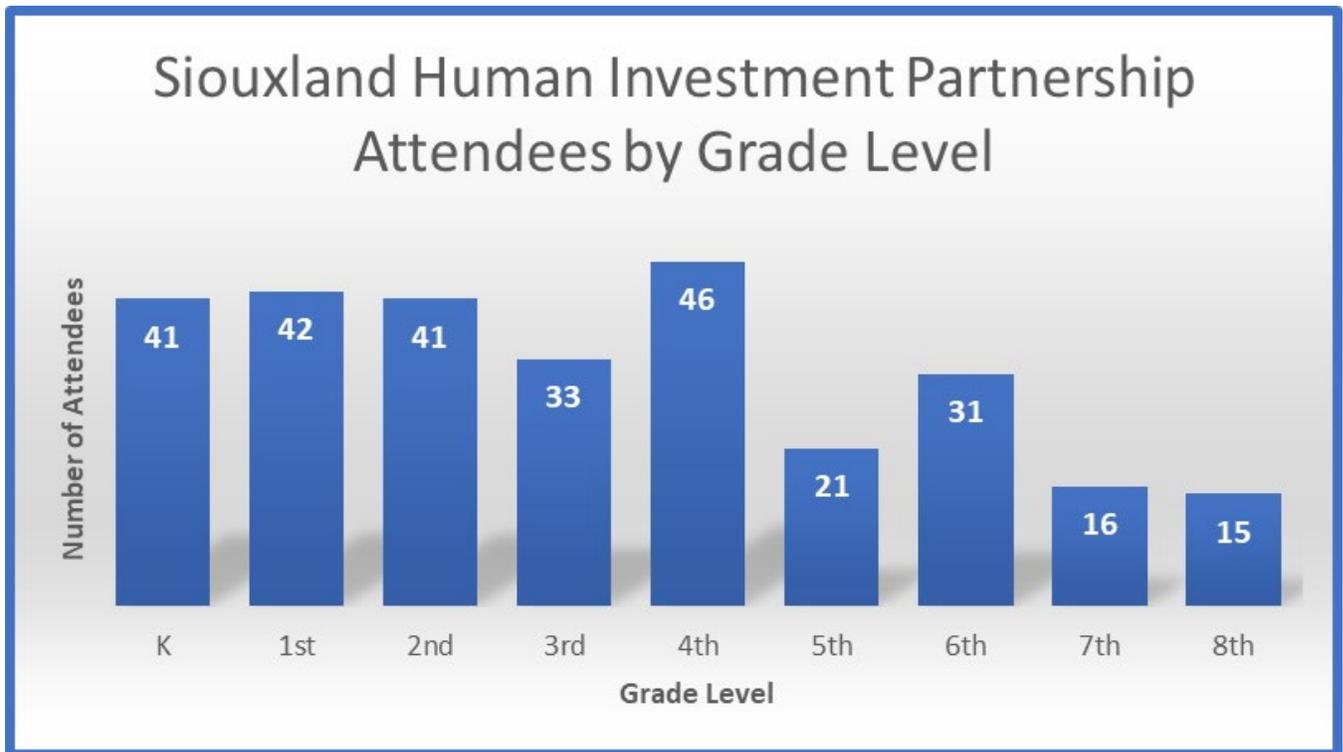


Figure 368. Siouxland Human Investment Partnership Attendees by Grade Level

#### Unexpected Data

*Challenges arose in many areas as programming resumed to normal day to day operations after the pandemic. Staffing inconsistency is the largest consistent concern. Through programming changes parent support, communication and strategies were adjusted to promote child, parent, and staff safety.*

*Safety precautions were still followed regarding COVID exposure and sickness. This still causes high student and staff absences throughout the school year. BTB increased communication efforts to ensure students, parents, and staff had the knowledge of new protocols, policies, and safety measures. (Local Evaluation)*

#### Partnerships

The Siouxland Human Investment Partnership 21<sup>st</sup> CCLC Program had 14 partners with a total estimated in-kind value of \$612,100. *“The Food Bank of Siouxland is a crucial partner in addressing food insecurity to support BTB families. The Food Bank of Siouxland is the main food supply for nonprofit organizations in the Siouxland area. Currently the Food Bank of Siouxland provides food to over 100 member agencies in 11 counties in the Siouxland area, including Beyond the Bell. Support and assistance from the Food Bank supports access to needed food delivered through monthly food banks at Hunt Elementary, Irving Elementary and Bryant Elementary September- May.” (Local Evaluation).*

## Parent Involvement.

*Students in Beyond the Bell cooking clubs decide what they would like to learn how to make and then cook for the class.*



Beyond the Bell held six family engagement events at all center locations. An average of 158 family members attended for each cohort. The events included:

- Lights on Afterschool. 225 parents/guardians attended with a total attendance of 350 people.
- Student Success. 150 parents/guardians attended with a total attendance of 225 people.
- Family Fun Night. 124 parents/guardians attended with a total attendance of 170 people.
- Community Fair. 200 parents/guardians attended with a total attendance of 320 people.
- Family Night. 108 parents/guardians attended with a total attendance of 165 people.
- Family Night. 143 parents/guardians attended with a total attendance of 193 people.

In addition to the family events, monthly food banks were available at four sites and Care Closets were available at all sites.

The SHIP 21<sup>st</sup> CCLC Program communicated with parents using flyers, bulletin board postings, monthly newsletters, REMIND app, and emails.

Beyond the Bell reported that 227 family members of students participated in activities sponsored by 21<sup>st</sup> CCLC funds (*APR 21<sup>st</sup> CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

## Total Academic Improvement.



*Students visiting and learning from Beyond the Bell partnership with the Carpenters Union.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Beyond the Bell reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 76% improvement in reading/English and 70% improvement in mathematics.

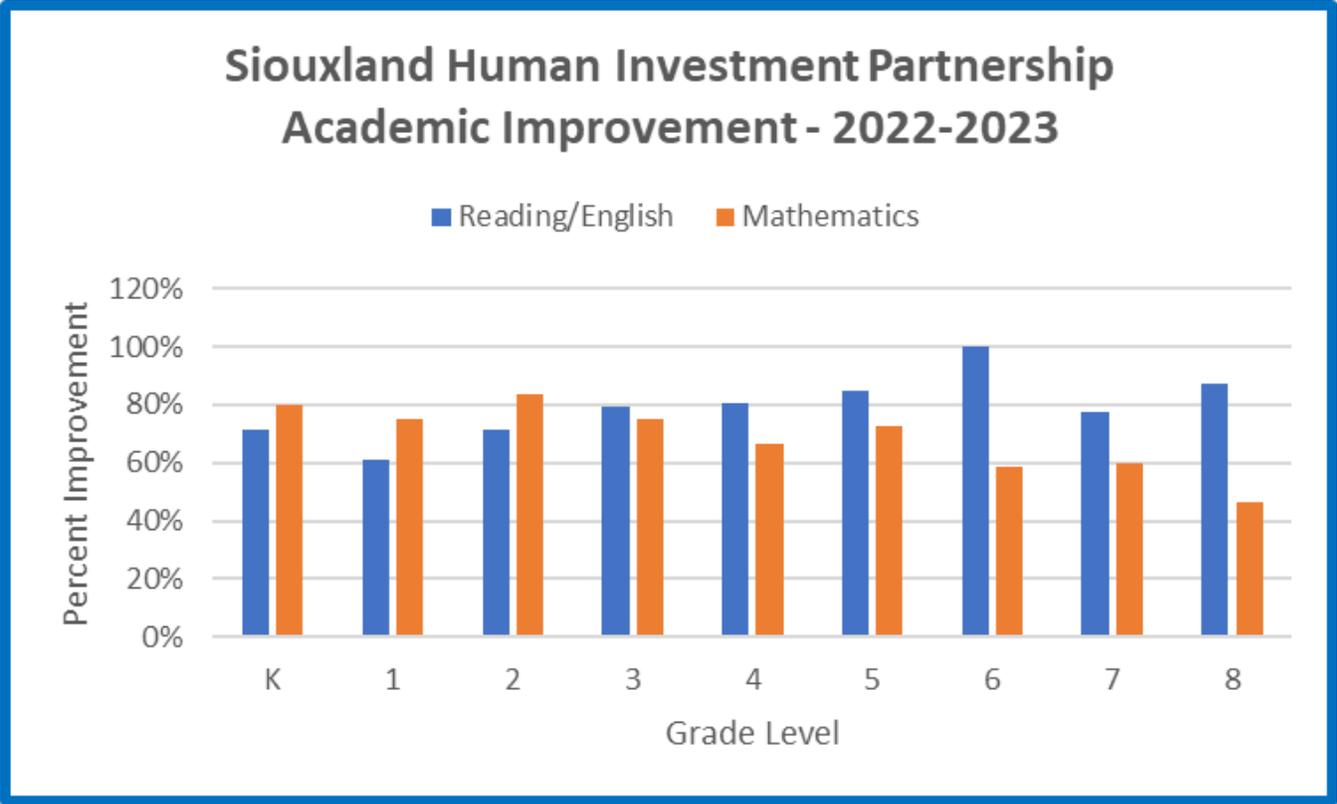


Figure 37. Siouxland Human Investment Partnership Academic Improvement - 2022-2023

**Objectives.**

**GPRM Measures**

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPRM Measure 1A – Reading Progress</i></b>	163	124	76%
<b><i>GPRM Measure 1B – Math Progress</i></b>	163	135	83%
<b><i>GPRM Measure 2 – Academic Achievement - GPA</i></b>	22	16	73%
<b><i>GPRM Measure 3 – School Day Attendance</i></b>	115	83	72%
<b><i>GPRM Measure 4 – Behavior</i></b>	4	3	75%
<b><i>GPRM Measure 5 – Teacher Survey</i></b>	217	193	89%

The SHIP 21<sup>st</sup> CCLC Program had data for all five GPRA Measures. For GPRA Measure IA – Reading Progress, 76 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 83 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 73 percent of students in grades 7-8 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 72% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 75% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to three total students with two improving. For GPRA Measure 5 – Teacher Survey, 89% of students improved in teacher-reported engagement in learning.

*“The excellent performance is attributed to the long-standing program BTB has made in the community, a strong partnership between BTB and SCCSD (Sioux City Community School District), connection between school and after school curriculum, and high-quality programming delivered by BTB leadership and team members” (Local Evaluation).*

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. Beyond the Bell had five objectives for each cohort for a total of 20 Local Objectives. The SHIP 21<sup>st</sup> CCLC Program provided methodology and justifications for objective ratings for each objective. Three of the objectives dealt with family and school staff participation, one objective dealt with parent satisfaction with the program, and one objective dealt with student participation in field trips.

- A majority of BTB families in each cohort participate in Family Engagement events. Cohort 14,15, 16, and 17- *Met the stated objective.*
- At least one BTB parent participates in the BTB Advisory Committee. Cohort 14,15, 16, and 17 - *Did not meet but made progress toward the stated objective.*
- At least one school staff member participates in the BTB Advisory Committee. Cohort 14,15, 16, and 17 - *Did not meet but made progress toward the stated objective.*
- In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB. Cohort 14,15, 16, and 17 – *Met the stated objective.*
- At least 50% of program participants attend at least one field trip or community partner visit. Cohort 14,15, 16, and 17 – *Met the stated objective.*

### Sustainability

The SHIP 21<sup>st</sup> CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21<sup>st</sup> CCLC funds are discontinued. However, the Local Evaluation stated, *“If there were no longer funding from 21<sup>st</sup> CCLC, programming would become fee based.”*

*Formal Sustainability is an ongoing process and BTB takes the following actions to help sustain programs:*

- *Continue to utilize current partnerships that offer free and low-cost resources and programming to BTB.*
- *Maintain strong relationships with the Sioux City Community School District to maintain in-kind services.*
- *Grow new partnerships within the community.*

- *Continue to invest in and train front line staff to have knowledge of behavior management, communication, and curriculum to be able to manage and maintain quality staff.*

## Siouxland Human Investment Partnership 21st CCLC Program Summary.

### *Members of the Cycling Club.*



Siouxland Human Investment Partnership participated in Cohorts 14, 15, 16, and 17 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with four centers. The Beyond the Bell Program served 286 students in grades K-8 and 60 percent of the total students served were identified as FRPL. Partners provided \$612,100 in in-kind services. Siouxland Human Investment Partnership held six family engagement events at each center with an average of 158 parents participating in each event.

Siouxland Human Investment Partnership reported data for all five GPRA Measures and

showed improvement in all five measures. Twenty Local Objectives were identified. Twelve local objectives were met and eight were not met but progress was made toward the stated objective. A sustainability plan is in place that is based on community support and student fees and will enable Beyond the Bell to continue once 21<sup>st</sup> CCLC funds are not available.



*“Beyond the Bell is a lot of fun and we got to do new things this year and I love cooking!” (21<sup>st</sup> CCLC Student).*



*“The cycling club is AWESOME!” (21<sup>st</sup> CCLC student).*



*“I don’t have any other option for my son for before school care. I have to be at work before school day begins and I am incredibly grateful for BTB’s service and how they take care of my son and family.” (21<sup>st</sup> CCLC Parent).*



*“When he started, he did have some trouble listening and following directions, but he has learned how to try and follow them the best he can and be a better student not only for his self but to others as well.” (21<sup>st</sup> CCLC Staff).*



*“The Sioux City Police Department (SCPD) has become a valuable partner with BTB. They have been able to see the importance of after-school programming and the effect it has on their job. In Sioux City, the Police Department reported over 35% reduction in youth crime.” (21<sup>st</sup> CCLC Partner).*

## St. Mark Youth Enrichment

### St. Mark Youth Enrichment 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **84% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **89% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- *GPRAs Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.*
- *33% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).*
- *No students in grades 1-12 with data experienced a decrease in in-school suspensions. (GPRAs Measure 4 – Behavior).*
- **92% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **92% of all students with data needing improvement exhibited growth in Reading/English.**
- **90% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- *The 21<sup>st</sup> CCLC Program served 122 students during the 2022-2023 School Year.*
- **85 (70%) of students attended for more than 270 hours.**
- **78 students (64%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 33 partners supporting the 21<sup>st</sup> CCLC Program that provided \$77,785 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had 8 local objectives and met all of them.**

## Overview and Attendance

*Students working on project.*



St. Mark Youth Enrichment had four 21<sup>st</sup> CCLC centers in Cohorts 13 and 14. The Cohort 13 Center was at Dyersville Elementary School (Western Dubuque CSD) and the Cohort 14 centers were at Audubon, Lincoln, and Marshall Elementary Schools (Dubuque CSD).

For 2022-2023, the 21<sup>st</sup> CCLC Program served a total of 122 students in grades Pre-K-5. For 2022-2023, 78 (64 percent) of the total students served were identified as FRPL. St. Mark Youth Enrichment reported that 33 partners supported the 21<sup>st</sup> CCLC Program and provided \$77,785 in in-kind services. St. Mark Youth Enrichment held

eight family engagement events and 578 individuals attended.

*“St. Mark programs address the academic and social emotional needs of students by offering safe and nurturing learning environments during out of school hours for students in need. St. Mark offers students and families support for school day learning, hands-on learning activities, enrichment opportunities, field trips, social-emotional skill building, and building strong and healthy relationships with peers and trusting adults. In Dubuque, St. Mark works with each principal and school connection liaison to reach students who are in need of extra support beyond the school day” (Local Evaluation).*

**St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
St. Mark Youth Enrichment	Cohort 13	33	Dyersville Elementary School	40	34
	Cohort 14	33	Audubon, Lincoln, and Marshall Elementary Schools	82	51
<b>TOTALS</b>		<b>33</b>		<b>122</b>	<b>85</b>

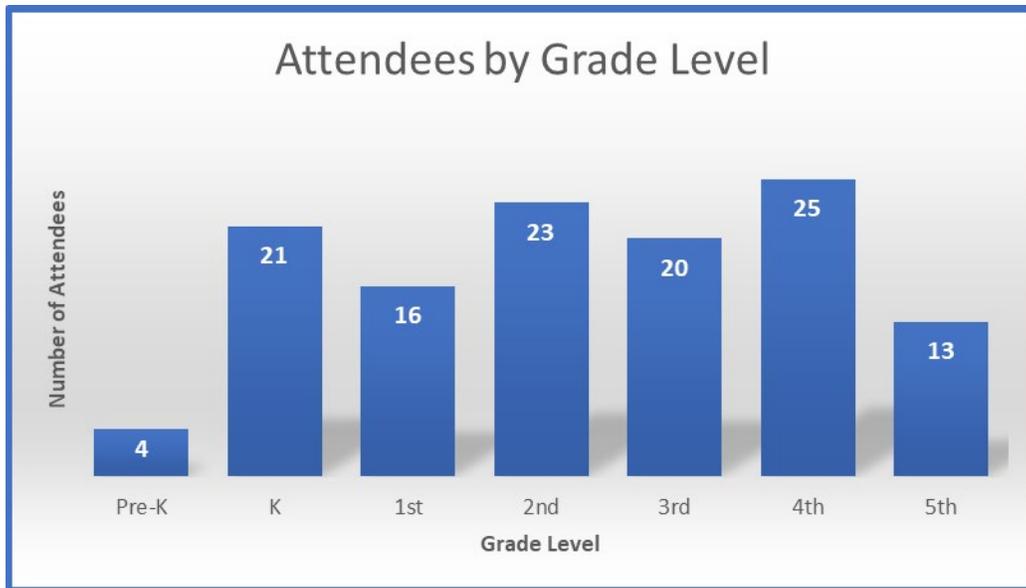


Figure 50. Attendees by Grade Level

## Partnerships

The St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program had 33 partners and 30 partners were identified as full partners. The Program estimated that the in-kind value provided by the partners totaled \$77,785. *“As an organization with a **35-year** history in our community, St. Mark has successfully cultivated strong long-term partnerships within the local school districts and with many community organizations. St. Mark participates in more than 15 community boards and committees to better the work we do and to network and develop new partnerships. St. Mark has Program Coordinators with the specialty focus area in working closely with other local nonprofits and other industries that can offer enrichment experiences as well as maintain ongoing communication to schedule activities. Surveys are taken by partners at the end of the school year and summer for partners to provide feedback on St. Mark’s organization, communication, and impact. St. Mark takes this feedback to make any adjustments to program or administrative processes to ensure positive relationships continue with our valued partners” (Local Evaluation).*

## Parent Involvement.

The St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program held eight family engagement events. In addition, all parents were required to attend a parent information session. In total, 578 individuals attended the eight family engagement events with 270 of the attendees being family members.

- Family Welcome Night – Attendance was not reported.
- Parent Information Sessions - After online registration St. Mark requires parents to complete a parent information session.

Students examining a Giant Toad.



- Dubuque Family Movie Night - 28 family members attended.
- Fighting Saints Hockey Game - 40 family members attended.
- Dyersville Family Holiday Party - 27 family members attended.
- Fighting Saints Hockey Game - 52 family members attended.
- Dubuque Family Holiday Party - 43 family members attended.
- Dubuque Family Picnic - 58 family members attended.
- Dubuque Family Picnic - 22 family members attended.

The St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program communicated with parents using a variety of methods. General communication on program updates is provided via email, text messages, monthly electronic newsletters, paper communication such as flyers, or verbally with program staff communicating directly to parents.

The St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program reported that 270 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

### Total Academic Improvement.



Showing all grades served by the program (GPRA only measures grades 4-8).

St. Mark Youth Enrichment reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. School districts' local assessments were used to determine the degree of improvement. Overall, data collected for students identified as needing improvement indicated 92% improvement in reading/English and 90% improvement in mathematics.

*Parents and children posing with the Grinch at a Family Night Event.*

## St. Mark Youth Enrichment Academic Improvement - 2022-2023

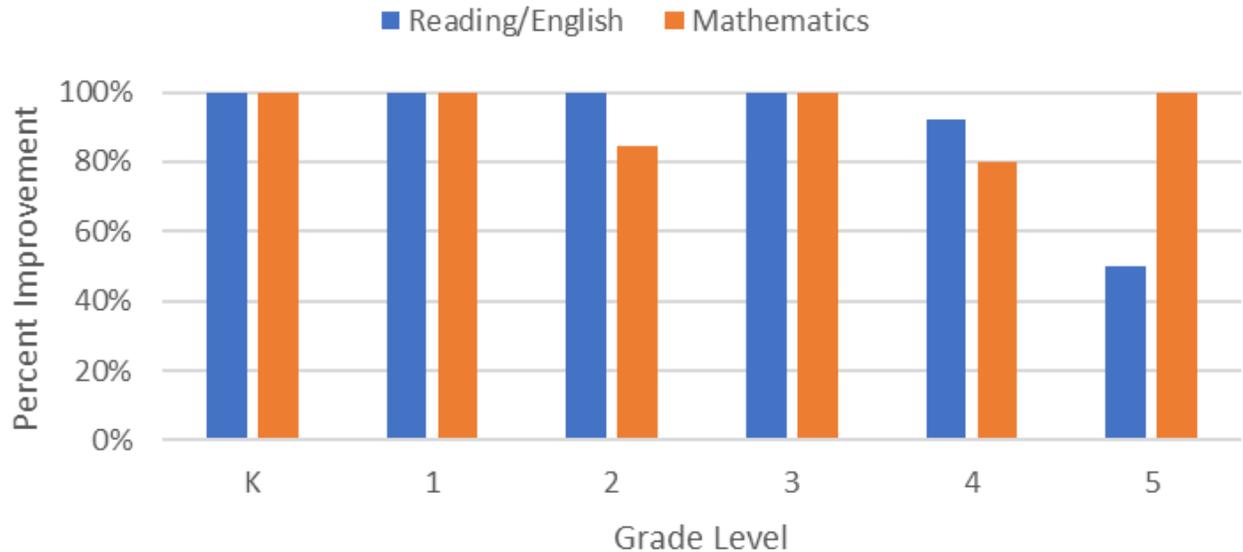


Figure 38. St. Mark Youth Enrichment Academic Improvement - 2022-2023

### Objectives

#### GPRM Measures

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<b>GPRM Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<b><i>GPRM Measure 1A – Reading Progress</i></b>	19	16	84%
<b><i>GPRM Measure 1B – Math Progress</i></b>	19	17	89%
<b><i>GPRM Measure 2 – Academic Achievement - GPA</i></b>	0	0	<i>n/a</i>
<b><i>GPRM Measure 3 – School Day Attendance</i></b>	12	4	33%
<b><i>GPRM Measure 4 – Behavior</i></b>	4	0	0%
<b><i>GPRM Measure 5 – Teacher Survey</i></b>	86	79	92%

The St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program had data for four of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 84 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 89 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 33% of students with data in grades 4-8 improved their attendance rate but only twelve students had data. For GPRA Measure 4 – Behavior, St. Mark Youth Enrichment reported that of the four students who had in-school suspensions for the 2021-2022 school year, none improved. For GPRA Measure 5 – Teacher Survey, 92% of students improved in teacher-reported engagement in learning.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program had the same four objectives for each cohort (eight total local objectives) and provided methodology and justifications for objective ratings for each objective. One of the objectives dealt with student engagement, one objective dealt with academic improvement, one objective dealt with social emotional skills as perceived by parents, and one objective dealt with social emotional skills as measured by assessment. All of the objectives were met.

- 75% of St. Mark staff will report improvement in engagement in learning. Cohorts 13 and 14 - *Met the stated objective.*
- 50% of staff will report that students demonstrated improvement in academics. Cohorts 13 and 14 - *Met the stated objective.*
- 50% of parents will report that their children demonstrated improvement in social emotional skills. Cohorts 13 and 14 - *Met the stated objective.*
- 50% of students will demonstrate growth in social emotional skills. Cohorts 13 and 14 - *Met the stated objective.*

### Sustainability.

The St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program has a strategic plan for sustainability. *“In 2019 St. Mark completed a strategic planning process with the Board of Directors and St. Mark staff with a main emphasis on sustainability. A final plan was developed with goals laid out through 2024 with strategic paths and action steps to achieve the plan such as donor engagement plans, communication plans, etc. (Local Evaluation). The sustainability plan includes maximizing and securing funding sources that include:*

- *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).*

*Tutors reading books with students.*



- *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). (Local Evaluation).*

## St. Mark Youth Enrichment 21st CCLC Program Summary

St. Mark Youth Enrichment had four centers for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period. The four centers served a total of 122 students in grades Pre-K-5 and 64 percent of the total students served were identified as FRPL. The 21<sup>st</sup> CCLC Program had 33 partners that provided \$77,785 in in-kind services. Over 500 individuals attended eight family engagement events in addition to the mandatory parent information sessions.

St. Mark Youth Enrichment reported data for four GPRA Measures and showed improvement in three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. For Measure 4, four students had in-school suspensions in 2021-2022 and 2022-2023, showing no improvement. For Academic Improvement, students improved both in reading/English (92%) and mathematics (90%). A sustainability plan is in place with the goal of continuing after-school programs without 21<sup>st</sup> CCLC Funding.



*When asked what their favorite part of the St. Mark program was, one student said, “That I have friends there.” (21<sup>st</sup> CCLC Student).*



*“Our daughter has experienced a lot of positive changes this year. I absolutely love that the staff at St. Mark have encouraged and supported her learning. The staff regularly read to her and talk to her about different topics that she is interested in learning more about.” (21<sup>st</sup> CCLC Parent).*



*“The additional learning opportunities are great for our students, and they love the variety of activities.” (School Principal).*



*“I am impressed with the organization and communication from the site lead, thank you. I am impressed with the student engagement during the program. I am thankful that the program is able to fill a need for families.” (21<sup>st</sup> CCLC Partner).*

## Storm Lake CSD

### Storm Lake CSD 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **78% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **86% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- **92% of students in grades 4-8 with data improved their GPA. (GPRAs Measure 2 – Academic Achievement – GPA).**
- **89% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).**
- **100% of students in the 21<sup>st</sup> CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2022-2023 School Year. (GPRAs Measure 4 – Behavior).**
- **100% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **84% of all students with data needing improvement exhibited growth in Reading/English.**
- **90% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- **The 21<sup>st</sup> CCLC Program served 304 students during the 2022-2023 School Year.**
- **194 students (64%) attended for more than 270 hours.**
- **233 students (77%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21<sup>st</sup> CCLC Program had 22 partners supporting the 21<sup>st</sup> CCLC Program that provided \$30,309 in in-kind value.**
- **The 21<sup>st</sup> CCLC Program had 5 local objectives and met all of them.**

## Overview and Attendance.

*Students learning chess with Tornado Club staff.*

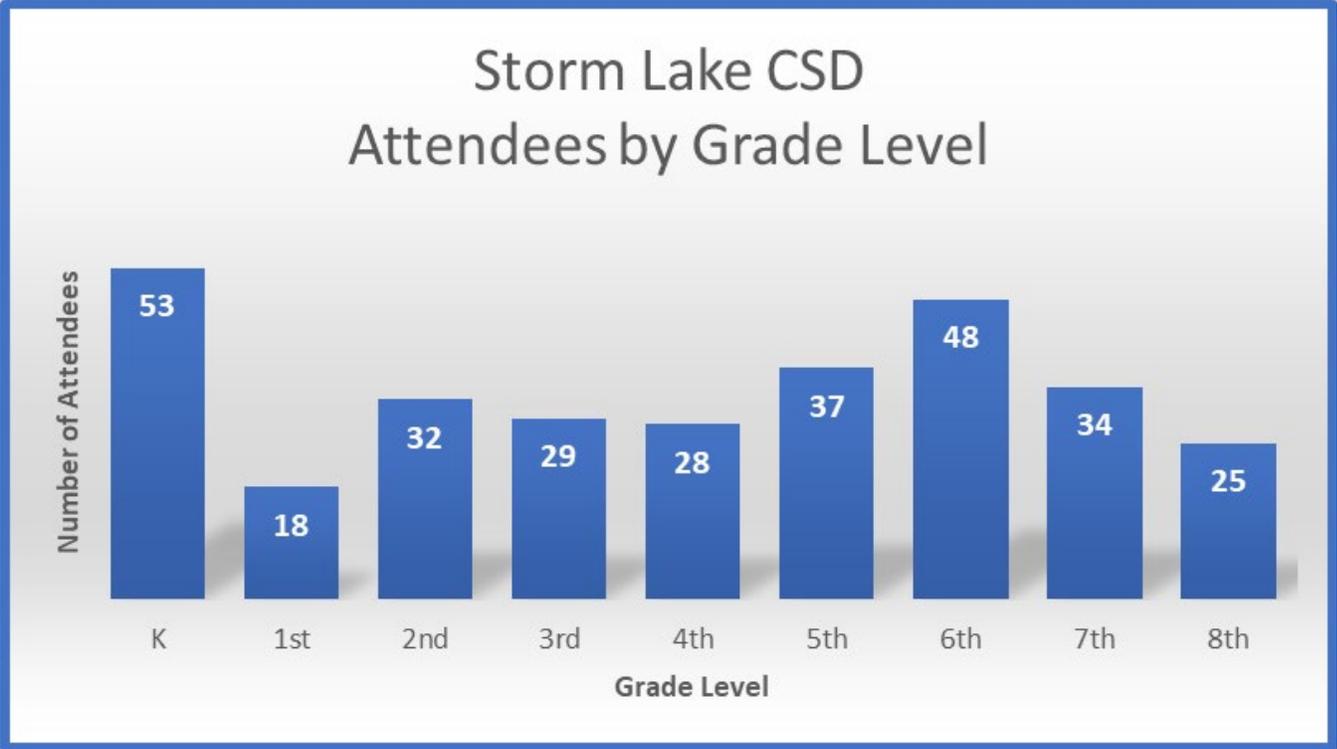
Storm Lake CSD had two 21<sup>st</sup> CCLC centers at Storm Lake Elementary School (Cohort 13) and Storm Lake Middle School (Cohort 14) called the Tornado Club. *“Students were provided with a safe environment to effectively use out-of-school time to help improve academic performance, build positive peer relationships, gain new interests, and initiate student leadership roles. Program coordinators worked to keep communications open and flowing between core teachers, TC staff, and parents to assist with any academic, medical, behavioral, or social concerns with their children.”* (Local Evaluation).

The Storm Lake 21<sup>st</sup> CCLC Program served a total of 304 students in grades K-8 and 194 or 64 percent of them attended 270 hours or more. For 2022-2023, 77 percent of the total students served were identified as FRPL. Partners provided \$30,309 in in-kind services. Storm Lake CSD had 15 family events with an average of 77 family members attending the events.



**Storm Lake CSD 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)**

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Storm Lake CSD	Cohort 13	22	Storm Lake Elementary School	160	121
	Cohort 14	22	Storm Lake Middle School	144	73
<b>TOTALS</b>		<b>22</b>		<b>304</b>	<b>194</b>



*Figure 39. Storm Lake CSD Attendees by Grade Level*

### Partnerships

The Storm Lake CSD 21<sup>st</sup> CCLC Program had 22 partners with a total estimated in-kind value of \$30,309. *“TC has many strong community partners that are committed to providing high-quality learning enrichments for our programs, students, and parents. These partners are a valuable resource to the TC programs as Storm Lake is a community of about 10,000 people. All are full partners charging nothing for their contributions to our programs. Community partners provided new opportunities and a large variety of fun, learning experiences that would not be possible without their support. All activities were provided for our students and families either in person or via electronic connections”* (Local Evaluation).

## Parent Involvement



*Student experimenting with centrifugal force as part of STEM activity.*

The Storm Lake 21<sup>st</sup> CCLC Program held 15 family events. Average attendance at each event was 157 people including 77 family members.

Parent communication methods included flyers, social media, print (in English and Spanish), phone calls, text messages, and personal contact at family events and pickup times.

The Storm Lake 21<sup>st</sup> CCLC Program reported that 379 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2022-2023 School Year Attendance Population Specific Table - Family members of participants served*).

## Total Academic Improvement.



*Students using stencils and chalk as an activity.*

Showing all grades served by the program (GPRA only measures grades 4-8).

Storm Lake CSD reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. Overall, data collected for students identified as needing improvement indicated 84% improvement in reading/English and 90% improvement in mathematics.

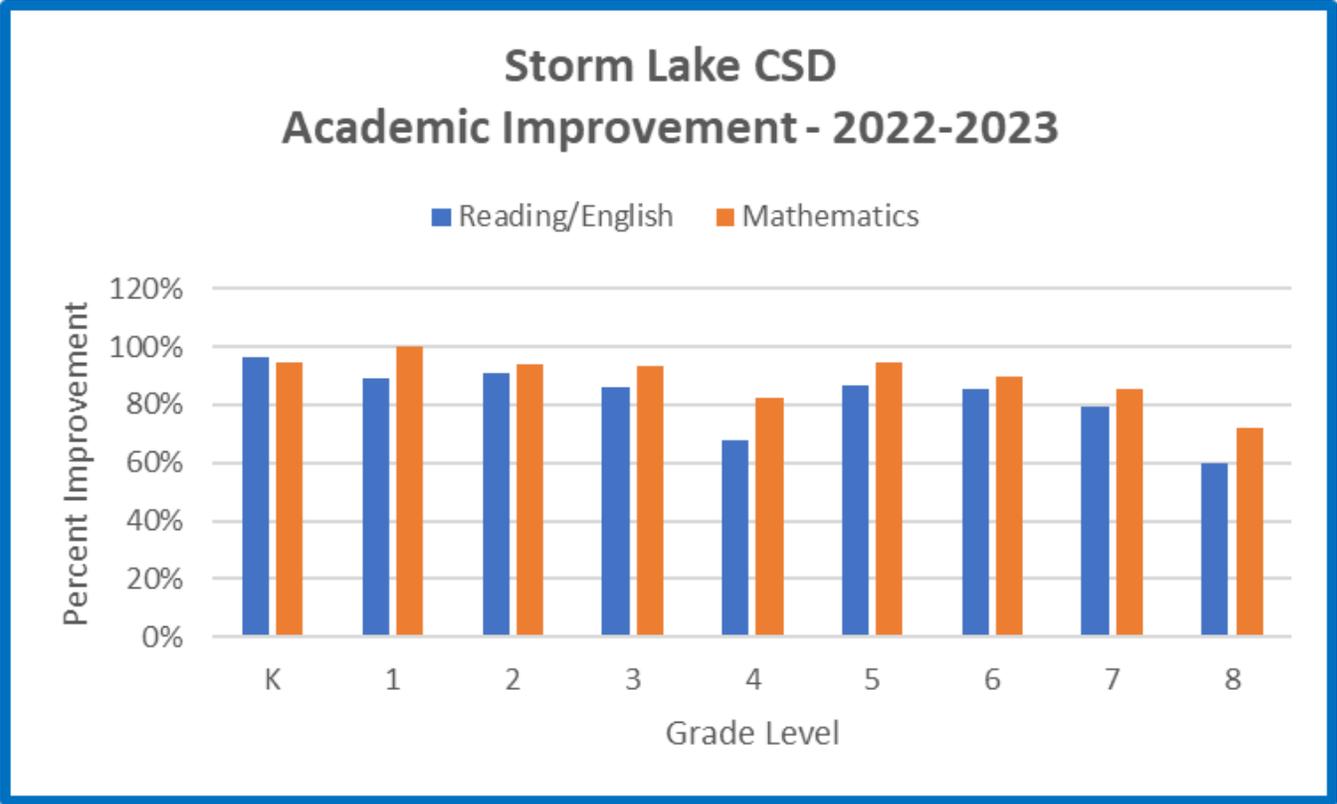


Figure 40. Storm Lake CSD Academic Improvement - 2022-2023

**Objectives.**

**PRA Measures**

For the 2022-2023 School Year, new GPRA measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRA measures.

<b>GPRA Measure</b>	<b>Total Attendees with Data</b>	<b>Total Students Improving</b>	<b>Percentage Improvement</b>
<i><b>GPRA Measure 1A – Reading Progress</b></i>	172	134	78%
<i><b>GPRA Measure 1B – Math Progress</b></i>	172	148	86%
<i><b>GPRA Measure 2 – Academic Achievement - GPA</b></i>	25	23	92%
<i><b>GPRA Measure 3 – School Day Attendance</b></i>	36	32	89%
<i><b>GPRA Measure 4 – Behavior</b></i>	2	2	100%
<i><b>GPRA Measure 5 – Teacher Survey</b></i>	144	144	100%

The Storm Lake 21<sup>st</sup> CCLC Program had data for all five GPRA Measures. For GPRA Measure IA – Reading Progress, 78 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 86 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 92 percent of students in grades 7-8 improved their GPA.



For GPRA Measure 3 – School Day Attendance, 89% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 100% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to six students. For GPRA Measure 5 – Teacher Survey, 100% of students improved in teacher-reported engagement in learning.

### Local Objectives

For the 2022-2023 School Year, 21<sup>st</sup> CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives for the 2022-2023 School Year and provided methodology and justifications for objective ratings for each objective. Cohort 13 (elementary students) had two local objectives. For Cohort 13, one objective dealt with student skills and safety and one objective dealt with family engagement events. Cohort 14 (middle school students) had three local objectives. For Cohort 14, one objective dealt with student achievement, one objective dealt with student interests, and one objective dealt with parent support. All five objectives were met.

#### Cohort 13 (Storm Lake Elementary School)

- 95% of attendees will report learning new skills and feeling safe at school. *Met the stated objective.*
- TC will initiate creative connections with families and provide at least 4 in-person family events during the 2022-2023 school year. *Met the stated objective.*

#### Cohort 14 (Storm Lake Middle School)

- Provide activities to help students meet and/or exceed proficiency goals in math & reading and additional support for ELL and low- SES students to close the achievement gaps. *Met the stated objective.*
- Provide a safe & constructive use of leisure time to help students acquire new skills, hobbies & interests that improve academic performance & peer relations & give participants greater aspirations for their future. *Met the stated objective.*
- Initiate new opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children's academic success. *Met the stated objective.*

## Sustainability.

The Storm Lake 21<sup>st</sup> CCLC Program has a sustainability plan in place.

*The program director, site coordinators, school administration, and staff remain committed to finding avenues for continued funding of both programs. As with all districts, Storm Lake CSD's board of education and superintendent consider the use of federal and local funds. Available funds will be used as appropriate for before and after school activities.*

*Grants are researched and applications are submitted if deemed appropriate for the continuation or expansion of Tornado Club activities.*

## Storm Lake 21<sup>st</sup> CCLC Program Summary

Storm Lake CSD participated in Cohorts 13 and 14 for the 21<sup>st</sup> CCLC Program during the 2022-2023 grant period with centers at Storm Lake Elementary and Middle Schools. Called the Tornado Club, the 21<sup>st</sup> CCLC program served 304 students in grades K-8 and 77 percent of the total students served were identified as FRPL. Partners provided \$30,309 in in-kind services. Storm Lake CSD held 15 family engagement events and an average of 77 family members attended each event.

Storm Lake CSD reported data for all five GPRA Measures and showed improvement in all five measures. Five Local Objectives were identified and all of them were met. A sustainability plan is in place that will help the Program to continue once 21<sup>st</sup> CCLC funds are not available.



*"I really like STEM, music, and book club." (21<sup>st</sup> CCLC Student).*



*"I love that kids can play and engage with student in different grade levels." (Storm Lake CSD Teacher).*



*"I love that my child has a safe place to go after school. I also love the variety of activities that are provided, from homework help to different clubs to games. It's awesome!" (21<sup>st</sup> CCLC Parent).*



*"Staff works to accommodate families making the experience very positive." (21<sup>st</sup> CCLC Partner).*



*"Tornado Club helps families, both single and married, who are working and could not get their kids as soon as they finished school. It also protects the safety of kids by not going home after school without parents looking after them." (Storm Lake CSD Administrator).*

## YouthPort

### YouthPort 21<sup>st</sup> CCLC Notable Facts:

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#### GPRAs Measures

- **94% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRAs Measure 1A – Reading Progress).**
- **82% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRAs Measure 1B – Math Progress).**
- *GPRAs Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.*
- **90% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRAs Measure 3 – School Day Attendance).**
- *60% of students who had in-school suspensions the previous year experienced a decrease in in-school suspensions. (GPRAs Measure 4 – Behavior).*
- **93% of students in grades 1-5 improved their engagement in learning. (GPRAs Measure 5 – Teacher Survey).**

#### Total Academic Improvement (includes grades not measured by GPRAs)

- **92% of all students with data needing improvement exhibited growth in Reading/English.**
- **77% of all students with data needing improvement exhibited growth in Mathematics.**

#### Attendance

- *The 21st CCLC Program served 104 students during the 2022-2023 School Year.*
- **41 (39%) of students attended for more than 270 hours.**
- **24 students (23%) were identified as FRPL.**

#### Partnerships and Local Objectives

- **The 21st CCLC Program had 13 partners supporting the 21st CCLC Program that provided \$34,220 in in-kind value.**
- **The 21st CCLC Program had five local objectives and met four of them.**

Students engaged in a game to increase literacy skills.

## Overview and Attendance.

*Students engaged in a game to increase literacy skills.*



For the 2022-2023 school year YouthPort had 21<sup>st</sup> CCLC Centers at Hoover Elementary School and at the Cedar River Academy located in Taylor Elementary School. YouthPort served 104 students and 41 (39%) of them attended more than 270 hours. Of the 104 attendees, 24 (23%) were identified as FRPL. In addition, 90 students attended the summer program.

*YouthPort is an innovative collaboration between three nonprofit agencies in Cedar Rapids: Boys & Girls Clubs of the Corridor, Tanager, and YPN (Young Parents Network). Each YouthPort partner agency has specific and unique experience in providing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of students. The collaborative approach consists of an afterschool program structure that goes beyond academics to address social-emotional needs, physical wellness, and literacy and*

*education needs of the larger family unit. (Local Evaluation).*

YouthPort considered partnerships a vital piece for the success of the 21<sup>st</sup> CCLC Program. There were 13 total partners for 2022-2023 that provided \$34,220 in in-kind value. Eight Family Events were held and a total of 350 family members attended all the events.

YouthPort 21<sup>st</sup> CCLC Program Summary Chart (2022-2023)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
YouthPort	Cohort 17	13	Hoover and Taylor Elementary Schools	104	41
<b>TOTALS</b>		<b>13</b>		<b>104</b>	<b>41</b>

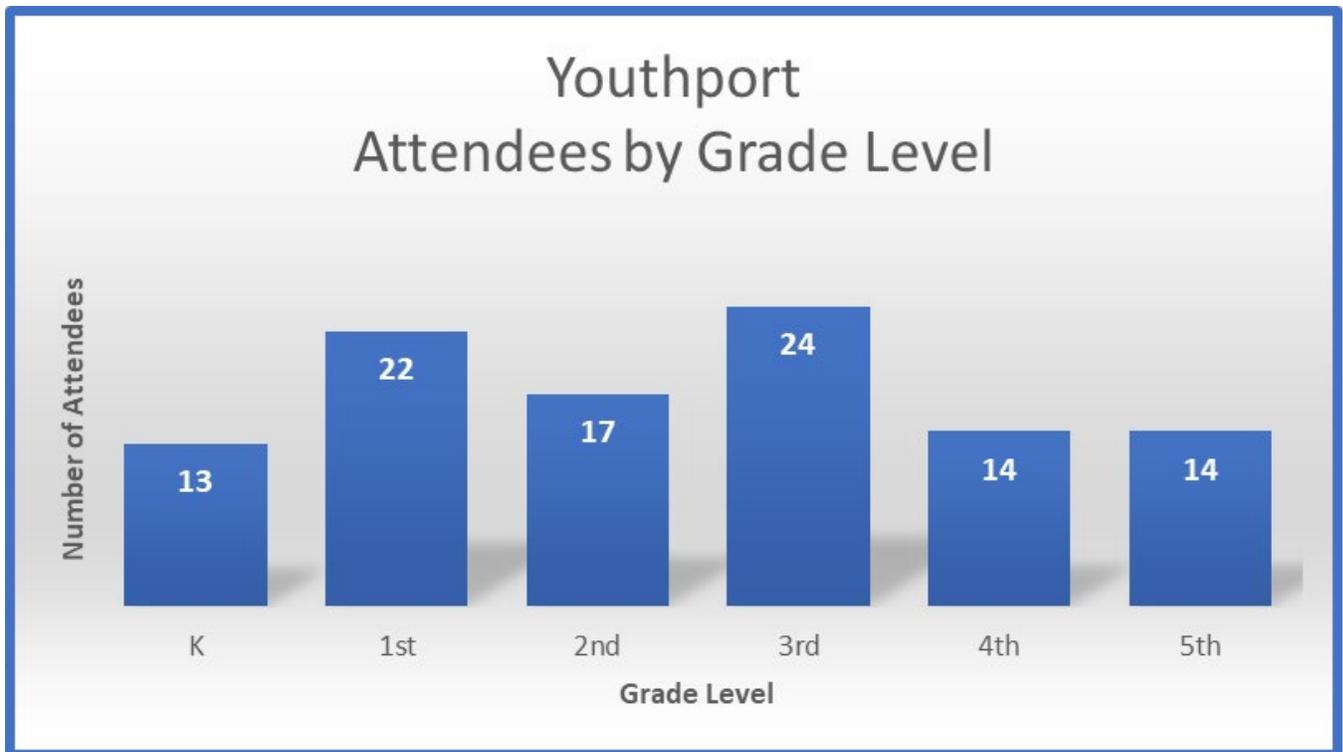


Figure 41. YouthPort Attendees by Grade Level

#### Unexpected Data.

*The change in project director had a number of impacts on the program in the 2022-2023 school year. A number of data collection activities (such as student pretest-posttests, parent surveys at Taylor) did not happen. The previous project director made substantial contributions to math and literacy initiatives, notably the Power Hour. Their departure noticeably affected programming as they played a key role in structuring lessons and activities that harmonized with the school day. Consequently, the academic aspects of the program lacked the previous level of organization, resulting in reduced effectiveness (Local Evaluation).*

#### Partnerships.

YouthPort had 13 partners with 7 full partners and 3 partial partners. The 13 partners provided \$34,220 in in-kind value to the 21<sup>st</sup> 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, financial support, food and program supplies, professional development opportunities, and transportation (Local Evaluation).*

## Parent Involvement

*Students reading during Drop Everything and Read time.*

The YouthPort 21st CCLC Program held eight parent events, four at each center. The Local Evaluation reported that a total of 350 family members attended the events with a total attendance of 670.

- Hoover Family Literacy Night – 30 family members attended.
- Summer Kick Off Meeting – 45 family members attended.
- Hoover Holiday Dinner – 60 family members attended.
- Hoover Family Literacy Night – 15 family members attended.
- Taylor Family Night – 45 family members attended.
- Taylor Thanksgiving Dinner – 55 family members attended.
- Taylor Christmas Dinner – 55 family members attended.
- Taylor Family Night – 45 family members attended.



Communication with parents was done through flyers, emails, face-to-face contacts, and text messaging.

## Total Academic Improvement.

Showing all grades served by the program (GPRA only measures grades 4-8).

YouthPort reported gains in academic improvement for both reading/English and mathematics for students in the 21<sup>st</sup> CCLC Program. FAST scores were used to determine the degree of improvement. Overall, data collected for students identified as needing improvement indicated 92% improvement in reading/English and 77% improvement in mathematics.

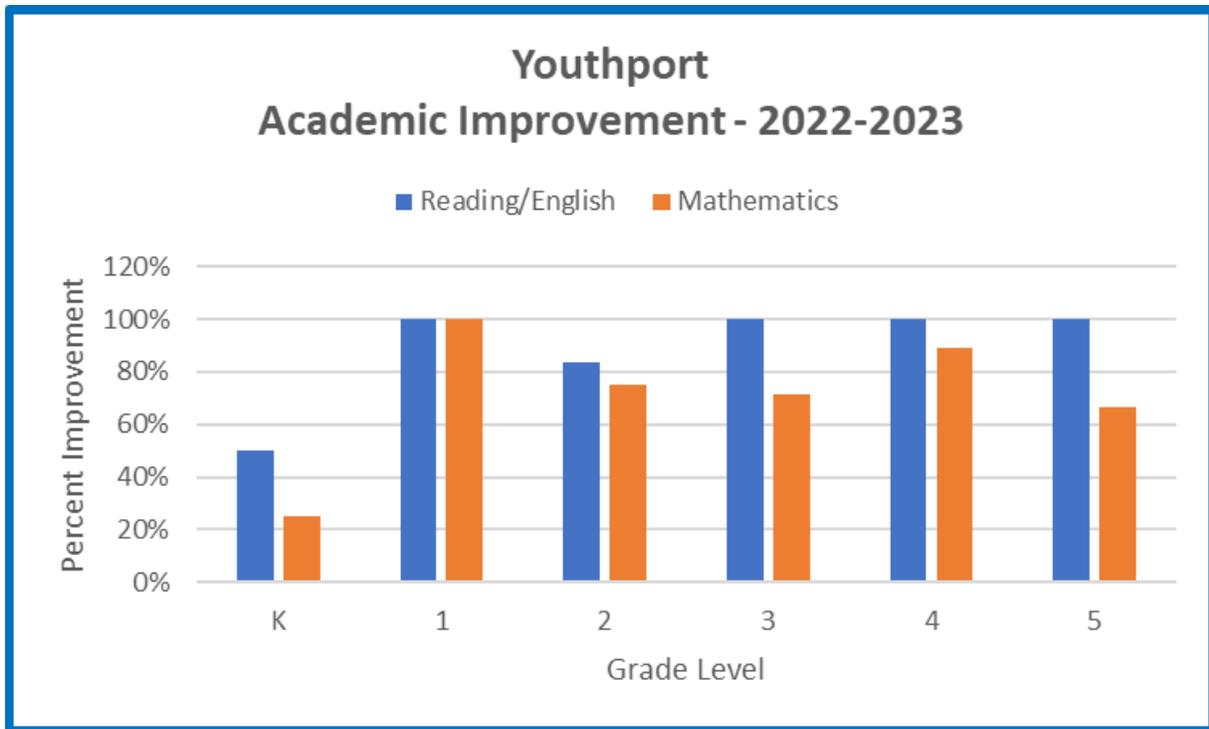


Figure 42. YouthPort Academic Improvement - 2022-2023

## Objectives.

### GPRM Measures

For the 2022-2023 School Year, new GPRM measures were put in place and 21<sup>st</sup> CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

GPRM Measure	Total Attendees with Data	Total Students Improving	Percentage Improvement
<b>GPRM Measure 1A – Reading Progress</b>	16	15	94%
<b>GPRM Measure 1B – Math Progress</b>	17	14	82%
<b>GPRM Measure 2 – Academic Achievement - GPA</b>	0	0	n/a
<b>GPRM Measure 3 – School Day Attendance</b>	42	38	90%
<b>GPRM Measure 4 – Behavior</b>	5	3	60%
<b>GPRM Measure 5 – Teacher Survey</b>	29	27	93%

The YouthPort 21<sup>st</sup> CCLC Program had data for four of the five GPRA Measures. For GPRA Measure 1A – Reading Progress, 94 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 82 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 90% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, St. Mark Youth Enrichment reported that of the five students who had in-school suspensions for the 2021-2022 school year, three improved (60%). For GPRA Measure 5 – Teacher Survey, 93% of students improved in teacher-reported engagement in learning.

### Local Objectives

YouthPort listed five local objectives for the 2022-2023 School Year and met four 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.

- 75% of all enrolled students will participate in STEM activities at least weekly. *Met the stated objective.*
- 85% of youth will show progress in social/emotional development as measured by pretest-posttest survey. *Met the stated objective.*
- More than 50% of youth will show progress in social, emotional and behavioral development in the classroom and during programming. *Met the stated objective.*
- 80% of parents will increase or maintain knowledge of literacy skills. *Did not meet but made progress toward the stated objective.*
- All staff connected/supported by 21CCLC program will receive 12 hours of continuing education throughout the school year. *Met the stated objective.*

### Sustainability

*A student creating slime as part of a STEM activity.*



YouthPort has a sustainability plan in place with an emphasis on partner agencies.

*The collective knowledge and experience held by the three YouthPort partner agencies in sustaining community programming is extensive and thorough. Sustainability efforts are particularly important to building community support to sustain the program over time, avoiding supplanting of federal funding and making good use of taxpayer resources.*

*The partner agencies have strong track records of financially sustaining successful youth programming through contributed revenue and grant funding. The partnership with these agencies ensures added knowledge and fundraising backgrounds to support YouthPort in*

*sustainability efforts. Community partnerships are vital to the long-term sustainability of youth programming. (Local Evaluation)*

In addition, YouthPort reported that volunteers are a critical part of the program, especially as they help maintain a sense of community.

## YouthPort 21st CCLC Program Summary

YouthPort 21<sup>st</sup> CCLC had two centers for the 2022-2023 school year. The number of students served in the program was 104 with 24 (23%) of attendees identified as FRPL. In addition, 90 students attended the summer program. YouthPort had the support of 13 partners who contributed \$34,220 in in-kind support. Parents participated in four events at each center and 350 total family members attended the events.

Improvement was reported for elementary students in all GPRA Measures except for Measure 2 which only includes secondary students. YouthPort met four of the five local objectives and a complete discussion of methodology and ratings justification for objectives was included in the Local Evaluation. For Academic Improvement, students improved both in reading/English (92%) and mathematics (77%). YouthPort has a sustainability plan that includes continuing the program when 21<sup>st</sup> CCLC grant funding ends.

*Students engaged in a game to increase math skills.*



*“The students absolutely love going every day after school! They know that it is a safe and fun environment where they can get needed help with academics or just hang out and participate in fun organized activities with trusted adults” (Hoover Elementary School Teacher).*



*“The Boys & Girls Club/21st Century program is as important to my students as the time they spend in my classroom. I mean that. The consistency and support my students get by going to Club after school, and during the summer, definitely puts them at an advantage to students who do not attend” (Hoover Elementary School Teacher).*



*“It’s a great program. My son enjoys it a lot. I’m so glad he’s involved” (21<sup>st</sup> CCLC Parent).*



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