



State Evaluation of Afterschool Programs 2021

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



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

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Contents

Executive Summary	5
The Iowa Afterschool Alliance	19
About Iowa 21 st CCLC Learning Centers	21
The State of Iowa’s Children	22
Evaluation Methods	33
Local Evaluations	33
End-of-year Survey	36
Program Findings.....	37
Program Support.....	37
Program Operations.....	39
Program Objectives.....	58
GPRA Measures.....	58
Local Objectives	62
Best Practices.....	64
Summary and Recommendations	66
Summary	66
Recommendations	68
Grantees	69
Allamakee CSD	72
Audubon CSD.....	78
Bettendorf CSD	83
Boys & Girls Clubs of Cedar Valley	88
Boys & Girls Clubs of Central Iowa.....	93
Burlington CSD.....	98
Cedar Rapids CSD (Summer Only).....	104
Central Decatur CSD.....	108
Clinton CSD.....	114
Council Bluffs CSD.....	122
Davenport CSD	128
Des Moines Independent CSD	133
Dubuque CSD	139
Fairfield CSD	145
Hamburg CSD	150
Iowa City CSD	155
Maquoketa CSD	161
Mid-Iowa Community Action, Inc.	165
North Fayette Valley CSD.....	172
Oakridge Neighborhood Services.....	178
Oelwein CSD.....	185

St. Mark Youth Enrichment	191
Siouxland Human Investment Partnership	198
Storm Lake CSD	204
Waterloo CSD.....	209
YouthPort.....	214
References.....	220

Executive Summary

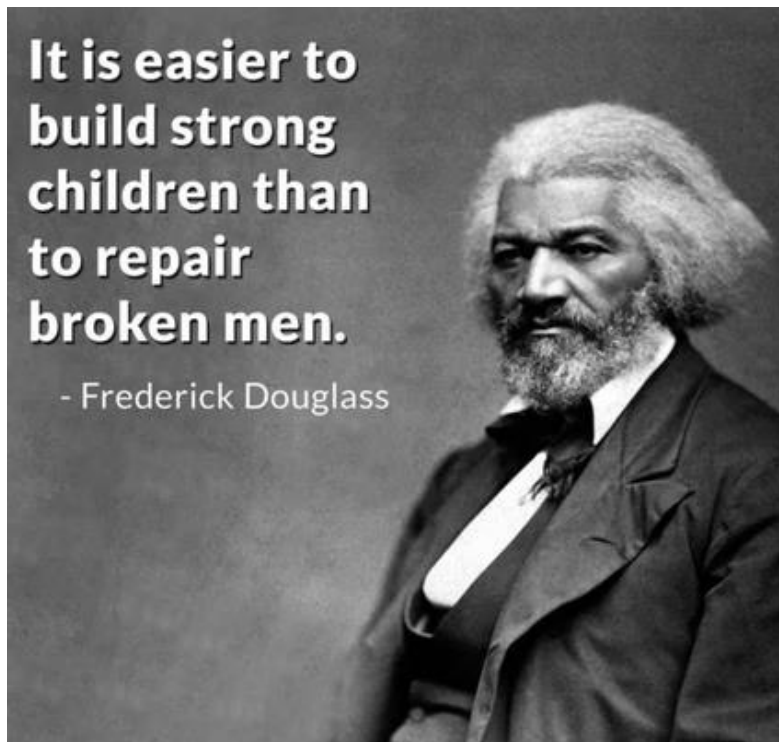
The Nita M. Lowey 21st Century Community Learning Centers programs in Iowa are changing the lives of at-risk children by providing high quality academic and enrichment activities that engage children and reconnect them with the joy of learning.

In 2020, we struggled through a global pandemic that closed schools and programs and now we are faced with a much larger achievement gap among at-risk youth than in prior years. We are working to overcome the effects of the pandemic and return to serving children at pre-pandemic levels.

However, a national staff shortage and increased staff turnover has slowed our progress. It is our hope that strategic interventions can bridge these gaps and provide hope for children and parents for the future.

Iowa has the highest level of community partners of any state in the nation (702 partners in 2019). We post our list of community partners online per ESSA requirements (Iowa Community Partners list). Community partners help enrich our programs with exciting curriculum and experiences that allow us to serve more children than with federal funds alone. In 2011, Iowa served 6,203 students at 51 sites, and in 2019 because of community partnerships served 12,382 in 101 sites. Due to the pandemic, we are serving 7,322 children at 92 sites, but we are seeing our numbers increase.

What can you expect from one of our programs? First, improving attendance, then improved behavior and finally progress in academics.



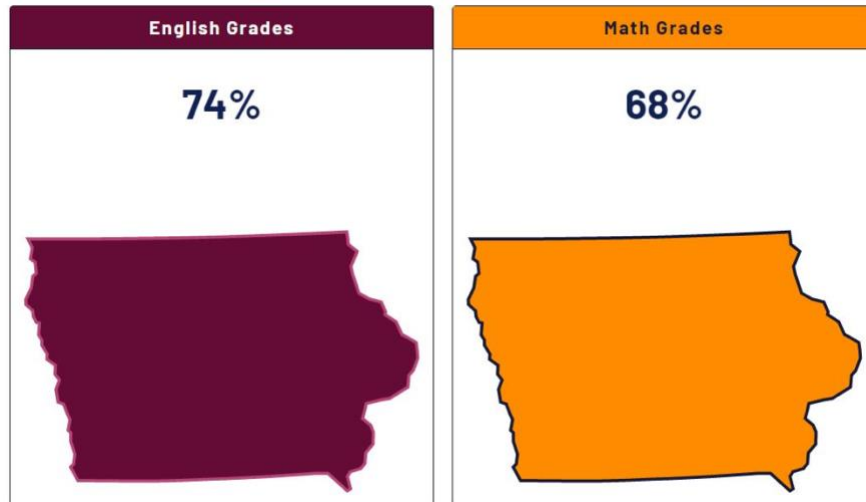
This program prioritizes at-risk children who have not been successful in school to help reconnect them with the importance of learning. We provide reading and math help through targeted support sessions, enrichment based learning and educational field trips. This program has gains in reading and math through a whole child focus, supporting the developmental, emotional and nutritional needs of the children. It is far more cost effective to provide programs for children before they drop out or become involved in crime.

This program makes a difference in improving attendance, improving behavior, building self-esteem through social-emotional learning strategies and improving

achievement gaps through helping students with reading and math (we report progress each year to Congress).

The US Department of Education Annual Performance Report (APR) data shows that in Iowa on average, 68% of students improved in reading and 74% improved in Math (USDOE Overview of the 21st CCLC Annual Performance Data, 2020).

Current State Level Improvement



When you consider that many of our staff are community volunteers and most programs have a blend of certified teachers and support staff, these results are impressive.

The secret ingredient in the Iowa programs is the recruiting of community partners and people who deeply care about kids. Together, they exhibit a willingness to address the key issues that affect the whole child and frequently interrupt the learning process.

Below we will highlight some key areas where Iowa afterschool programs have made a big difference for children. While schools often provide breakfast and a hot lunch, afterschool programs provide a snack and/or a full meal along with additional support for school work, tutoring and social emotional learning topped with engaging enrichment activities that are like flavorful ingredients in a recipe for effective whole child instruction.

Why Afterschool is Important for Children? First, let's use data to set a foundation of understanding to address some factors that contribute to the need for afterschool and summer programs.

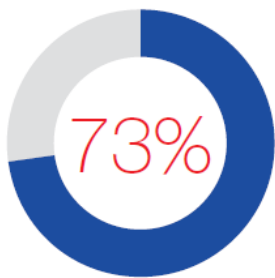
Poverty- The 2019 Kids Count data says that 92,000 (13%) of children in Iowa live in poverty. And Iowa is a state with a large percentage of both parents working and parents in poverty often work more than one job to make ends meet.

The KIDS COUNT Data Center Poverty elevates a child's risk of experiencing behavioral, social and emotional and health challenges because of this environment. In Iowa, we recognize the importance of providing nutrition education, a good snack and in many cases a full meal to children in poverty afterschool.

It is no accident that the favorite afterschool club is the "cooking club" where they learn how to prepare simple dishes and get to sample the results. There is a growing body of research evidence that poor nutrition contributes to poor academic results for children. Therefore, by increasing support for children with increased access to healthy snacks and full meals, we should see increased academic results and better outcomes for the children.

The 21st Century Community Learning Center Program serves disadvantaged students. Iowa was the first state in nation to provide guidance on serving children with disabilities.

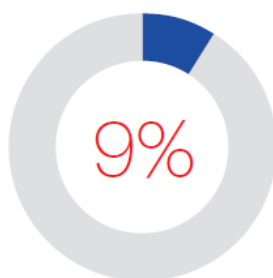
Iowa 21st CCLC Student Data for 2021:



average free or reduced price lunch (FRPL)

State = 13%

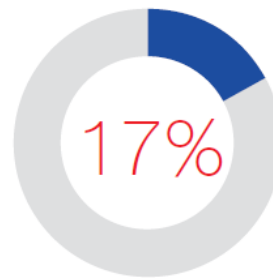
Nation = 66%



are categorized as Limited English Proficient (LEP)

State = 7%

Nation = 13%



are students with a disability

State = 4%

Nation = 10%

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

Kids who drop out of high school are twice as likely to abuse drugs, five times more likely to be involved in gangs and five times more likely to go to prison. The United Way of East Central Iowa reported that 75% of inmates are illiterate and 19% are completely illiterate (<http://www.invisiblechildren.org/2010/11/18/75-of-inmates-are-illiterate-19-are-completely-illiterateruben-rosario/>).

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

This program has a strong correlation with Reducing Youth Crime - In 2001, The U.S. Congress expanded the 21st Century program through the No Child Left Behind Act. Through NCLB, Congress increased the funding for the 21st Century program from \$40 million to \$1 billion. In 2001, funding for 21CCLC doubled to 846 million. It continued to increase to 900 million and in 2008 to 1 billion dollars. There is longitudinal data that suggests this program helps reduce youth crime by providing activities afterschool that engage children in learning activities.

Nutrition and Learning

There is strong research to document the symbiotic relationship between proper diet and brain development and learning. If eating is foundational for learning and we know that our at-risk children have the highest percentage of food insufficiency, then it is reasonable to predict that insuring

nutritionally sound meals at school may have a positive impact on learning. Good Nutrition is a key building block for child development and can affect health, cognitive ability and behavior. “There is pretty solid evidence that children who are hungry are not able to focus, so they have a low attention span, behavioral issues, discipline issues in the school” (Hoxworth, 2018).

“Many studies have highlighted a link between diet and behavior. Hannaford suggests that poor nutrition increases the stress on our physical and psychological systems which can lead to poor behavior” (Nicola, 2019).

Sixteen million US children (21%) live in households without consistent access to adequate food. After multiple risk factors are considered, children who live in households that are food insecure, even at the lowest levels, are likely to be sick more often, recover from illness more slowly, and be hospitalized more frequently.

“Lack of adequate healthy food can impair a child’s ability to concentrate and perform well in school and is linked to higher levels of behavioral and emotional problems from preschool through adolescence” (American Academy of Pediatrics, 2015).

Our programs are required by federal statute to provide a healthy snack. Many of our programs go above and beyond this requirement to provide a full meal to hungry children. Some programs participate in a backpack program with the Food Bank of Iowa.. One of the most popular enrichment activities in afterschool is cooking club, where food insufficient children learn how to prepare healthy foods and get to sample what they learn to cook. Some programs partner with Hy-Vee Grocery Dieticians to teach children about healthy food choices. All of these strategies help children, with their developmental needs and contribute to the needs of the whole child. This is our priority.

Attendance

Attendance is critical to the long-term success of a child in school. All of the support programs we have in place will fail if the child does not regularly attend school.

When we start an afterschool program, we see an increase in attendance for the children in the program. Principals report that attendance improves for chronically absent children when they participate in an afterschool program. Simply by attending school on a regular basis, kids receive more instruction and support during the day and stop falling further behind in their work. Attendance Works (2011) reported that research shows that good afterschool programs can not only improve academic performance but also influence school-day attendance, even when most don’t appear to make it an intentional goal.

In Iowa, The Boys and Girls Clubs generally provide full meals and enjoy very high levels of attendance. The Harvard Family Research Project (2008) stated: “...does Participation in after school Programs make a difference? YES! A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses of many research and evaluation studies, confirms that children and youth who participate in after school programs can reap a host of positive academic, social, prevention, and health benefits.”

The Harvard Family Research Project (2008) found three critical factors that define a successful afterschool program.

1. Sustained participation in programs. Many studies and research syntheses conclude that youth experience greater gains across a wide variety of outcomes if they participate in after school

programs with greater frequency and in a more sustained manner. Sustained participation can be cultivated in a number of ways, such as by tailoring programs to youth interests, needs, and schedules, as well as providing a wide variety of enriching opportunities for youth to be exposed to new ideas, new challenges, and new people. In Iowa, we require 60 hours a month of participation (3 hours a day X 5 days a week) to insure a sustained, research-based outreach to at-risk children.

2. Quality programming. Emerging research on after school program quality and its relationship to outcomes indicates that, in addition to ensuring adequate physical and psychological safety and effective management practices, quality after school programs also share the following features: appropriate supervision and structure; well-prepared staff; intentional programming with opportunities for autonomy and choice; and strong partnerships among the various settings in which program participants spend their day—that is, schools, after school programs, and families. In Iowa, we provide ongoing monthly professional development, we maintain a community of practice, we hold several regional meetings and hold an annual state conference to provide training in quality best practices through our contract with the Iowa Afterschool Alliance.
3. Strong partnerships. Programs are more likely to exhibit high quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders, especially families, schools, and communities. In Iowa, we lead the nation in the number of community partners, with almost 800 partnerships around the state and growing. Our partners provide new real-world experiences for children, social-emotional learning and help engage children with hands on activities. Our list of partners is online in a searchable database (<https://www.iowa21cclc.com/21cclc-partners>).

Another reason why afterschool programs are so important in Iowa, is because of the support they provide to working families. Adults are more productive at work when they know their children are being cared for in a safe place until they are done working for the day. Interviews with thousands of parents over the past nine years provide evidence that this program is critical for families. Iowa ranks first in the nation in the percent of children under 6 years of age with 75.6 percent of all parents in the labor force (French, et al., 2012).

Working families and businesses also derive benefits from afterschool programs which ensure that youth have a safe place to go while parents are at work.

Parents concerned about their children’s afterschool care miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually (Barnett & Gareis, 2004; Catalyst, 2006).

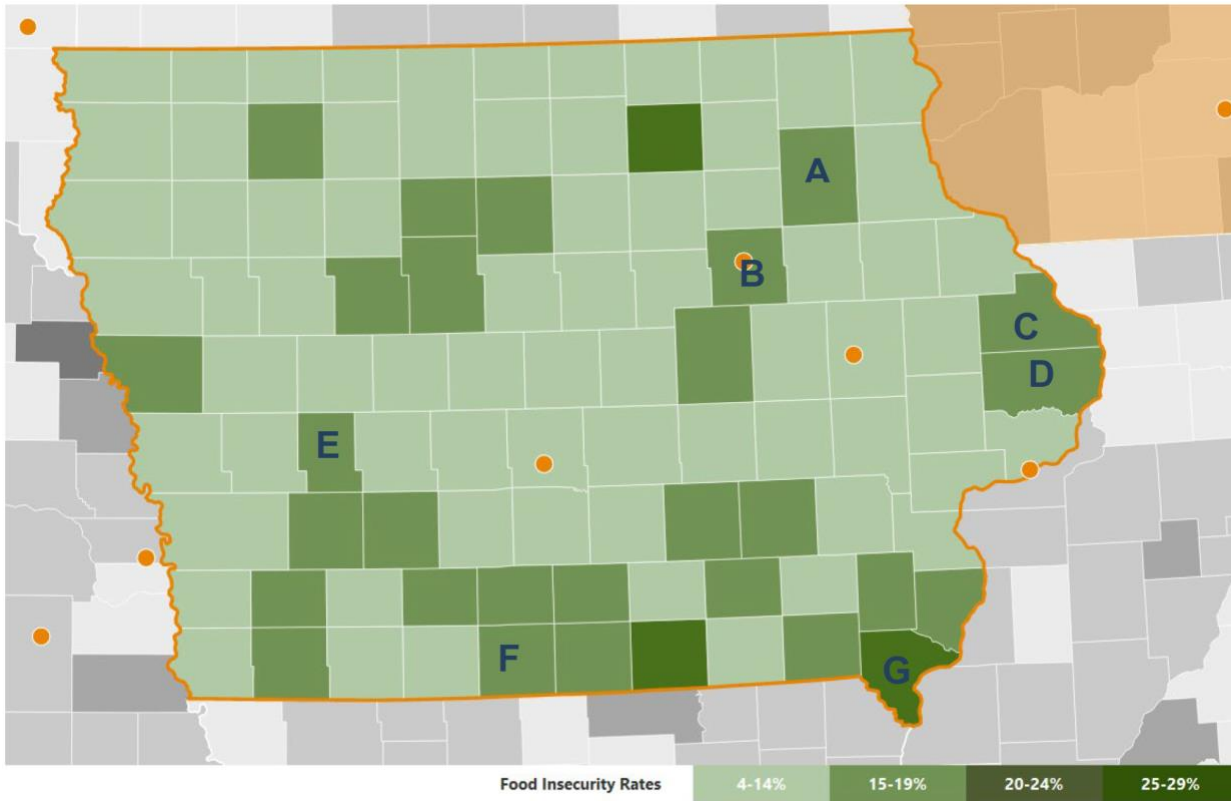
Afterschool programs have huge economic benefits for children, parents, employers and the community. To fully comprehend the value of afterschool programs, we need to combine all the areas affected, rather than viewing a single item in isolation.

We have found that sites that offer a full meal every day for children have the highest rates of attendance.

In Iowa, 297,800 people are facing hunger - 94,270 are children. **1 in 8 children face hunger.** It is estimated that people facing hunger in Iowa would require \$146,743,000 more per year to meet their food needs (<https://www.feedingamerica.org/hunger-in-america/iowa>).

The map below shows the pockets of hunger in mostly rural Iowa counties. The ESSA requires states to provide an equitable distribution of funding among rural and urban areas. We provide bonus

points on the application for applicants who serve counties with high poverty. The blue letters index where 21st Century Community Learning programs are located in counties with high child poverty and hunger. Below the map are details on the indicated counties. Additionally, we work with concentrated poverty and hunger in our urban areas to provide equitable distribution of federal dollars across the state (<https://map.feedingamerica.org/county/2019/child/iowa>).

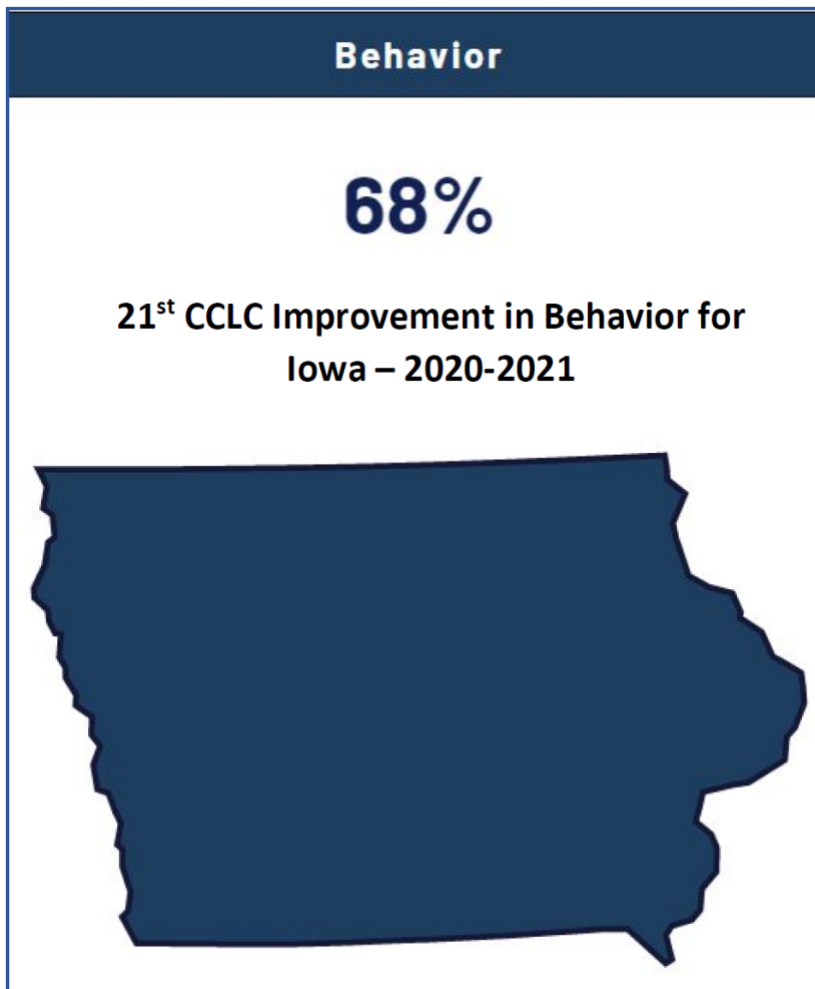


- A. North Fayette Valley County – 640 Food Insecure Children.
 - a. North Fayette Valley CSD 21st CCLC Program.
- B. Black Hawk County – 4,430 Food Insecure Children.
 - a. Boys and Girls Club of Blackhawk County 21st CCLC Program.
 - b. Waterloo CSD 21st CCLC Program.
- C. Jackson County – 640 Food Insecure Children.
 - a. Andrew CSD 21st CCLC Program.
 - b. Maquoketa CSD 21st CCLC Program.
- D. Clinton County – 1,610 Food Insecure Children.
 - a. Clinton CSD 21st CCLC Program.
- E. Audubon County – 180 Food Insecure Children.
 - a. Audubon CSD 21st CCLC Program.
- F. Decatur County – 280 Food Insecure Children.
 - a. Central Decatur CSD 21st CCLC Program.
 - b. Lamoni CSD 21st CCLC Program.
 - c. Mormon Trail CSD 21st CCLC Program.
- G. Des Moines County – 1,340 Food Insecure Children.
 - a. Burlington CSD 21st CCLC Program.

There is increasing research that connects proper nutrition with brain development and learning in children. There is a direct relationship between the foods we eat and the functioning of our brains. Proper, healthy nutrition can benefit the brain in several positive ways. Additionally, poor nutrition can contribute to problems which interfere with normal learning (<https://kids.frontiersin.org/articles/10.3389/frym.2021.578214>).

Behavior

When a 21st Century Community Learning Center afterschool program starts in a school, one of the results is fewer referrals to the office for behavior. It is typical to see decreases in referrals averaging 50% according to Principal interviews during site visits. A strong, well-organized program maintains this trend during the life of the grant. Our programs make the learning fun and engaging for youth and the result is a very high level of participation. This can have long term effects on a child's educational outcomes like re-engaging in the school day classes and preventing the emotional despair that leads to dropping out of school. Structured programs help children learn how to interact with others, develop positive relationships and contribute to reducing bad behavior and youth crime outside of school.



One of the most often overlooked benefits of afterschool programs is a reduction in youth crime that we must consider to fully gauge the impact of afterschool programs in the community. There is a causal relationship between afterschool programs and reducing youth violence. For example, in Council Bluffs CSD, Middle School afterschool programs reduced youth arrests by 51%.

In Sioux City, the Police Department reported a 37% reduction in youth crime after three Middle School programs started. Longitudinal data from the US Justice Department shows that when afterschool programs were given \$1 billion dollars and charged with academic improvement goals, youth crime went down 30% nationally and stayed down for years.. Newman et al. (2000) stressed that after-school programs can reduce juvenile crime and violence, reduce substance abuse, reduce teen sex and pregnancies, and boost academic success and school completion. (Greenwood et al.,

1998). According to DeKalb (1999), after-school programs can also reduce student truancy, which is a key predictor of juvenile delinquency.

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

— MAJOR DARREN GRIMSHAW, BURLINGTON POLICE DEPARTMENT

Burlington Officer Major Darren Grimshaw volunteered to work with youth in the afterschool program in southeast Iowa (http://www.afterschoolalliance.org/afterschoolsnack/afterschool-spotlight-pieces-after-school-program-burlington_12-19-2016.cfm).

In Iowa, we strive to create programs that bring the community together.

Burlington, Iowa: Partners in Education, Community Educating Students (PIECES)

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

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

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

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

[\(https://www.policechiefmagazine.org/after-school-the-prime-time-for-juvenile-crime/\)](https://www.policechiefmagazine.org/after-school-the-prime-time-for-juvenile-crime/)

How Iowa works to reduce Achievement Gaps

Reading

Reading and literacy are vital to the future success of all children. Every day, we need literacy to function in our society. Teaching children to develop these skills is a priority for afterschool programs in Iowa. We require a minimum 60 hours of contact time (based on research from the Wallace Foundation) per month and a minimum of 30 days of summer school (if they operate a summer program). This dedication of time and effort has resulted in Iowa programs playing a critical role for reading improvement in children.

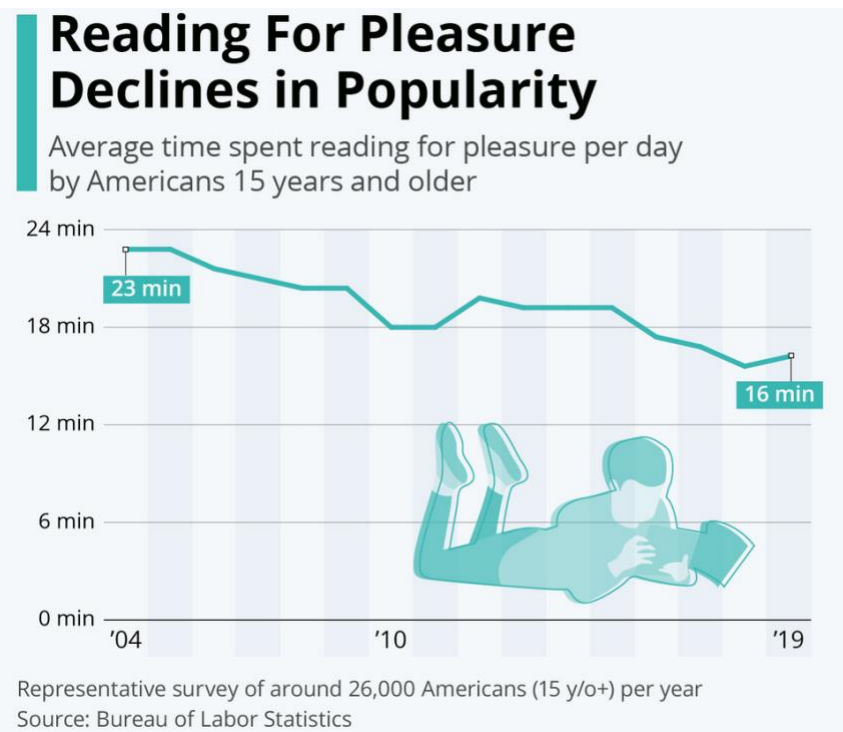
One of education's most stubborn problems is how to reach the growing number of students who have not been successful in learning how to read under traditional skills-based or discovery learning reading programs. These students'

problems only get worse with each year that we fail to meet their reading needs (<https://www.ascd.org/el/articles/teaching-at-risk-students-to-read-strategically>).

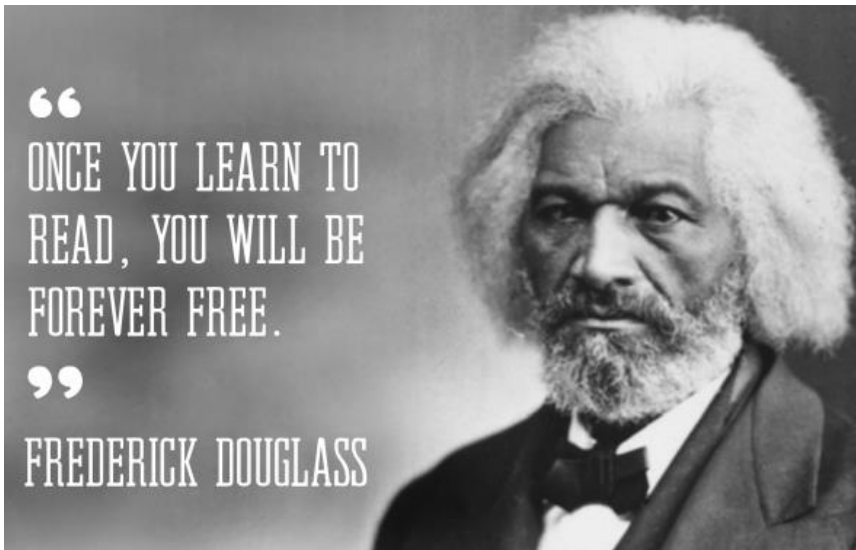
Kids who are behind in fourth grade are four times more likely to drop out of high school (Hernandez, 2012). Students struggling in reading as 8th graders only have a 10% chance of catching up (Dougherty, 2014). Poor kids who are behind in fourth grade are 13 times more likely to not graduate from high school on time (Hernandez, 2012).

Kids who drop out of high school are twice as likely to abuse drugs, five times more likely to be involved in gangs and five times more likely to go to prison (Kids on Course). Iowa afterschool programs serving at risk children provide reading support through sight words, vocabulary building and other literacy strategies that are vital for children who in many cases have a history of chronic absenteeism. Sight words are an important foundation for reading instruction. 1,000 sight words represent 90% of ALL printed and web material (Hinzman & Reed, 2018).

“Students' vocabulary knowledge is directly linked to their success in school. Not only is vocabulary an important part of reading comprehension, but knowing what words mean also allows students to make connections between previously learned information (background knowledge) and new information” (Marzano, 2020).



A disturbing long-term trend is the decline in children reading for pleasure. This has implications in the development of functional literacy in children and teens. In 1980, 60 percent of 12th graders said they read a book, newspaper or magazine every day that wasn't assigned for school. By 2016, only 16 percent did – a huge drop, even though the book, newspaper or magazine could be one read on a digital device (Twenge, 2018). We encourage programs to invite local authors of children's books into the school to talk with kids about writing, how their characters were developed and to promote reading as a means of discovery and an outlet for emotions. The state library of Iowa maintains a database of Iowa authors who will visit schools (<https://www.iowacenterforthebook.org/authors>). Our afterschool programs have made substantial progress with reading improvement. We provide professional development, workshops and resources throughout the year to support reading for at-risk children.



There is a correlation in not learning to read and the frustration leading to bad behavioral choices that simply repeat unless there is a program to provide intervention. The Juvenile justice system is very expensive and often too late to effect change. On the other hand, afterschool programs can be provided for an entire building for less than the cost of one child in the system.

85 percent of all juveniles who come into contact with the juvenile court system are functionally illiterate.

Inmates have a 16 percent chance of returning to prison if they receive literacy help, as opposed to 70 percent for those who receive no help. This equates, according to the study, to taxpayer costs of \$25,000 per year per inmate and nearly double that amount for juvenile offenders. California & New York spend over \$200,000 per year on juveniles in their juvenile justice systems (<https://www.invisiblechildren.org/2010/11/18/75-of-inmates-are-illiterate-19-are-completely-illiterate-ruben-rosario/>).

The data shows there is a critical need for reading support to help at-risk youth as early as possible. Most of our afterschool programs are at the elementary level in Iowa.

Math

With limited time, we have used a research-based methodology in many programs to provide innovate, problem solving skills to at-risk students in a non-traditional approach to mathematics.

Rather than offer the traditional, algorithmic approach to teaching mathematics, the teacher's role during problem posing is to serve as a mentor who guides students as they exercise the thought-processing skills that enable them to become lifelong learners. To pose problems and foster creativity, teachers must encourage students to work through their failures and correct their thinking. Teachers should employ a rubric whereby students are applauded for creativity, risk taking, and collaboration (Rowlett, 2011).

Afterschool programs in Iowa have embraced Chess clubs as a math remediation strategy since the film Brooklyn Castle was presented to us at a conference. The movie documents how Chess made a difference in the lives of inner-city children in New York.

With limited time after our focus on reading, using a game-based learning strategy, we can provide an activity that children can practice at home. There is growing research that provides evidence of chess helps children with math through development of related thinking skills.

While it is not the traditional worksheet approach, Chess provides intensive problem-solving, probability and computational thinking through game-based learning. Playing Chess provides practice with several Math standards and teaches children to think things through before they act. Children enjoy playing Chess and it provides a fun way to practice “what if” analysis, which is a key skill for computational thinking in Computer Science. Below are a few Common Core Math standards that are developed through playing chess.

ALG.1: Understand patterns, relations, and functions

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

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

GEO.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems 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 (2015) 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 nations around the world.

Hungary has added Chess in the national curriculum because of the thinking skills it promotes (Chess.com, 2013). In Bulgaria, Chess is a required subject in the high school curriculum (Deutsche Welle, 2011). Armenia was one of the first nations to make Chess part of the regular curriculum (Radio Free Europe, 2011).

Poland adopted chess in their curriculum (Sholtis and Pepper, 2016). Poland saw a huge increase in their Program for International Student Assessment (PISA) scores and their scores are the third best in Europe at math and science and fourth best at reading comprehension (Prończuk, 2019). Overall Poland’s PISA scores were 8th worldwide and the U.S. scores were 22nd worldwide.

The European Union promotes Chess as a learning activity that supports math.

Chess also provides social emotional learning for children. This is documented by a film called Brooklyn Castle that shows inner city children in New York who gained confidence, self-esteem and developed a passion for learning by playing chess (Dellamaggiore, 2012).

In Iowa, all of the Des Moines elementary 21st Century afterschool programs have had chess clubs and they have an annual event where at-risk children, many with a history of referrals, sit quietly for two hours and play chess against other schools. Research that playing chess helps young minds is growing. The results are greater for at-risk children. The authors reviewed 24 studies with 2788 young people in chess conditions and 2433 controls, and found a moderate effect of chess-based instruction on overall cognitive and academic ability ($g = 0.34$). The results further indicated that the effect size for mathematics ($g = 0.38$) was larger than for reading ($g = 0.25$) (Rosholm, et al., 2017).

Traditional classroom learning often falls short of equipping students with the knowledge they need to thrive in this changing world. A board game that trains the mind in structured thinking,

enhances memory and facilitates social interaction could be an ideal enriching tool in this new environment.

Chess fits the bill well: it can be used to develop a wide spectrum of personal and social skills, such as visualization, creativity, focus, cooperation and good manners, amongst many others.

Classical Chess and Mathematics exercises are conventionally classified as falling into the area of Recreational Mathematics. They span across many mathematical fields, for example:

- *Logic: the study of reasoning*
- *Geometry: properties of space, and shape and size of objects*
- *Combinatorics: counting and listing elements in a finite structure*
- *Graph theory: the study of graphs (set of nodes connected by edges)*
- *Game Theory: the science of strategy and decision making”*

Erasmus+(2017).

Chess develops the ability to see from someone else’s perspective

Skilled chess players learn to anticipate an opponent’s next moves. To predict what another person will do next, a player must develop the ability to adopt another person’s perspective and infer what action they are likely to take.

👤 👤 Chess develops the ability to see from someone else’s perspective.



Skilled chess players learn to anticipate an opponent’s next moves. To predict what another person will do next, a player must develop the ability to adopt another person’s perspective and infer what action they are likely to take.

Behavioral scientists call this this ability to see from another viewpoint the “theory of mind.” It’s an ability that is essential to exercising empathy and building healthy social relationships. A 2019 study at the National Institutes of Health found that chess develops this perspective-taking ability in children who practice the game (Gao, et. al.).

This has huge social-emotional implications for afterschool programs as a simple way to address the needs of children.

What if we could reduce violence and behavior incidents in schools by starting chess clubs and developing the ability of seeing someone else's perspective? The cost is low and the benefits are many.

Chess elevates creative ability. Joseph, et. al. reported on a school in India that tested the creative thinking skills of two groups of students. One group was trained in chess playing, and the other was not. The tests asked students to come up with alternate uses for common items and to interpret patterns and meaning in abstract forms. Students who played chess scored higher on tests. Researchers concluded that chess increased the students' ability to exercise divergent and creative thinking.

One key benefit of chess training is the constant contemplation of the opponent's next moves by taking on the opponent's perspective. Perspective taking ability, sometimes referred to as theory of mind (ToM), is the ability to infer other people's mental states in order to explain and predict behavior. Perspective taking emerges early in life and develops throughout childhood and adolescence. Even adults show considerable individual differences in perspective taking abilities. Such individual difference influences how we successfully navigate our social environment (Gao, et. al.).

Afterschool programs provide children with hope for their future. Our programs transform little lives with encouragement, social and emotional support and the discovery that they can be successful learners and make a difference in their community

In Iowa, we can run a full year afterschool and summer school program for 100 children for the same amount it costs to keep one child incarcerated.

Investing in Children – Examine our Priorities

We spend \$28 billion to keep kids (under 18) locked up each year, but only \$1 billion to prevent youth crime with afterschool and summer school programs. Which is the most effective use of taxpayer dollars (Justice Policy Institute). Combine this understanding with the loss in productivity costing employers \$300 billion a year, and we can see that the expansion of afterschool programs makes sound economic sense for schools, communities, states and our nation. Parents concerned about their children's afterschool care miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually (Barnet & Gareis, 2004).

Dr. James Heckman, an economics professor at the University of Chicago and winner of a Nobel Prize in Economics, has written extensively on the need to increase funding to programs that support children as the most cost effective for society. In fact, Professor Heckman has data to show that for every dollar invested in a program for child development, the return on investment is \$13. What is the return on investment for programs that incarcerate kids? "If society intervenes early enough, it can improve cognitive and social emotional abilities and the health of disadvantaged children" (Heckman, 2008). Investing in children is a fiscally responsible use of resources at every level.

"Gains in socio-emotional skills ultimately create better education, health and economic achievement. It's time to focus on

developing the whole child and stop declaring failure based on third-grade standardized test scores” Professor James Heckman (<https://heckmanequation.org/resource/fadeout-toolkit/>).

In Iowa, we can run a full year afterschool and summer school program for 100 children for the same amount it costs to keep one child incarcerated. Children are our future and the more we feed, care for and education our children, the better our communities will be tomorrow.

The Iowa Afterschool Alliance

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

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

On-site visits with new grantees to provide resources around best practices relevant to that program.

Maintenance of an online repository of grant information at www.iowa21cclc.com.

Identification and sharing of resources via email to grantee network.

Monthly best practice webinars that are evidence-based. Archive accessible at <https://www.iowa21cclc.com/best-practice-webinars>.

Coordination, logistics, and facilitation of an annual New Grantee Orientation.

Coordination, logistics, and facilitation of annual Spring and Summer Workshops.

Facilitation of professional development with outside trainers.

Coordination and facilitation of grantee network committees. Focus areas are family engagement, general support, evaluation, communication, staff transitions, and conference planning.

Facilitation of regular grantee input and feedback on various topics including evaluation and data collection.

Administrative support to the Request For Applications (RFA) process.

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 Iowa Department of Education.

Technical assistance and professional development support to the Out-of-School Time Career Pathways subgrantees who are focused on career pathway programming for high school youth that leads to credentials.

Coordination and facilitation of a Literacy Consultant to provide evidence-based training and activities for programs to implement with youth.

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

enrichment (the three-pronged approach to 21CCLC programming). The IAA has historically followed up on-site visits by contacting grantees to answer any questions or to connect them with community partners or resources that can help them meet areas of need and grant goals. In 2021, the IAA conducted site visits with Andrew and Easton Valley Community School District, Bettendorf Community School District, Burlington Community School District, and Clinton Community School District. These visits help build local capacity to run a high-quality afterschool program.

In addition to the support provided through the contract with the Iowa Department of Education, 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 at www.iowaafterschoolalliance.org/resources.

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

Additionally, the Iowa Afterschool Alliance administers the Summer Ladders AmeriCorps program annually. This program places AmeriCorps members to work with children while also building capacity through lesson plan development that the host sites could continue to use in the future.

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. This resource can be accessed at <https://www.iowaafterschoolalliance.org/starting-and-supporting-a-program>.

The Iowa Afterschool Alliance also offered coaching support to several rural communities in Iowa. These communities were struggling to provide child care to school-age youth and reached out for help and guidance to start their own afterschool programs. The IAA's coach met with school district leaders and partners to share the value of afterschool, best practices, and technical assistance to start new programs.

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:



2021 by the Numbers



Funding Requested & Awarded



Of the 7,322 Students:



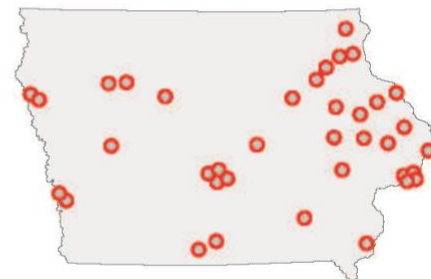
Regular Attendance*



Statewide Staff : Student Ratio**



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.
 ** Indicates number from the previous year of reporting.
 *** The Wallace Foundation recommends \$1,200 per student. The Iowa 21CCLC average annual cost is only possible through community partnerships.

Vic Jaras, Iowa Department of Education, vic.jaras@iowa.gov
 Heidi Brown, Iowa Afterschool Alliance, hbrown@sppg.com

The State of Iowa's Children

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

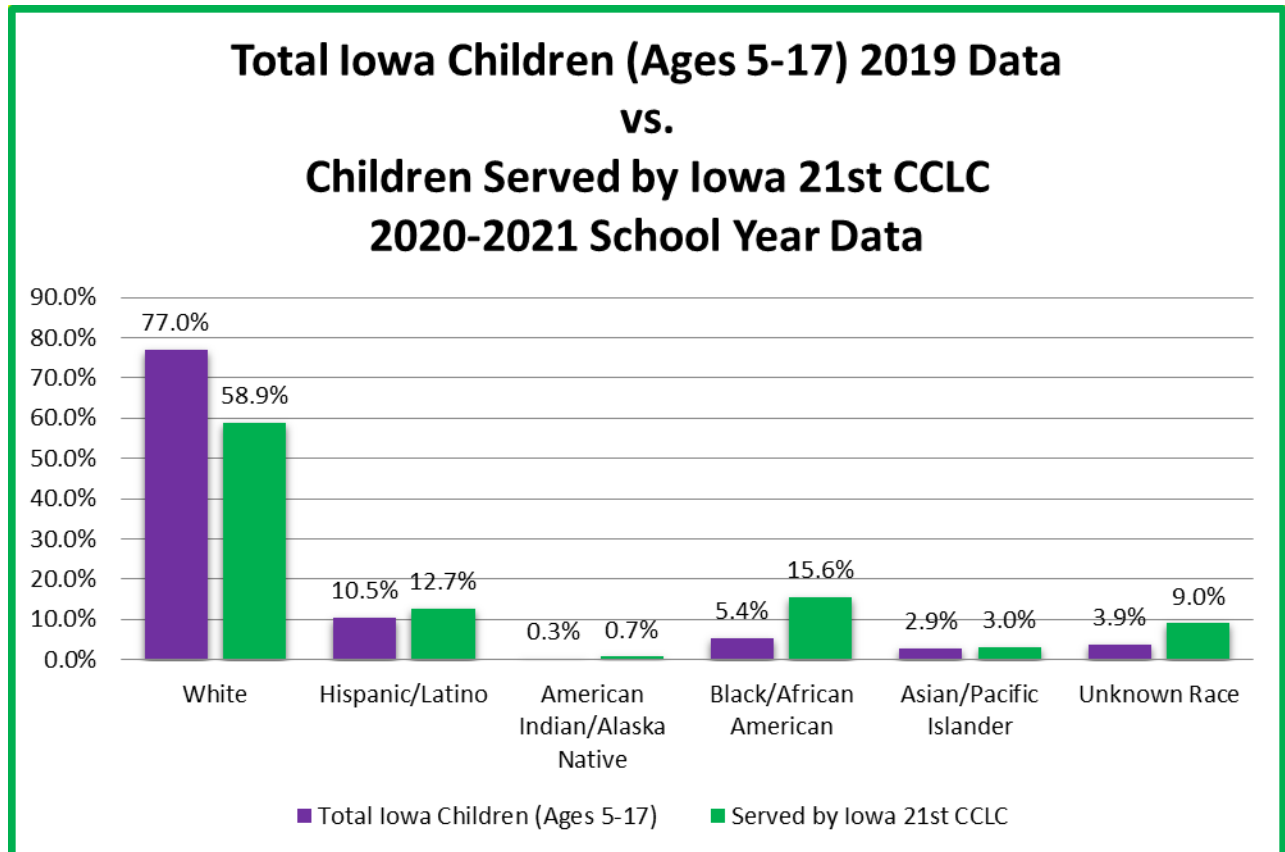
The State of America's Children® 2021 summarizes the status of America's children in 11 areas: child population, child poverty, income and wealth inequality, housing and homelessness, child hunger and nutrition, child health, early childhood, education, child welfare, youth justice and gun violence.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

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

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

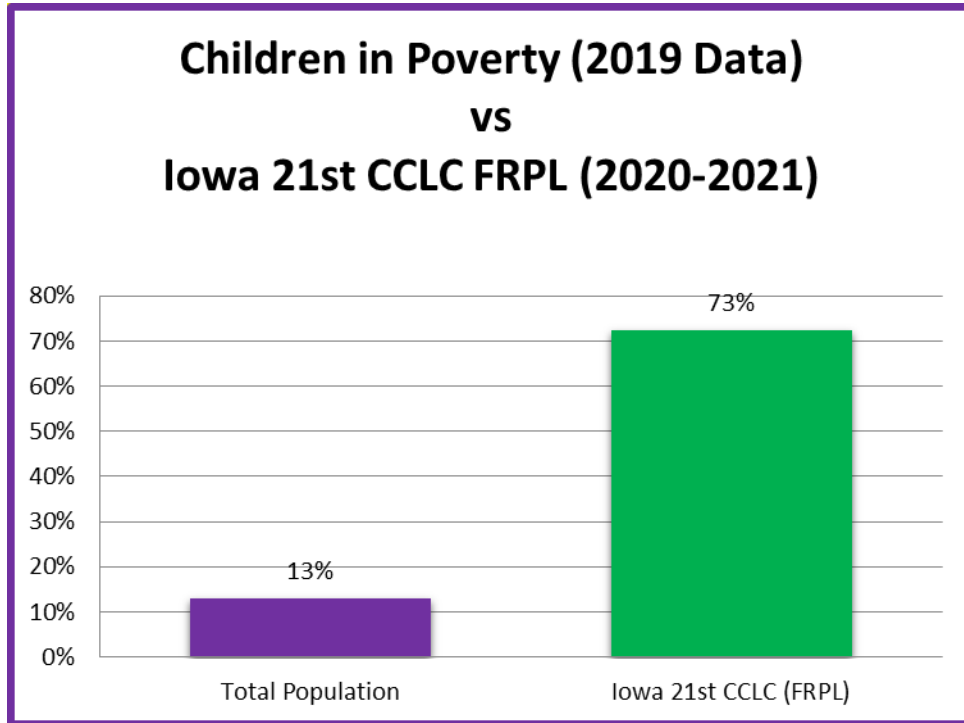
Point 1. Child Population. 122,604 children ages 5-17 lived in Iowa in 2019; 19 percent were children of color. (2019 data from Kids Count Data Center by the Annie E. Casey Foundation).

The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 32 percent of children served by Iowa 21st CCLC for 2020-2021 were children of color.

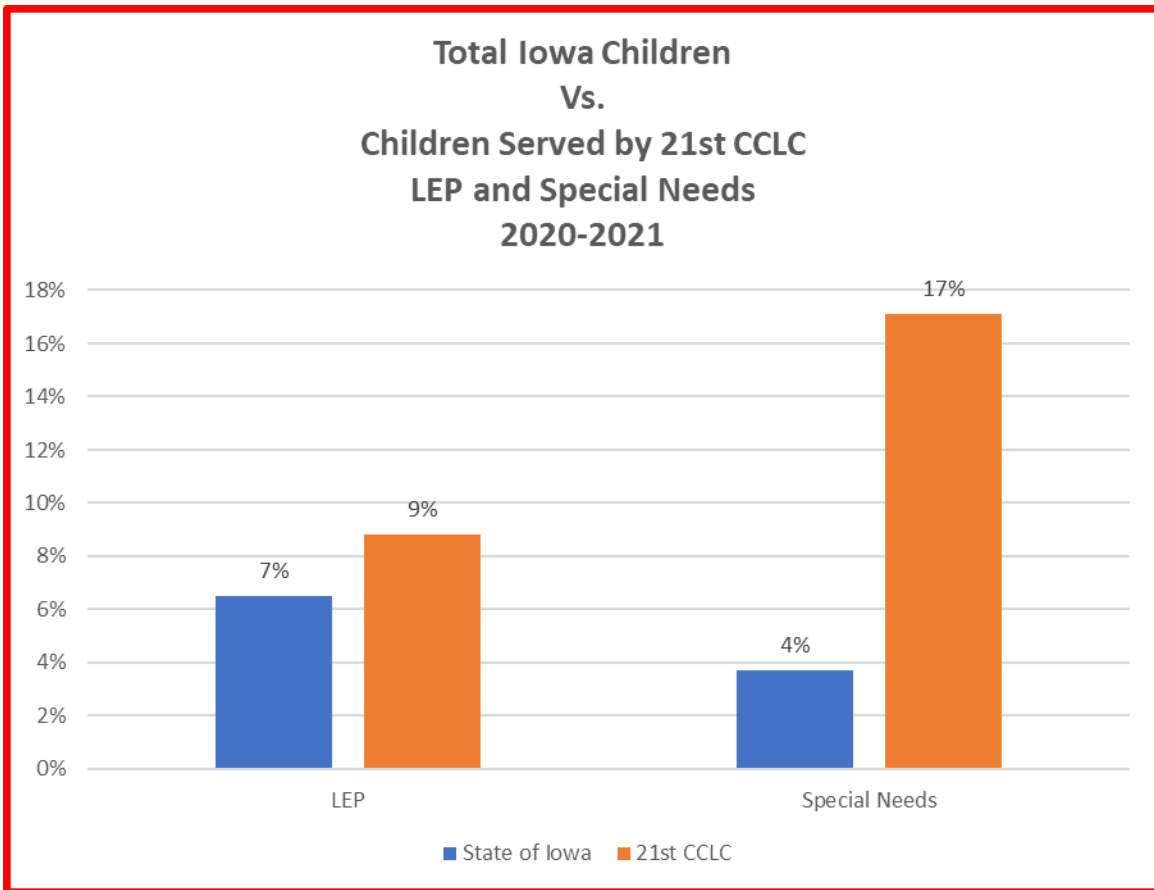


Point 2. Child Poverty. Approximately 13 percent of Iowa’s children (ages 6-17) were poor in 2019, a total of 57,000 children. (2019 data from Kids Count Data Center by the Annie E. Casey Foundation).

In the Iowa 21st CCLC Program, 73 percent of regular attendees served were poor as identified by being eligible for Free or Reduced-Price Lunch (FRPL).



The Iowa 21st CCLC Program served over three times as many Special Needs Program Students when compared to state population data and almost twice as many LEP Students. In Iowa, 4 percent of children have disabilities (*Iowans with Disabilities, 2020*) while 17 percent of children served by Iowa 21st CCLC Programs are special needs children. For 2019-2020, the Iowa DOE reported that 7 percent of Iowa's students (K-12 enrollment) are identified as Limited English Proficiency (LEP) while 9 percent of children in Iowa 21st CCLC Programs are LEP.



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

Every Iowa 21st CCLC Center provided snacks and/or meals for students.

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

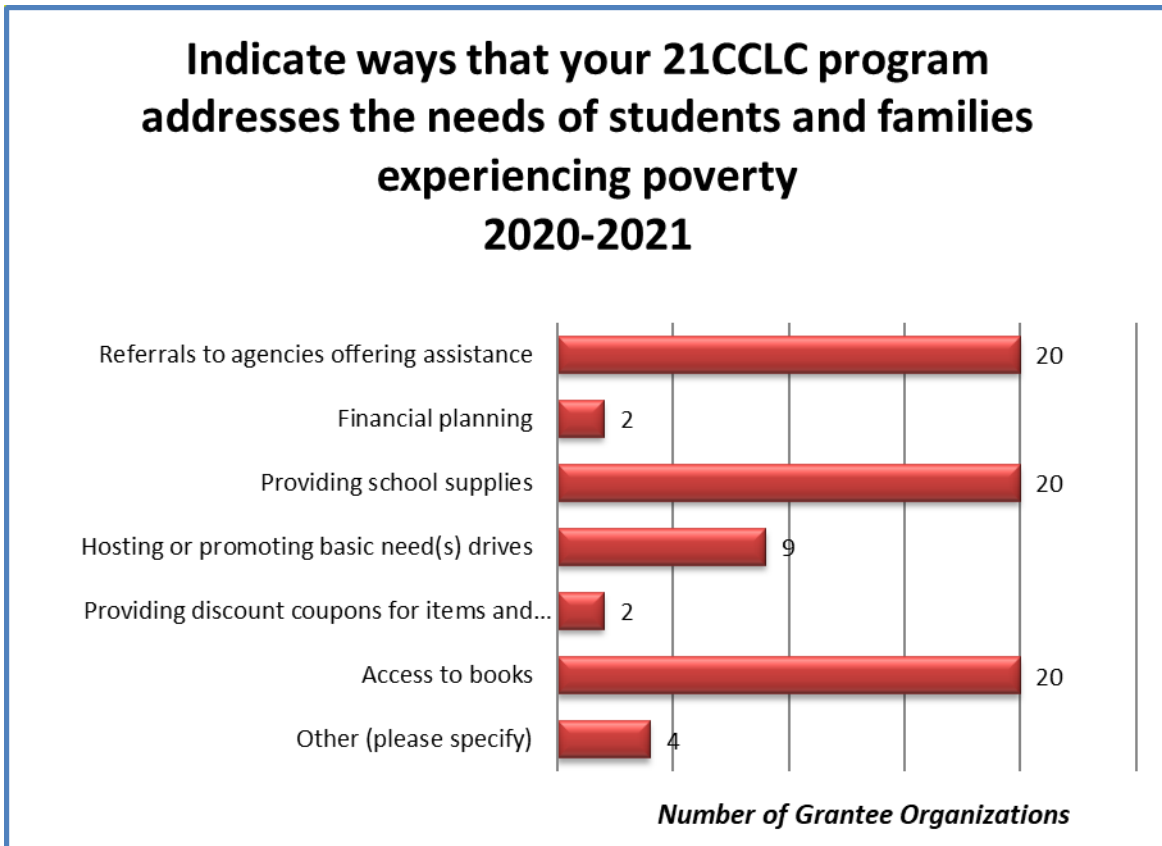
Iowa 21st CCLC Centers provide food beyond the hours of the 21st CCLC Program

- **Boys and Girls Club of the Cedar Valley: The program provided meals for the entire family.**
- **Cedar Rapids CSD: Beginning June 8, 2020, Kids on Course University (KCU) distributed a “grab and go” hot lunch and breakfast for the next day as well as books, packets, and other academic support materials from nine school parking lots in the district, located strategically in all four quadrants of Cedar Rapids. Two of these sites are not part of the 21CCLC grant and were funded privately. Each site distributed an estimated 400 to 1,200 meals daily, five days a week, each week for nine weeks. In addition, a donor provided weekend food bags.**
- **Des Moines CSD: During the Pandemic DMPS 21CCLC staff supported families by delivering meals, WiFi hotspots, and computers and participating in school-wide drive-thru efforts to provide families with these items.**
- **Oakridge Neighborhood Services: Worked with partners to provide meals to address food insecurity of students and families.**
 - **Chick-fil-A representatives came the third Thursday of the month with 400 hot meal sandwiches.**
 - **Des Moines Public Schools distributes 150 meals a day, five days a week and weekend meals were also provided.**
 - **Kum & Go supplied Oakridge Neighborhood with overflow food items every Monday, Wednesday and Friday.**
 - **HyVee delivered supplemental food items to Oakridge one to two times per week.**
 - **Urban Bike Food Ministry came once a week with 30 meals.**
 - **Des Moines Area Religious Council brings fresh fruits and vegetables, milk and eggs once a week.**
 - **United States Department of Agriculture Food Boxes are donated once a month by the Farmer to Families program and includes milk, eggs, cheese, yogurt, meat, and vegetables.**



Allamakee students making pizza.

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



Other Ways reported for 2020-2021 were:

- *daily snacks & field trip meals*
- *backpack program*
- *Meals for young people 18 and younger*
- *meal sites*

Point 4. Child Health. Although the majority of Iowa's children have access to health coverage, 18,000 school age children (3%) do not have health coverage. (2016 data from Kids Count Data Center by the Annie E. Casey Foundation).

Iowa 21st CCLC Programs provide guidance to parents needing assistance (parenting classes, financial planning sessions, school provided parent liaison, counseling, English Language Learner (ELL) classes, and teaching skills to reinforce literacy and social emotional learning at home).

Iowa 21st CCLC Programs serve snacks and meals that meet nutritional requirements (all programs provide meals and snacks that meet or exceed USDA guidelines).

Iowa 21st 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 21st CCLC Programs provide education on general health knowledge for students (e.g. general hygiene and dental hygiene educational activities).

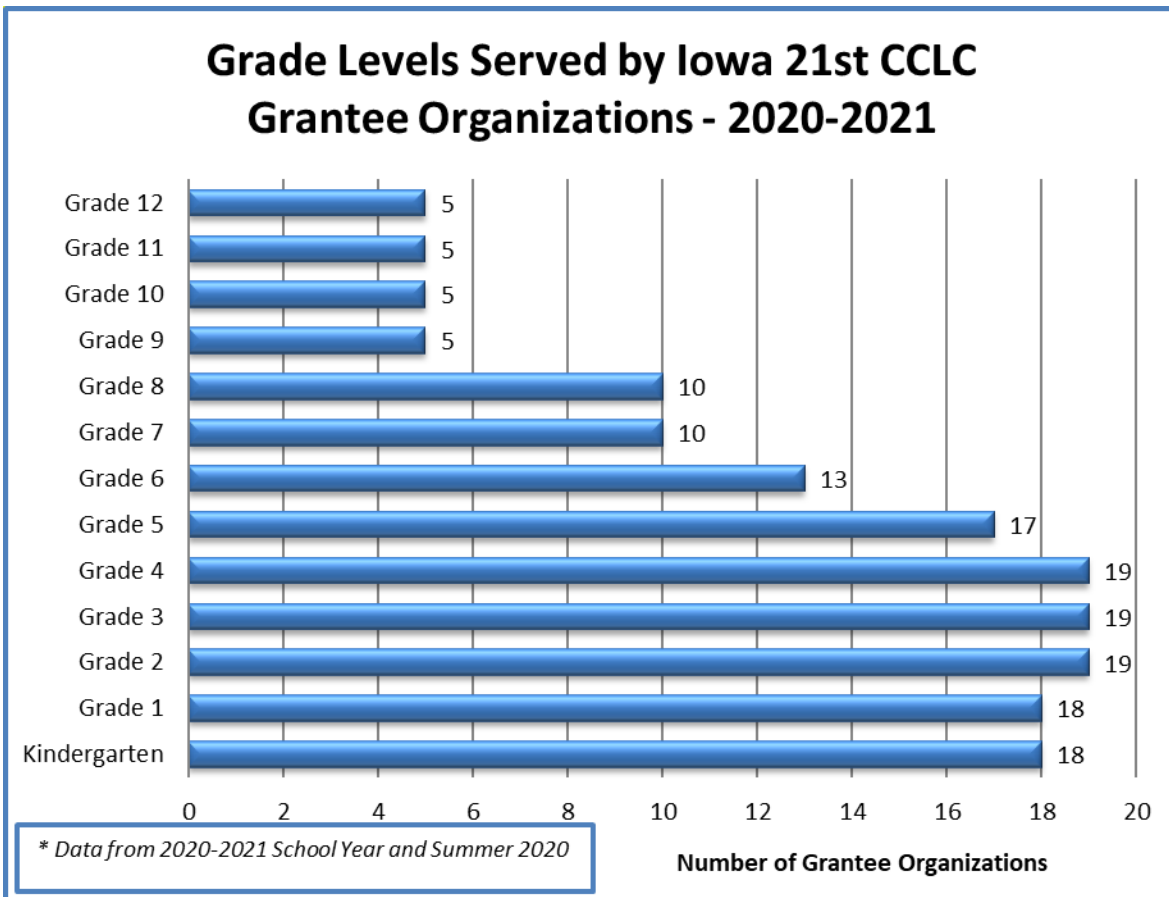
Iowa 21st CCLC Programs have partners from the public health community, including medical institutions (e.g. free eye screening, free dental screenings, mental health professional on-site, and Women's Health services).

Iowa 21st CCLC Programs promote home safety through partnerships with fire and police/sheriffs' departments.

Iowa schools all followed COVID-19 Pandemic CDC guidelines.

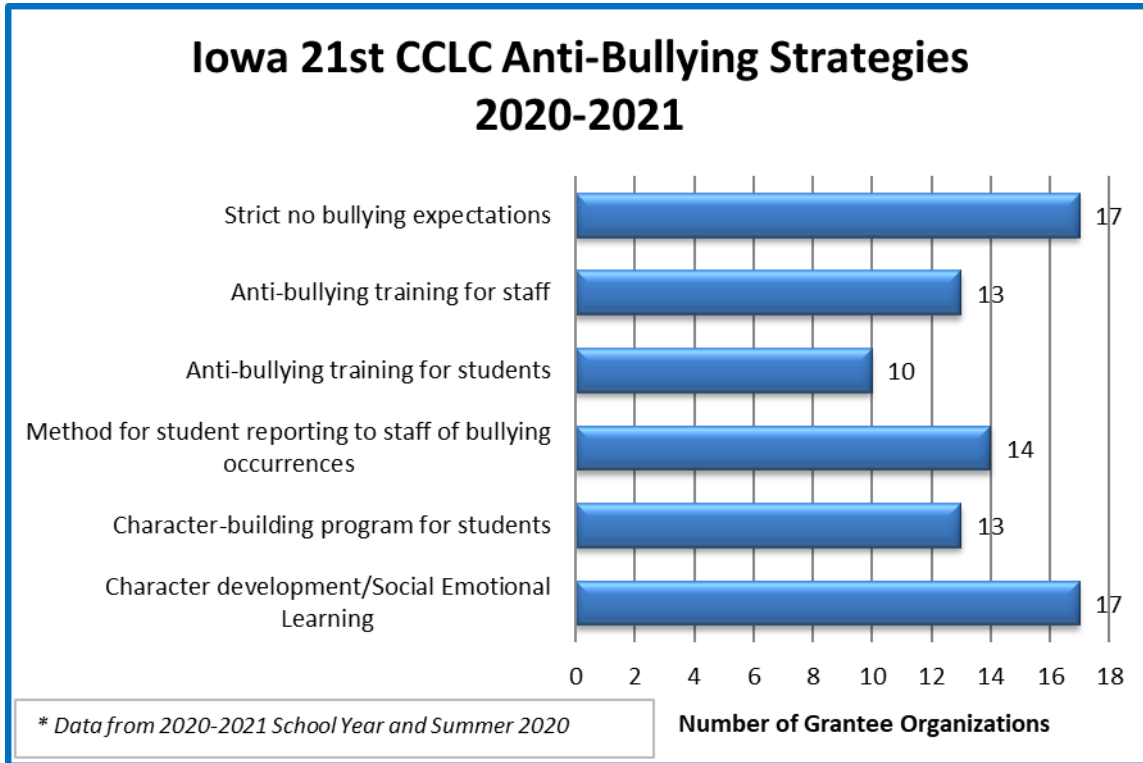
Point 5. Early Childhood and Education. All children deserve to attend diverse, well-funded schools where they feel safe and protected, where they have access to high-quality educators and resources, and where their education is culturally responsive (*statement from The State of America's Children 2021 by Children's Defense Fund*).

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

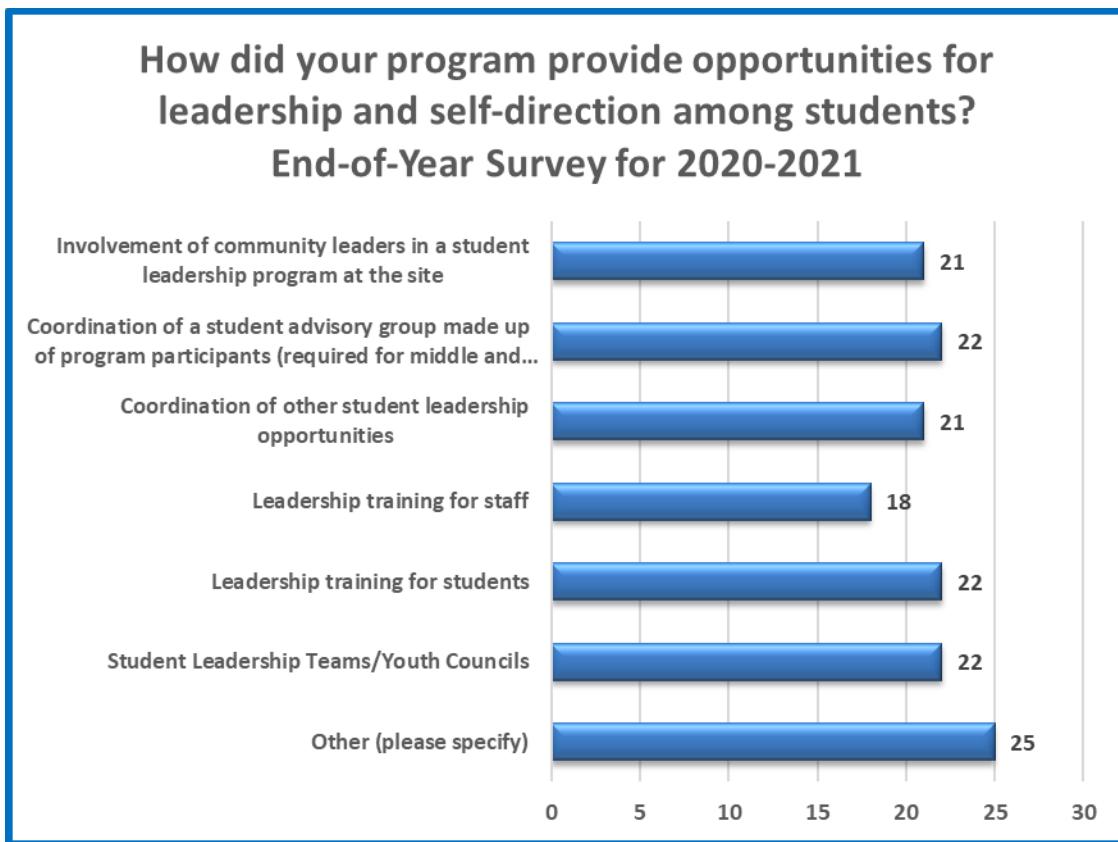


Point 6. Children Facing Special Risks Without adequate educational resources, young people in juvenile justice facilities are chronically behind in school and make no meaningful progress in academic achievement while incarcerated. Approximately 2 in 3 drop out of school after exiting the juvenile justice system (*statement from The State of America's Children 2021 by Children's Defense Fund*). In the U.S a child or teen was arrested every 59 seconds (*statement from The State of America's Children 2021 by Children's Defense Fund*).

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



Iowa 21st CCLC Programs provide leadership opportunities for students.



Evaluation Methods

R&R Educational Consulting

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

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

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

Local Evaluations

Although there are standard measures that Centers are required to utilize, Centers in Iowa are expected to submit a Local Evaluation of their individual programs with the assistance of a third party evaluator. For 2020-2021, local 21st 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 eight required elements. A main focus of the state evaluation is the percentage of attendees scoring proficient or better on reading and mathematics assessments, mirroring the Iowa School Report Card and US Department of Education GPRA Measures. The template is aligned with federal statutes on evaluation (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) *2020-2021 School Year Attendance Tables*
- b) *Summer of 2020 Attendance Tables*
- c) *Attendance Discussion*
- d) *Partnerships*
- e) *Parent Involvement Information and Discussion*

4) GPRA Measures

- a) *GPRA Measures Data Table*
- b) *GPRA Measures Discussion*

5) Local Objectives

- a) *Local Objectives Data Tables*
- b) *Local Objectives Discussion*

6) Anecdotal Data

- a) *Success stories*
- b) *Best Practices*
- c) *Pictures*
- d) *Student, teacher, parent, and stakeholder input*

7) Sustainability plans

- a) *Original plan from grant application summary*
- b) *Discuss formal sustainability plan, if applicable*
- c) *How program will continue without 21st CCLC grant funding*
- d) *How partnership contributions will help the program continue*

8) Summary and recommendations

- a) *Summary of the program*

- b) Dissemination of local evaluation
- c) Recommendations for local objectives
- d) Recommendations on future plans for change
- e) Unexpected Data (COVID-19 Impact, natural disasters, etc.)

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

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

Each of the 26 grantee organizations examined for the 2020-2021 State Evaluation of the 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 26 grantee organizations in Cohorts 11, 12, 13, 14 and 15 supplied evaluations of their programs. Below is a table listing the grantee organizations' required links for public posting. Websites must provide the results of their local evaluations but other content may be included. Local Evaluations must be made public as required by Federal 21st CCLC Guidelines.

Grantee Organization	Website
Allamakee CSD	https://sites.google.com/a/allamakee.k12.ia.us/communityconnections/home/evaluation
Audubon CSD	https://www.audubon.k12.ia.us/sites/audubon.k12.ia.us/files/files/Private_User/cchristensen/Audubon%20LAUNCH%20Local%20Eval%20form%202020-2021.pdf
Bettendorf CSD	https://na.bettendorf.k12.ia.us/application/files/4016/4064/4253/YR_2_CO14_Neil_Armstrong_Elementary_School_Local_Evaluation_Report_2020-2021.pdf
Boys & Girls Club of the Cedar Valley	https://irp.cdn-website.com/a4894435/files/uploaded/Boys%20%26%20Girls%20Clubs%20of%20the%20Cedar%20Valley%2021st%20CCLC%20Local%20Evaluation%20Form%202020-2021%5B15%5D.pdf
Boys & Girls Clubs of Central Iowa	https://www.bgcci.org/_files/ugd/77919f_d7e3c6b7061e4747a2e723a19b2b616c.pdf
Burlington CSD	https://drive.google.com/file/d/1FczMUcQ5U_iZSEaWgDbcYHLIDE63Cuya/view
Cedar Rapids CSD	https://crschools.us/app/uploads/2021/11/Local-Evaluation-for-KCU-2020-21.pdf
Central Decatur CSD	http://centraldecatur.org/app/uploads/2022/03/2020-2021-21stcclc-Local-Evaluation-Central-Decatur.pdf
Clinton CSD	https://www.clinton.k12.ia.us/media/Clinton-Community-Schools-21st-CCLC-State-Evaluation-Form-2020-2021.pdf
Council Bluffs CSD	https://www.cb-schools.org/cms/lib/IA02205019/Centricity/Domain/32/Local%20Evaluation%20form%202020-2021_.pdf
Davenport CSD	https://www.davenportschools.org/pdf/steppingstones/Local_Evaluation_form_2020-2021.pdf

Grantee Organization	Website
Des Moines Independent CSD	http://www.21cclcdm.com/data-and-evaluation.html
Dubuque CSD	https://www.dbqschools.org/wp-content/uploads/2022/02/dcsd-LEAP-evaluation-2020-2021.pdf
Fairfield CSD	Not available at time of this report.
Hamburg CSD	https://nishbd.socs.net/vimages/shared/vnews/stories/5a1c7fd95642c/Hamburg%20CSD%2021st%20CCLC%20Local%20Evaluation%20Form%202020-2021.docx.pdf
Iowa City CSD	https://www.iowacityschools.org/site/handlers/filedownload.ashx?moduleinstanceid=38372&dataid=70802&FileName=Iowa%20City%20Community%20School%20District%2021st%20CCLC%20Local%20Evaluation%20Form%202020-2021.pdf
Maquoketa CSD	https://www.maquoketaschools.org/wp-content/uploads/2022/05/April-2022-YR2-Little-Cardinals-21st-CCLC-Local-Evaluation-Form-2020-2021.pdf
Mid-Iowa Community Action, Inc.	https://www.micaonline.org/_files/ugd/c232e6_db259134f7ae4a1494a269c4b098128e.pdf
North Fayette Valley CSD	https://docs.google.com/document/d/1OdY-ZNnJXl8sb8Wcg6poSUiX3uy0p4SM7fyzQXpRyp4/edit
Oakridge Neighborhood Services, Inc.	https://oakridgeneighborhood.org/youth-and-education/
Oelwein CSD	https://docs.google.com/document/d/1X9PF9J2FbpfOSNQFL3Qwz2IecJAloYsm2VpQbjYcowk/edit
Siouxland Human Investment Partnership	https://static1.squarespace.com/static/5f97083cf9f572369616c8d4/t/622bad9b1e11c849767cc868/1647029661320/BTB+Local+Evaluation+form++2020-2021+revised+12.16.21+%281%29.pdf
St. Mark Youth Enrichment	https://stmarkyouthenrichment.org/wp-content/uploads/2022/02/St.-Mark-Youth-Enrichment-21st-CCLC-Local-Evaluation-Form-2020-2021.pdf
Storm Lake CSD	https://drive.google.com/file/d/1X726h-nx28Hw_th0Hj1Ay1kyNVVoJCCeW/view
Waterloo CSD	https://docs.google.com/document/d/e/2PACX-1vSMfxVGRSrwXehXJniGMnixzSp-Lqr9fwDDrMT5HlerywmZXVpGxFK5IMA6TQGj1JhPjjJpO_rN6tQ/pub
Youthport/Tanager Place	http://www.youthport.org/wp-content/uploads/2022/04/YouthPort-21st-CCLC-Local-Evaluation-Form-2020-2021-1.pdf

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 23 of the 26 grantee organizations in Cohorts 11, 12, 13, 14 and 15. The end-of-year survey asked for information in eight main categories. The end-of-year survey results (including data not in the federal APR system) gives a synopsis of the Iowa program.

1. Program information
2. Parent Fees (*discouraged and not a best practice; only three sub-grantees have a fee structure*)
3. Transportation
4. Snacks and Meals
5. Staff and Professional Development
6. Student Population
7. Student Needs, Achievement, and Programming
8. Family Engagement

Program Findings

Beginning in 2012, the Iowa Department of Education offered competitive federal grants for the 21st CCLC program and required all sub-grantees to submit a local evaluation. To provide information on how well the 21st CCLC programs are performing, data from two main sources was examined. Local evaluations provided the bulk of the data.

Before 2012, Iowa was non-compliant with the Federal evaluation requirements. This was corrected in 2012, and local grantees were required to provide an annual evaluation which aggregated into a state program evaluation as required by federal statute. These are now posted on the Iowa Department of Education website for public viewing (<https://educateiowa.gov/pk-12/every-student-succeeds-act/essa-guidance-and-allocations/title-iv-part-b-resources>).

Local evaluations were prepared by grantees using a state mandated template that included demographic data, GPRM Measures data, center objectives data, partnerships information, parent involvement information, anecdotal information, sustainability plans, and recommendations for improvement of the local 21st CCLC programs. In addition to local evaluations, an End-of-Year Survey was completed by grantees. Survey results gave an overview of the grantee organizations' activities. Additionally, grantees provided data as requested by state evaluators to clarify or provide missing information in the local evaluations. The 2020-2021 School Year saw continuing interruptions and delays due to the COVID-19 Pandemic. The pandemic affected all aspects of the 21st CCLC Programs including attendance, activities, partnership contributions, parent involvement and volunteer participation. A residual effect of the Pandemic has been an acute staff shortage that has slowed the restoration of program capacity to pre-pandemic levels.

Program Support

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

In 2020-2021, Iowa developed a network of 475 community partners (down from over 700 community partners pre-pandemic) that provided support for programs in a wide variety of ways (<https://www.iowa21cclc.com/21cclc-partners>). The average number of partners was 18 per grantee.

Iowa Afterschool Alliance

The Iowa Afterschool Alliance is under contract to provide technical assistance and support to grantees and the Iowa Department of Education via virtual and in-person check-ins and evidence-based professional development opportunities, as well as administrative support throughout the grant year. The Alliance facilitated six community of practice committees that guide the support work of the state. They are Communication, Evaluation and Sustainability, Family Engagement, New Grantee and Staff Transition, Program Support and Professional Development (<https://www.iowa21cclc.com/committees>). These are our leadership teams for the state.

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

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

Iowa Evaluation and Data Support

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

Iowa Attendance Support

- In Iowa, attendance is an indicator of a well-run quality program. However, sometimes a program needs help with improving attendance and it is a requirement that has implications for ongoing funding. Grant contracts can be adjusted annually based on attendance.
- The SEA provides three proven strategies for improving attendance. One is to recruit a student leadership team to discover what factors are responsible for a drop in attendance. Another is to improve the snacks and explore partnerships to expand to providing a full meal. At risk children are often food insufficient and this can contribute to higher attendance. Finally, program offerings are reviewed to insure that children are engaged by the curriculum. When these three factors are addressed, attendance generally increases.
- During the Pandemic, programs asked the SEA for monthly virtual meetings to discuss issues, challenges, solutions and best practices on a regular basis.
- Because of the Pandemic, programs were provided 100% carry-over for unspent balances with special consideration from the US DOE.

Program Operations

Iowa 21st Century Community Learning Centers Attendees (2019-2020 and 2020-2021)
Includes Summer School

Grantee	Total Student Attendees		Regular Student Attendees*	
	2019-2020	2020-2021	2019-2020	2020-2021
Allamakee CSD	348	281	137	161
Audubon CSD	148	72	68	56
Bettendorf CSD	286	68	173	68
Boys & Girls Club of the Cedar Valley	590	281	486	211
Boys & Girls Clubs of Central Iowa	160	146	98	29
Burlington CSD	481	318	292	134
Cedar Rapids CSD	585	0	306	0
Central Decatur CSD	247	217	172	140
Clinton CSD	366	182	307	160
Council Bluffs CSD	2,294	1973	698	634
Davenport CSD	137	131	117	112
Des Moines Independent CSD	1,978	894	1,134	622
Dubuque CSD	483	439	58	59
Fairfield CSD	171	121	74	61
Hamburg CSD	49	63	40	25
Iowa City CSD	474	136	388	117
Maquoketa CSD	144	33	141	30
Mid-Iowa Community Action, Inc.	221	55	125	45
North Fayette Valley CSD	29	66	23	52
Oakridge Neighborhood Services, Inc.	414	296	371	126
Oelwein CSD	569	694	430	77

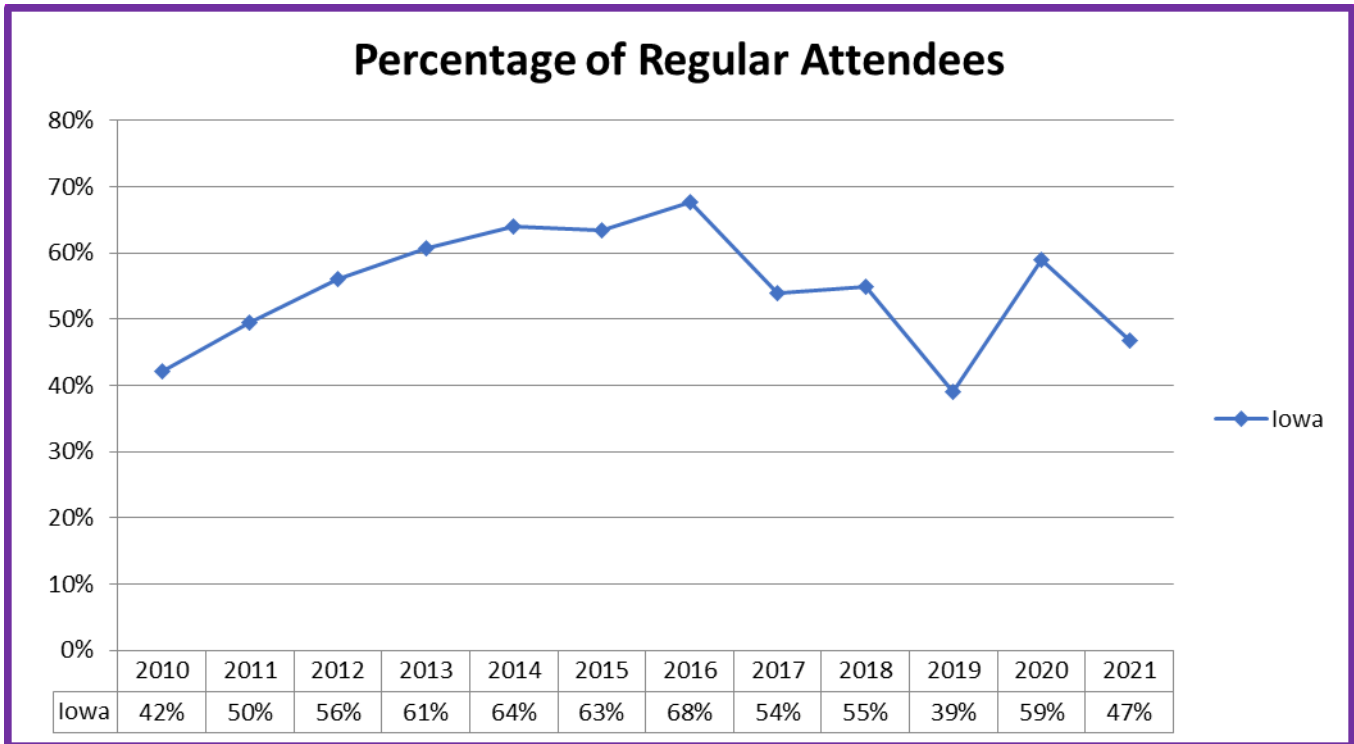
Grantee	Total Student Attendees	Regular Student Attendees*		
Siouxland Human Investment Partnership	534	214	482	157
St. Mark Youth Enrichment	344	119	171	102
Storm Lake CSD	356	216	312	171
Waterloo CSD	497	241	410	17
Youthport/Tanager Place	224	66	189	66
Iowa State Totals	12,129	7,322	7,202	3,432

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

As shown in the above table, Iowa 21st CCLC programs served a total of 7,322 students. The number of students served in 2020-2021 was less than 2019-2020 due to the COVID-19 Pandemic. Schools in Iowa were closed for part of the year and once open, volunteers were not allowed in the school buildings. Grantee Local Evaluations commented on the impact of the Pandemic on attendance.

- *During this exceptional year, the Clinton Community School District's 21st Century programs experienced the lowest enrollment and attendance in the program history (Clinton CSD Local Evaluation).*
- *Due to the COVID-19 Pandemic, and starting the 20-21 school year in a hybrid model, we did not meet our attendance requirements in some of our cohorts throughout the district (Council Bluffs CSD Local Evaluation).*
- *The Pandemic of 2020 effected our programming immensely by halting program from March of 2020 - to date by causing challenges around attendance, partner participation and all areas related to program facilitation (Davenport CSD Local Evaluation).*
- *The outbreak of the pandemic also impacted program attendance, partnership involvement, and parent involvement. Due to limitations placed on building entrance and proximity to others, no parents or partners could enter the building, and student group sizes were restricted (Iowa City CSD Local Evaluation).*
- *The COVID 19 pandemic forced the program to operate virtually. The virtual program had fewer students attend because students attended from their homes online. Online learning did not entice students as much as the in person learning (Maquoketa CSD Local Evaluation).*
- *We also had parents share that they simply weren't comfortable sending their children to the after school program during this time of high community transmission (North Fayette Valley CSD Local Evaluation).*
- *Due to Covid 19 this academic school year both of our sites had to go to a 50% capacity to follow social distancing guidelines (Youthport/Tanager Place Local Evaluation).*

The percentage of Iowa attendees who are defined as regular attendees has fluctuated and seems to be in line with the National Average. Although the last Federal Report was from the 2016-2017 school year, the national percentage of regular attendees has hovered around 50 percent. In the chart below, it can be seen that the percentage of regular attendees for Iowa has been at a low of about 40 percent and a high of almost 70 percent. The effects of the COVID-19 Pandemic can be seen for the last three years.



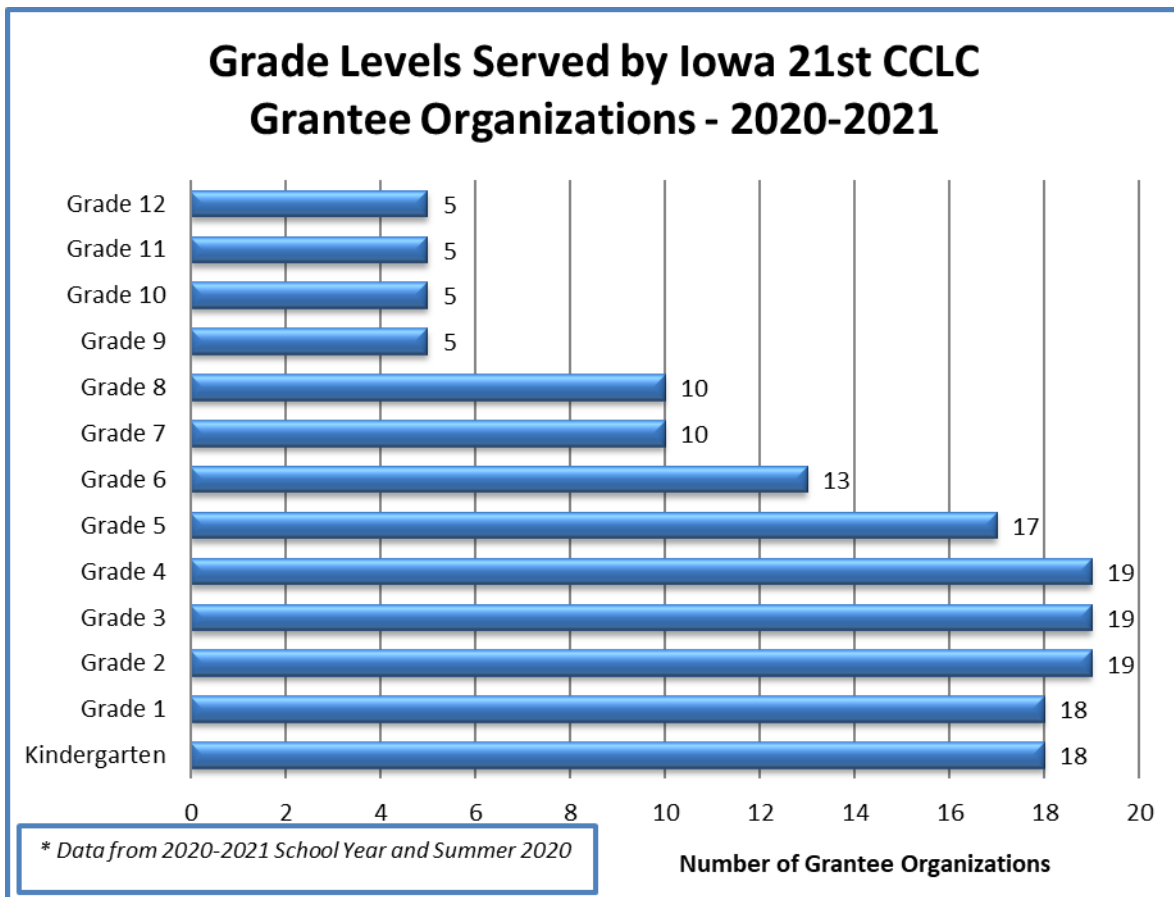
To further analyze attendance patterns, the average attendance for Iowa rural and urban centers is shown below for 2020-2021.

Average Attendance by Center

	Total	Elementary	Middle	High
Number of Rural Centers	14 Centers	11 Centers	2 Center	1 Center
Rural Average Attendees	90	91	63	485
Number of Urban Centers	78 Centers	62 Centers	12 Centers	4 Centers
Urban Average Attendees	64	73	294	27

Rural centers have more average attendees than rural centers. It should be noted that the total average attendees by center is skewed by the small numbers of middle and high schools. For example, there was only one rural High School and it alone served 485 students. The Elementary data is more statistically sound due to the larger numbers of centers. The average number of attendees at centers for rural elementary students is 91 attendees, 18 more attendees (31 percent) than the urban average of 73 attendees. This is the exact opposite of what this analysis showed for 2019-2020, indicating that this analysis needs further study to produce meaningful results. It is also possible that the Pandemic has skewed attendance data even more than just reducing participation numbers.

Iowa 21st CCLC Centers served students in grades K-8, the most crucial grade levels identified by the State of America's Children 2021 report. As seen in the chart below: 18 grantee organizations served Kindergarten students; 18 organizations served students in grade one; 19 organizations served students in grades two, three and four; 17 organizations served students in grade five; 13 organizations served students in grade six; 10 organizations served students in grade seven; 10 organizations served students in grade eight; and 5 organizations served students in grades nine, ten, eleven and twelve (*End-of-Year Survey data*).



Partnerships. Partners in the 21st CCLC program provided not only funding, but in-kind services, volunteer staffing, and fulfilled other needs unique to each center. Iowa 21st CCLC programs had 41 Vendor, 93 Partial and 341 Full partners for a total of 475 partners working with grantee organizations to help the 21st CCLC programs be successful and develop sustainability (*Data from Local Evaluations*). The table below lists the number of services provided by partners. The 475 Partners provided 515 services with many partners providing more than one service. 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	10	5	24
Raise Funds	0	4	13
Provide Programming / Activity-Related Services	21	40	233
Provide Food	1	15	25
Provide Goods	7	10	63
Provide Volunteer Staffing	0	11	102
Provide Paid Staffing	7	9	38
Other	1	2	17
Total Services Provided	47	96	515

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

In 2020-2021, Iowa 21st CCLC grantees were supported by 475 community partners that provided support for programs in a wide variety of ways. The average number of partners was 18 per grantee.

Grantee	Total Partners
Allamakee CSD	30
Audubon CSD	6
Bettendorf CSD	13
Boys and Girls Club of the Cedar Valley	7
Boys & Girls Clubs of Central Iowa (BGCCI)	17
Burlington CSD	44
Cedar Rapids CSD	15
Central Decatur CSD	14
Clinton CSD	44
Council Bluffs CSD	38
Davenport CSD	12

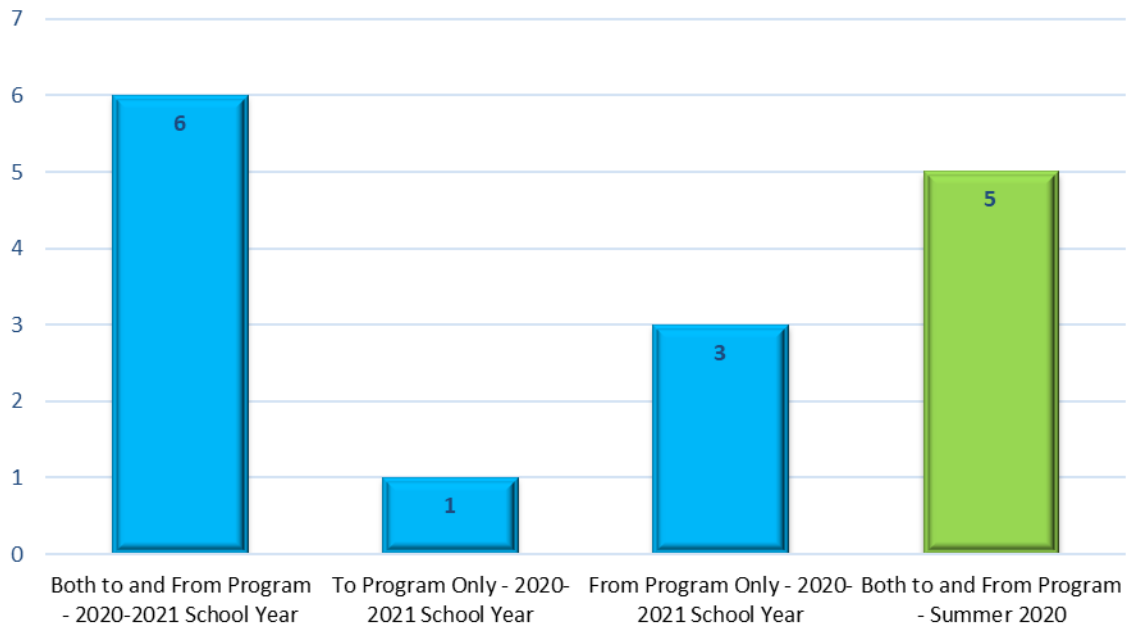
Des Moines CSD	0
Dubuque CSD	9
Fairfield CSD	14
Hamburg Community School District	15
Iowa City CSD	24
Maquoteka CSD	5
Mid-Iowa Community Action, Inc.	12
North Fayette Valley CSD	9
Oakridge	53
Oelwein CSD	19
Siouxland Human Investment Partnership (SHIP)	13
St. Mark Youth Enrichment	28
Storm Lake CSD	19
Waterloo CSD	3
Youthport	12
TOTALS	475

Impact of COVID-19 Pandemic

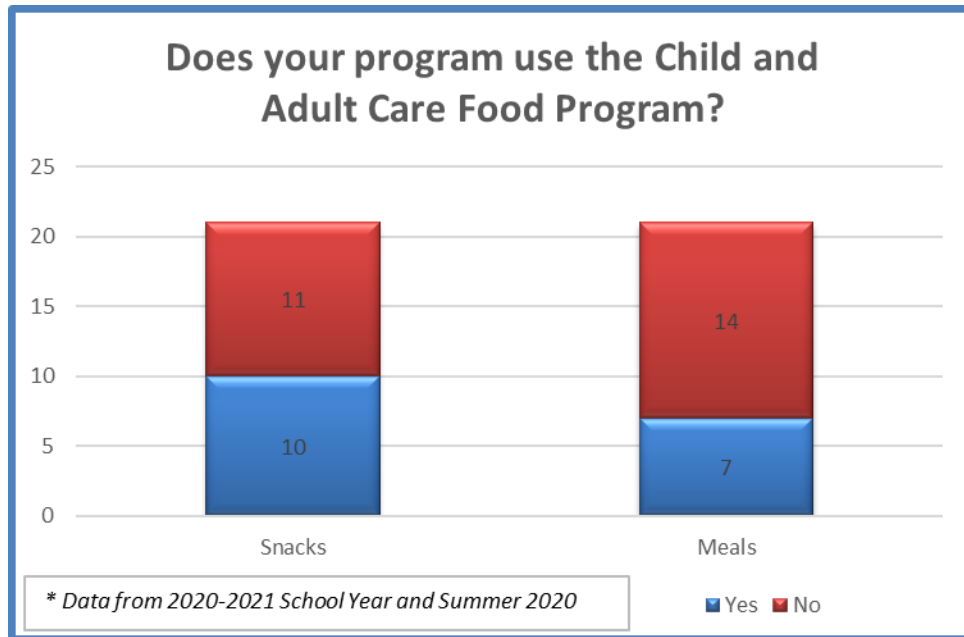
The total number of partners for all 21st CCLC grantees was 475 for the 2020-2021 school year. The total of 475 partners was 227 fewer partners than the 2019-2020 school year. The drop in partnerships can be attributed to the continuing COVID-19 Pandemic. Some business partners closed and other partners lost customers and had to reduce support.

Transportation. The End-of-Year Survey provided data on transportation. Of the 26 21st CCLC Programs, 23 responded to the survey. During the 2020-2021 school year, six 21st CCLC Programs provided transportation both to and from the 21st CCLC program sites, one program provided transportation only to the program sites, and three provided transportation only from the program site. During the summer of 2020, five 21st CCLC Programs provided transportation both to and from the 21st CCLC program sites. Nine 21st CCLC Program grantees did not provide transportation. One Grantee did not answer this question. (*Data from End-of-Year Survey*). The COVID-19 Pandemic resulted in an acute shortage of bus drivers across Iowa.

Does your program provide transportation for students to get to and/or home from the 21CCLC program(s)?

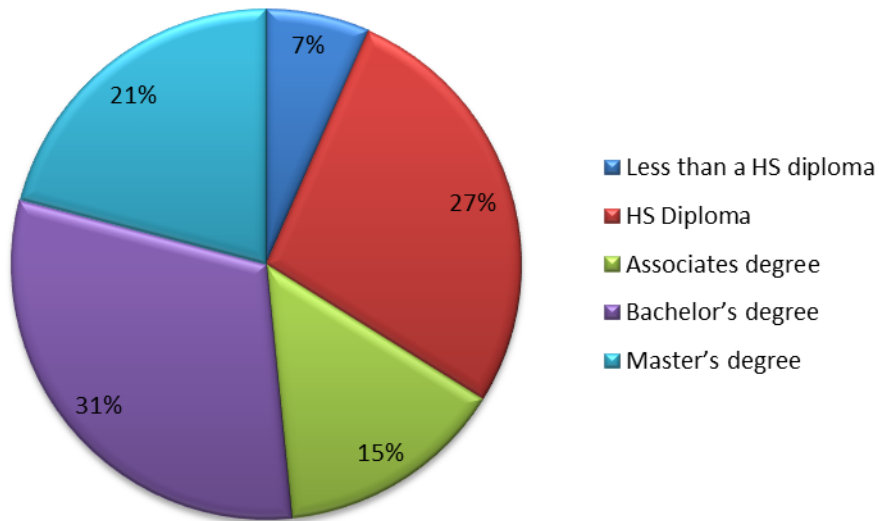


All Iowa 21st CCLC organizations provided snacks or full meals for students. As seen in the chart below, 7 of the organizations used the Child and Adult Food Care Program (CAFPC) for meals and 10 of the organizations used the CAFPC for snacks. All of the organizations not using CAFPC for snacks or meals reported their snacks and/or meals meet or exceed USDA guidelines (*data from End-of-Year Survey*). The total responses does not total 26 (the total 21st CCLC Grantees) because four Grantees did not respond to the survey. One organization did not respond to the question on snacks and a different organization did not respond to the question on meals.



Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 22 21st CCLC organizations responding to the End-of-Year Survey indicated they had a total of 564 paid staff, of which 183 are certified teachers. As illustrated in the chart below, 31 percent of paid staff had a Bachelor's degree and 21 percent of paid staff had a Master's degree. Additionally, 15 percent of paid staff had an Associate's degree and 27 percent of paid staff had a high school diploma. Also, 7 percent of paid staff had less than a high school diploma. (*End-of-Year Survey data*).

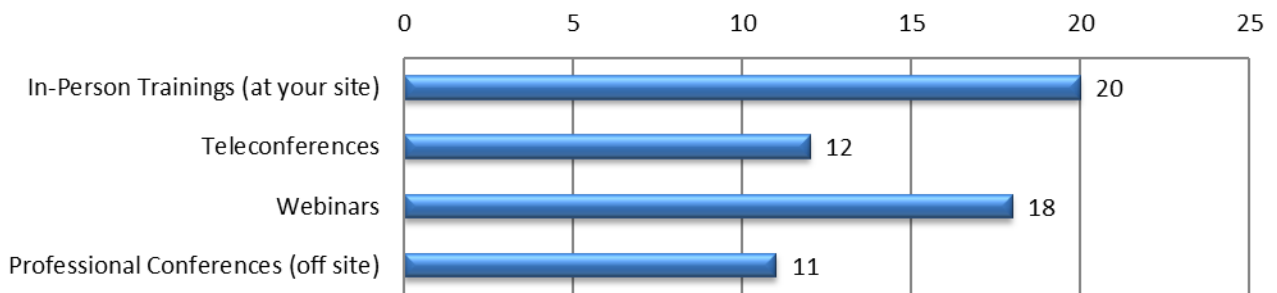
Education Level of Paid Staff



* Data from 2020-2021 School Year and Summer 2020

All grantees provided professional development opportunities for center staff. In-person trainings were utilized by 20 of them and 18 organizations used webinars. Eleven organizations used professional conferences and teleconferences were used by 12 organizations (*End-of-Year Survey data*).

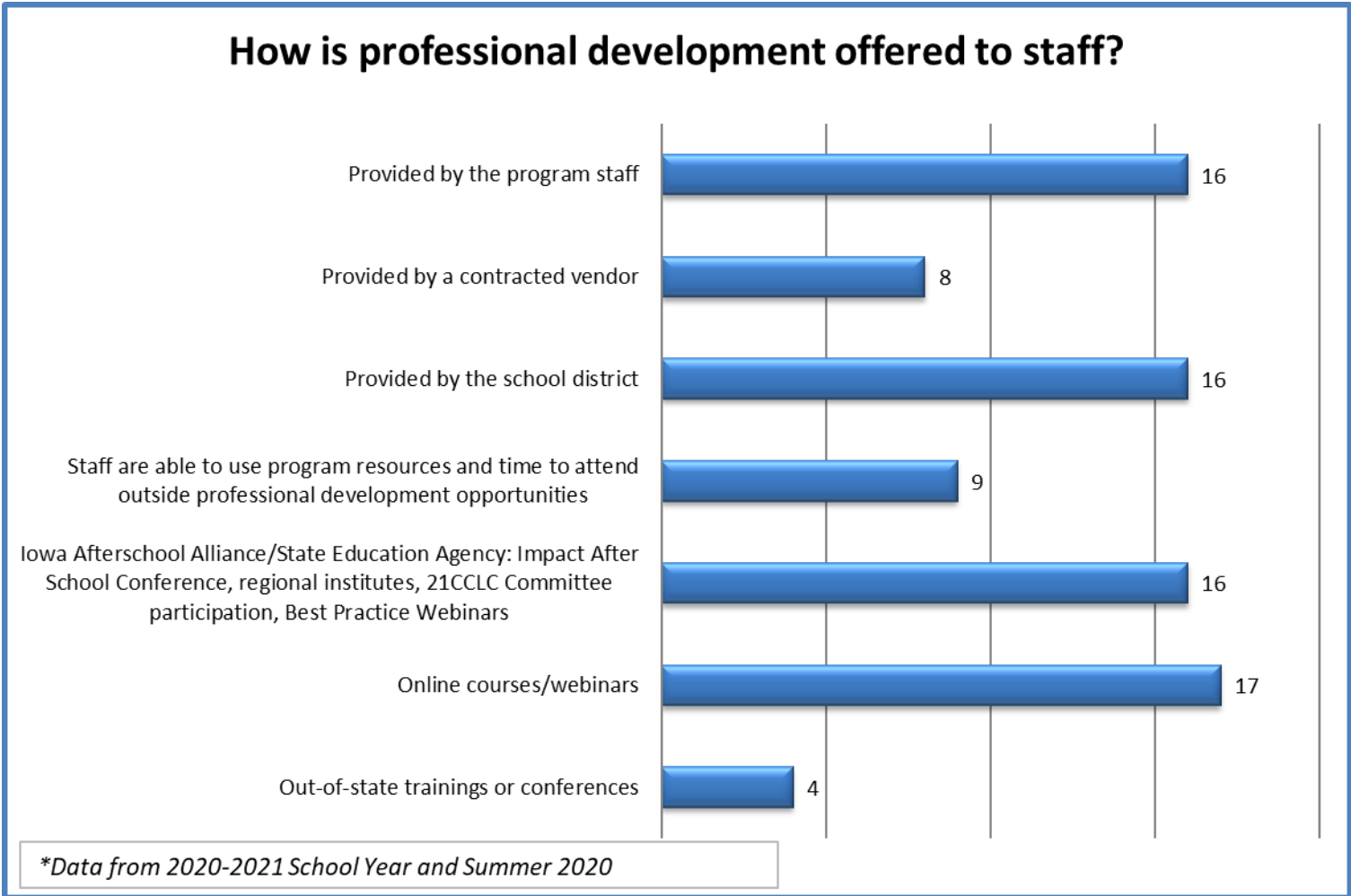
In what formats are professional development opportunities accessed?



All Iowa 21st CCLC grantee organizations provided Professional Development offerings for center staff. A variety of professional development topics were provided by grantee organizations. *Required Professional Development: required by District or law (site logistics such as blood borne pathogens, mandatory child abuse reporting, building safety, etc.)* was offered by all 22 grantees responding to the End-of-Year Survey. *Whole Child Professional Development (Behavior Management/Positive Behavior Supports, Social Emotional Learning (SEL), medical/dental, and mental health)* was offered by 20 organizations. Professional development opportunities in *Instructional Strategies (Academic and Enrichment Opportunities)* was offered by 13 organizations. Professional Development was also offered in *STEM, Literacy, Math, Science, and Social Studies*. In addition there were Professional Development sessions on *Physical Literacy, Arts and Music, Physical Fitness, Family Engagement, and Community Partnerships*. Other offerings were provided as identified by individual program needs (*End-of-Year Survey data*).

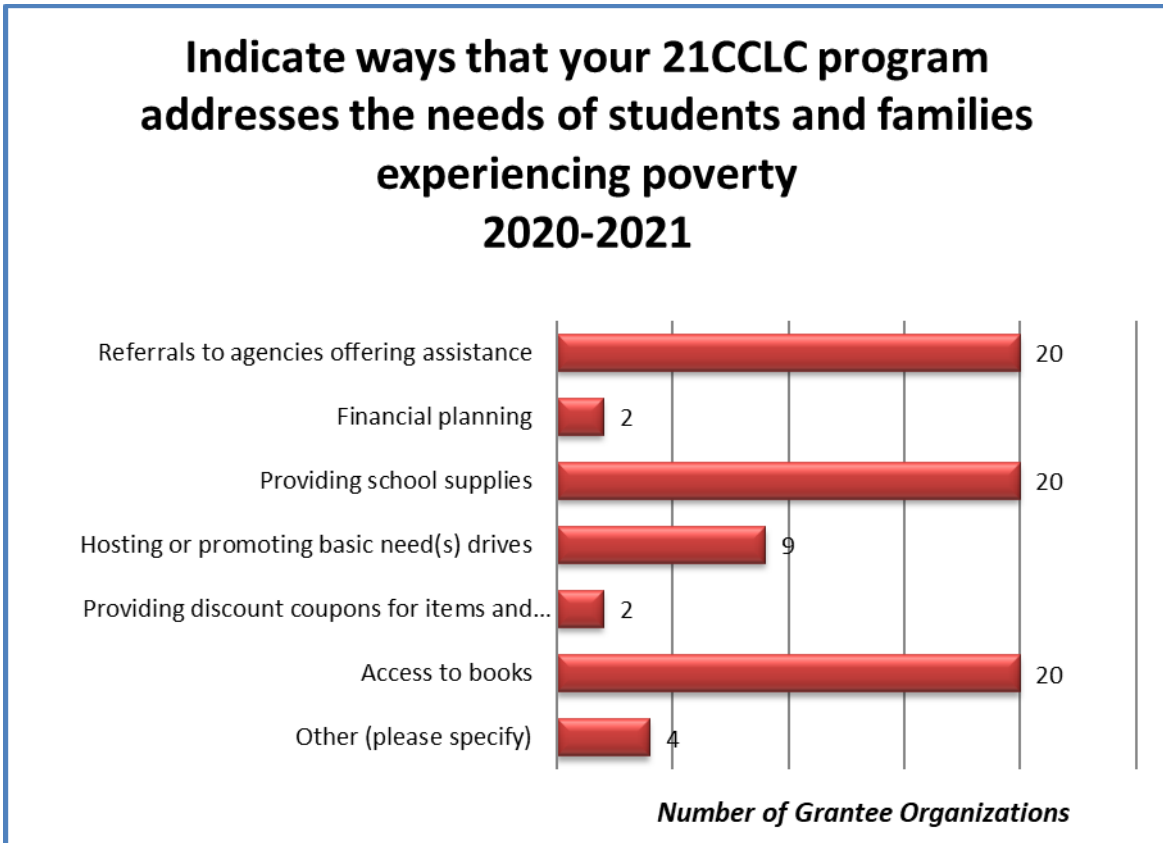


Professional development is offered to staff in a variety of ways. School districts provided training for 16 of the 21st CCLC Programs and 16 of the 21st CCLC Programs utilized staff to provide training. Sixteen organizations utilized at least one of the following: the Iowa Afterschool Alliance/State Education Agency: Impact After School Conference, regional institutes, 21CCLC Committee participation, and Best Practice Webinars. In addition, 17 organizations used online courses/webinars, 8 organizations used contracted vendors for professional development, and 4 organizations sent staff to out-of-state trainings or conferences. In nine programs, staff members are able to use program resources and time to attend outside professional development opportunities. The chart below summarizes the number of ways professional development is provided (*End-of-Year Survey data*).

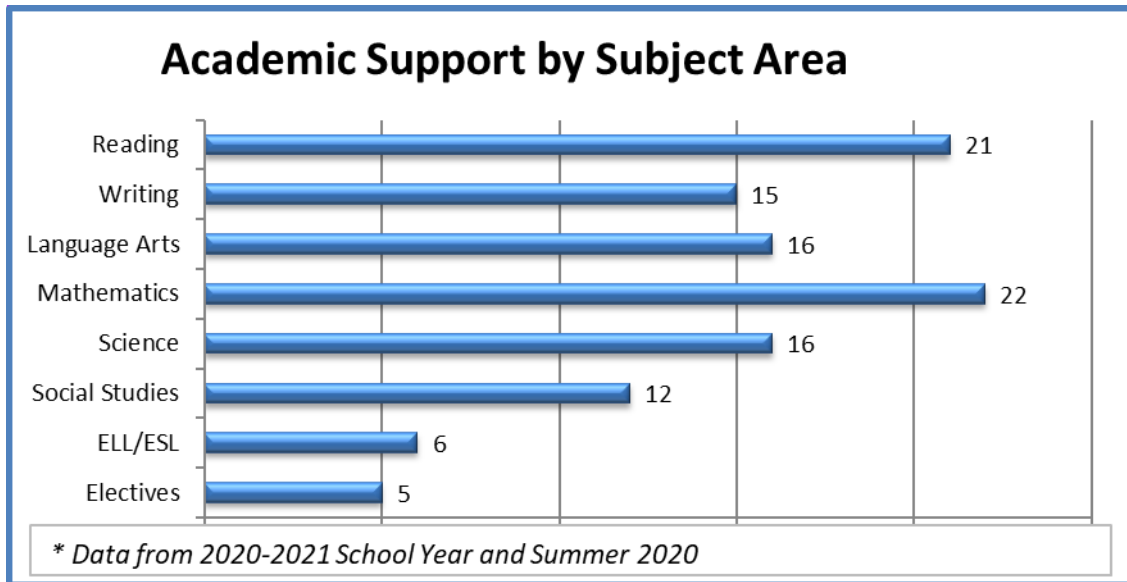


Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. The chart below is a summary of support. Twenty grantee organizations referred students and families experiencing poverty to agencies offering assistance. In addition, 20 grantee organizations provided school supplies and provided access to books, 9 grantee organizations hosted or promoted basic need(s) drives, 2 grantee organizations provided discount coupons for items and services, and 2 grantee organizations provided financial planning services. Other ways 21st CCLC programs provided support included (*End-of-Year Survey data*):

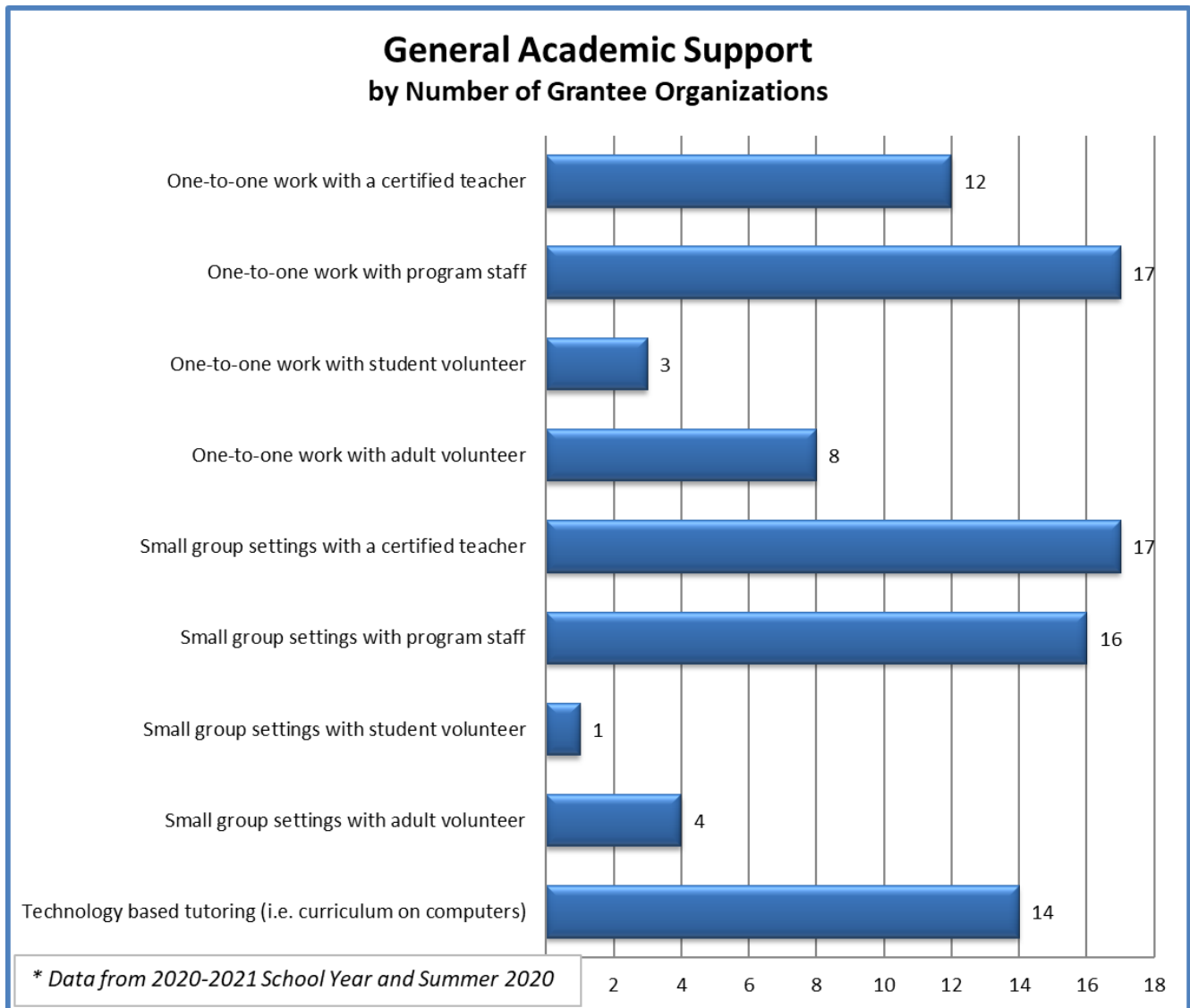
- Daily snacks & field trip meals.
- Backpack program.
- Meals for young people 18 and younger.
- Meal sites.



Academic support. Academic support is a key component of 21st CCLC programs and all programs in Iowa provided support in various subject areas. The chart below summarizes the types of academic support by subject area offered. All 22 grantee organizations responding to the End-of-Year Survey provided academic support in Mathematics and Reading, 15 grantee organizations provided academic support in Writing, 16 grantee organizations provided academic support in Language Arts, 16 grantee organizations provided academic support in Science. In addition, 12 grantee organizations provided academic support in Social Studies, 6 grantee organizations provided academic support in ELL/ESL and 5 grantee organizations provided academic support in Electives. (*End-of-Year Survey data*).

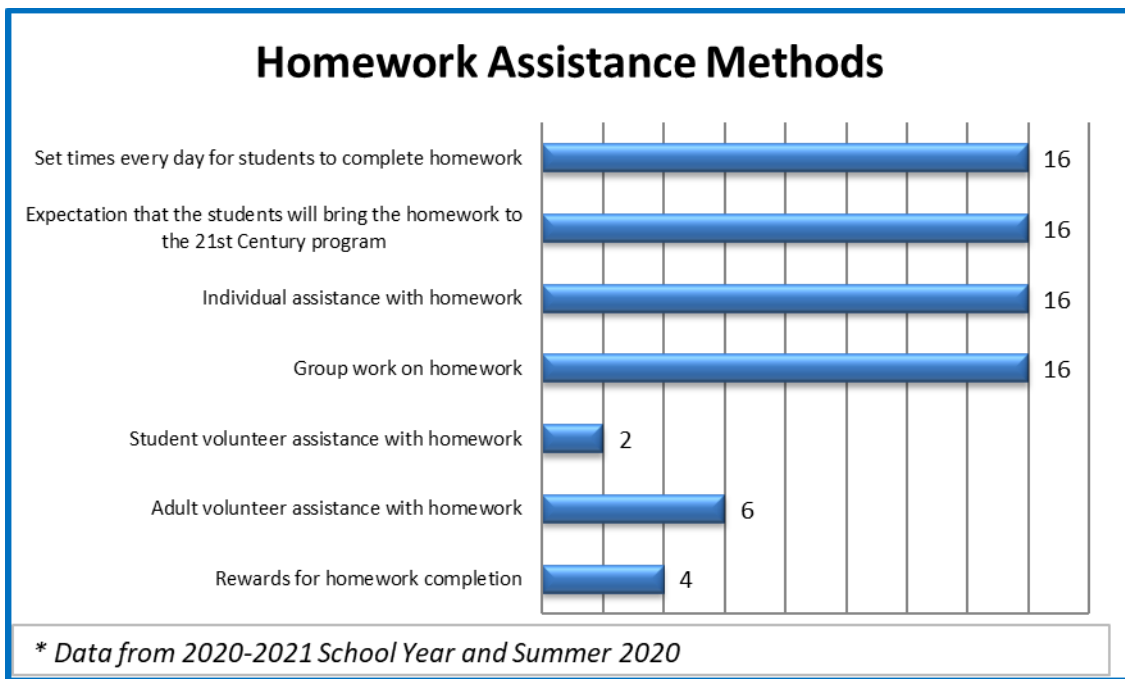


Academic support in the 21st CCLC programs was provided by 21st CCLC Programs. The chart below summarizes the types of academic support offered. Academic support was offered three ways. Small group settings were used by up to 17 of the grantee organizations, one-to-one work was used by up to 17 of the grantee organizations and technology-based tutoring was used by 14 of the grantee organizations. (*End-of-Year Survey data*):



As part of the 21st CCLC Program, 16 grantee organizations provided homework assistance. One program is a summer program only and two programs are at school districts that do not give homework. Ways homework assistance was provided included the following (*End-of-Year Survey data*):

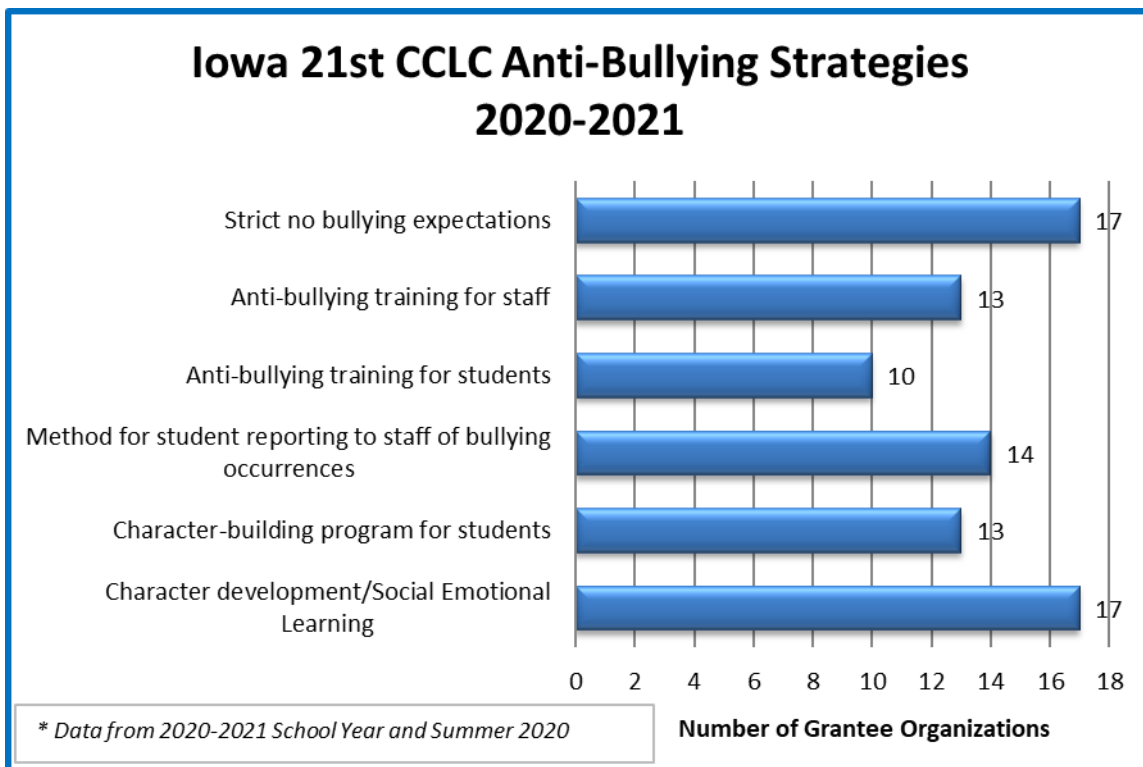
- Sixteen of the respondents set times every day for students to complete homework.
- Sixteen of the respondents have expectations that the students will bring the homework to the 21st Century program.
- Sixteen programs provide individual assistance with homework.
- Sixteen programs provide group work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



Student Behavior. In order to affect behavior changes in students, all 26 Iowa 21st CCLC programs have included activities and strategies. Grantee organizations were asked how they encouraged students' motivation to learn. Of the 22 Grantees responding to the End-of-Year Survey, 19 grantee organizations provided enrichment activities tied to student achievement and offered praise or recognition for student achievement in the program. In addition, 16 grantee organizations offered rewards or recognition for student achievement on report cards or state testing. (*End-of-Year Survey data*).

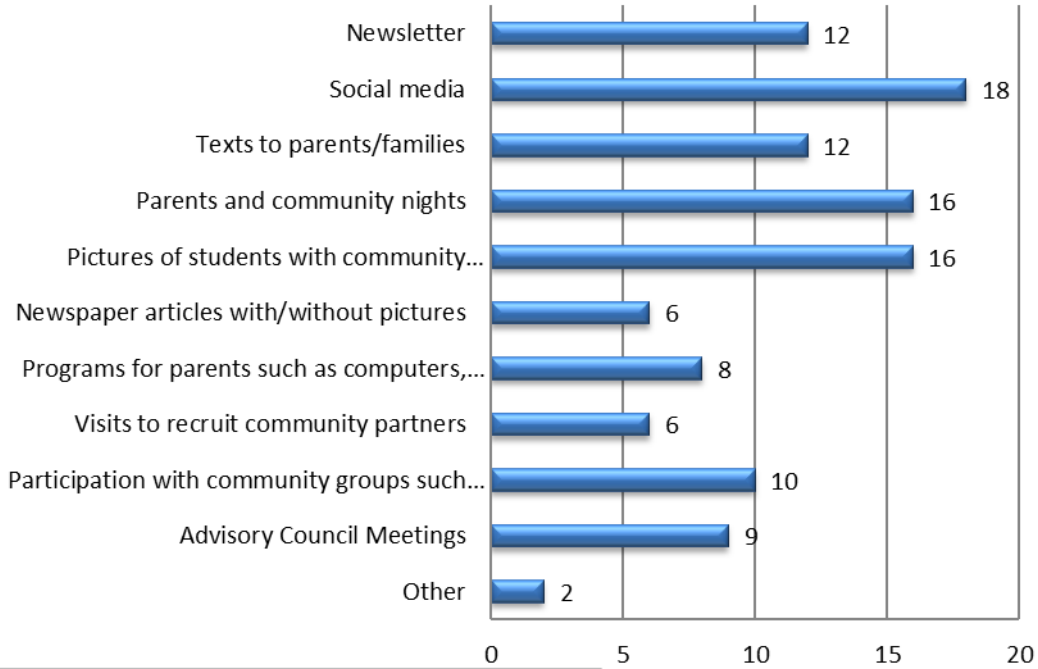
According to the National Center for Educational Statistics (NCES), in 2016-2017, 20.2 percent of 12-18-year-old students reported having been bullied at school during the school year including 5.3 percent reporting that the bullying included physical assault. The 21st CCLC programs in Iowa have implemented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

- Seventeen organizations have strict no bullying expectations.
- Thirteen organizations have anti-bullying training for staff.
- Ten organizations have anti-bullying training for students.
- Fourteen organizations have a method for student reporting to staff of bullying occurrences.
- Thirteen organizations have a character-building program for students.
- Seventeen organizations have a program for character development/Social Emotional Learning.



Parent and Community Participation. Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation. Methods varied from Parent and Community Nights (16 grantee organizations) to Advisory Council Meetings (9 organizations). All methods can be seen in the chart below (*End-of-Year Survey data*). It should be noted that due to the COVID-19 Pandemic, in-person parent events were limited and in some cases, not held at all.

Methods of Encouraging Community Participation

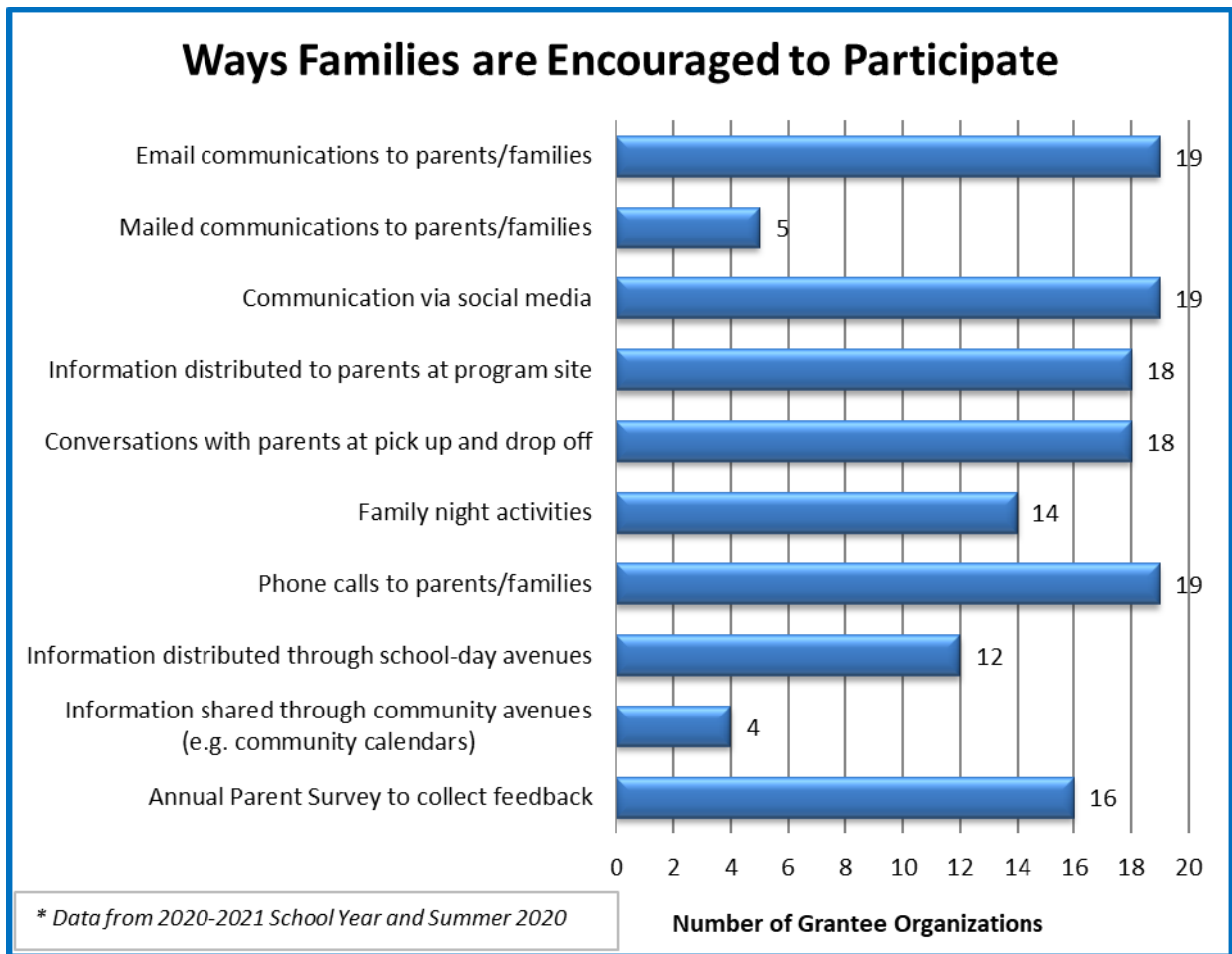


* Data from 2020-2021 School Year and Summer 2020

Number of Grantee Organizations

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

- Nineteen organizations used e-mail communications to parents/families.
- Five organizations used mailed communications to parents/families.
- Nineteen organizations used communication via social media.
- Eighteen organizations used information distributed to parents at program site.
- Eighteen organizations held conversations with parents at pick up and drop off.
- Fourteen organizations held family night activities.
- Nineteen organizations used phone calls to parents/families.
- Twelve organizations used information distributed through school-day avenues.
- Four organizations shared information through community avenues (e.g. community calendars).
- Sixteen organizations used an Annual Parent Survey to collect feedback.



Program Objectives

For 2020-2021, 21st CCLC grantee organizations are required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA) to give a picture of program success. Grantee organizations also used local objectives to provide a mechanism for program success based on local needs.

GPRA Measures

The GPRA data intends to measure student improvement based on how many regular attendees needed improvement. The data used for the GPRA Measures was from the Summer and Fall of 2020 and the Spring of 2021.

The fourteen GPRA measures are:

1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.
6. The number of all 21st Century regular program participants who improved in English from fall to spring.
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.

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

Iowa 21st CCLC GPRA Measures Summary

	Math Improvement			English Improvement			Proficiency		Homework & Class Participation			Student Behavior		
	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
Grantee	Elem	Sec	All	Elem	Sec	All	Elem Read	Sec Math	Elem	Sec	All	Elem	Sec	All
Allamakee CSD	na	30%	30%	na	52%	52%	na	14%	na	75%	75%	na	70%	70%
Audubon CSD	34%	na	34%	32%	na	32%	29%	na	70%	na	70%	0%	na	0%
Bettendorf CSD	29%	na	29%	31%	na	31%	31%	na	96%	na	96%	84%	na	84%
Boys & Girls Club of the Cedar Valley	56%	67%	57%	69%	50%	67%	42%	25%	na	na	na	na	na	na
Boys & Girls Clubs of Central Iowa	na	0%	0%	na	25%	25%	na	0%	na	53%	53%	na	50%	50%
Burlington CSD	92%	50%	89%	100%	50%	96%	19%	17%	61%	55%	60%	22%	57%	28%
Cedar Rapids CSD	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Central Decatur CSD	96%	na	96%	100%	na	100%	99%	na	96%	na	96%	87%	na	87%
Clinton CSD	73%	69%	73%	81%	73%	79%	44%	38%	72%	na	72%	60%	na	60%
Council Bluffs CSD	96%	33%	90%	91%	73%	90%	27%	10%	22%	14%	21%	25%	39%	27%
Davenport CSD	67%	na	67%	18%	na	18%	18%	na	79%	na	77%	na	na	na
Des Moines Independent CSD	3%	na	3%	4%	na	4%	4%	na	na	na	na	54%	na	54%
Dubuque CSD	na	54%	54%	na	56%	56%	na	49%	na	92%	92%	na	88%	88%
Fairfield CSD	38%	na	38%	59%	na	59%	23%	na	95%	na	95%	80%	na	80%
Hamburg CSD	87%	na	87%	96%	na	96%	57%	na	100%	na	100%	100%	na	100%
Iowa City CSD	33%	na	33%	20%	na	20%	0%	na	56%	na	56%	58%	na	58%
Maquoketa CSD	86%	na	86%	100%	na	100%	58%	na	na	na	na	na	na	na
Mid-Iowa Community Action, Inc.	89%	na	89%	97%	na	97%	38%	na	77%	na	77%	58%	na	58%
North Fayette Valley CSD	100%	na	100%	100%	na	100%	16%	na	61%	na	61%	100%	na	100%
Oakridge Neighborhood Services, Inc.	na	na	na	na	na	na	na	na	57%	83%	71%	57%	83%	71%

	# 1	# 2	# 3	# 4	# 5	# 6	# 7	# 8	# 9	# 10	# 11	# 12	# 13	# 14
Grantee	Elem	Sec	All	Elem	Sec	All	Elem Read	Sec Math	Elem	Sec	All	Elem	Sec	All
Oelwein CSD	100%	74%	79%	100%	58%	68%	14%	17%	100%	100%	100%	100%	100%	100%
Siouxland Human Investment Partnership	100%	100%	100%	100%	100%	100%	100%	100%	82%	53%	76%	84%	50%	77%
St. Mark Youth Enrichment	50%	na	50%	65%	na	65%	29%	na	82%	na	82%	91%	na	91%
Storm Lake CSD	89%	26%	70%	96%	22%	74%	23%	22%	64%	81%	72%	69%	59%	65%
Waterloo CSD	100%	na	100%	100%	na	100%	67%	na	100%	na	100%	100%	na	100%
Youthport/Tanager Place	5%	na	5%	27%	na	27%	27%	na	72%	na	72%	87%	na	87%
Statewide Totals	53%	44%	52%	50%	48%	49%	26%	38%	64%	77%	68%	55%	75%	58%

Organizations did not report data for all measures. For some organizations (Audubon CSD, for example), they provided an elementary program only and thus did not have secondary data. A variety of data sources were used for GPRA Measures. All data sources were approved by the Iowa Department of Education. Some data was not available due to the COVID-19 Pandemic. Below are statewide percentages in the four key GPRA measures of academic improvement, academic proficiency, homework completion and class participation, and student behavior.

Academic Improvement. For mathematics, 52 percent of regular attendees identified as needing improvement showed improvement statewide. For English, 49 percent of regular attendees identified as needing improvement showed improvement statewide.

Academic Proficiency. For elementary reading, 26 percent of regular attendees identified as not being proficient achieved proficiency statewide. For secondary mathematics, 38 percent of regular attendees identified as not being proficient achieved proficiency statewide.

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

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 58 percent statewide.

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

GPRA Measure	Iowa Statewide Percentages	National Percentages
	2020-2021	2016-2017*
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	53%	51%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	44%	48%

GPRA Measure	Iowa Statewide Percentages	National Percentages
	2020-2021	2016-2017*
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	52%	50%
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	50%	50%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	48%	48%
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	49%	49%
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	26%	25%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	38%	19%
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	64%	68%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	77%	66%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	68%	68%
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.	55%	61%
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.	75%	59%
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.	58%	60%

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

Iowa percentages on GPRA Measures compare favorably to the national percentages. Of particular note was the percentage reaching proficiency in mathematics. For secondary students identified as not proficient in mathematics, Iowa outperformed the nationwide percentage by 19 percentage points (38 percent to 19 percent).

Academic Improvement. For mathematics, 52 percent of regular attendees identified as needing improvement showed improvement in Iowa compared to 50 percent nationwide. For English, 49 percent of regular attendees identified as needing improvement showed improvement in Iowa where 49 percent showed improvement nationwide.

Academic Proficiency. For elementary reading, 26 percent of regular attendees identified as not being proficient achieved proficiency in Iowa compared to nationwide where 25 percent improved to proficient. For secondary mathematics, 38 percent of regular attendees identified as not being proficient achieved proficiency in Iowa where 19 percent achieved proficiency nationwide.

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

Student behavior. The percentage of all 21st Century regular participants with teacher-reported improvements in student behavior was 58 percent in Iowa and 60 percent nationwide.

Local Objectives

In addition to the GPRA Measures, all Iowa 21st CCLC programs set local objectives with the purpose of measuring unique facets of the 21st CCLC Program not covered by GPRA Measures. For the 26 grantees included in this evaluation period (2020-2021), a total of 233 objectives were developed. Many grantees used the same objectives for each Center but objective ratings varied. For this reason, each center was listed as having its own set of objectives for this overall analysis. Overall success of the Iowa 21st CCLC Centers seems positive with 60 percent of objectives met and 18 percent of objectives not met but progress was made. Only four percent of objectives were not met and no progress was made toward the objectives. Eighteen percent of objectives were rated as unable to measure, mainly due to the COVID-19 Pandemic. For example, teacher surveys were not completed by all grantees. The table below includes the number of local objectives and the number of objectives by ratings for each grantee organization.

Grantee	Total Number of Objectives	Met the Stated Objective	Did not meet but made progress toward the stated objective	Did not meet and no progress was made toward the stated objective	Unable to measure the stated objective
Allamakee CSD	10	9	1	0	0
Audubon CSD	1	0	1	0	0
Bettendorf CSD	11	8	0	0	3
Boys & Girls Club of the Cedar Valley	9	4	0	0	5
Boys & Girls Clubs of Central Iowa	4	1	0	2	1
Burlington CSD	8	5	3	0	0
Cedar Rapids CSD	0	0	0	0	0
Central Decatur CSD	2	2	0	0	0
Clinton CSD	18	12	0	4	2
Council Bluffs CSD	22	21	1	0	0
Davenport CSD	9	3	3	0	3
Des Moines Independent CSD	20	5	14	0	1
Dubuque CSD	6	4	1	1	0
Fairfield CSD	5	5	0	0	0
Hamburg CSD	3	2	0	1	0
Iowa City CSD	12	7	5	0	0
Maquoketa CSD	4	0	0	0	4

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
Mid-Iowa Community Action, Inc.	7	4	3	0	0
North Fayette Valley CSD	3	3	0	0	0
Oakridge Neighborhood Services, Inc.	6	4	2	0	0
Oelwein CSD	8	1	5	2	0
Siouxland Human Investment Partnership	27	9	0	0	18
St. Mark Youth Enrichment	22	19	3	0	0
Storm Lake CSD	7	7	0	0	0
Waterloo CSD	4	0	0	0	4
Youthport/Tanager Place	5	5	0	0	0
Iowa State Total	233	140	42	10	41

Best Practices

For the 2020-2021 Iowa 21st CCLC State Evaluation, grantees were asked to provide a list of best practices in local evaluations. Although no guidelines were provided on how best practices were to be determined, the majority of the best practices could be organized around the following facets of the after-school programs.

1. Program Operations
2. Community and Parental Involvement
3. Objectives
4. COVID-19 Coping Mechanisms

Below are examples of best practices selected from local evaluations.

Program Operations

“Best practices utilized by PiECES include elevating the youth voice through surveys and youth assigned jobs during program. Youth are able to select what type of Clubs they want to create, lead, and participate in at both the 5/6th grade and 7/8th grade buildings. This helps to build their self-confidence and motivation for learning” (Burlington CSD).

“Safety/Social Skills - The program follows safe drop off/pick-up procedures, implements a sign in/sign out procedure, as well as daily attendance (name to face) practices to ensure all children are safe and accounted for” (Hamburg CSD).

Community and Parental Involvement

“Implementation of site-specific food banks to address hunger insecurity. In partnership with Food Bank of Siouxland, a food bank was offered for Hunt families to support food insecurity needs. During the school year, boxes were given out one time per month resulting in nine (9) food banks during the school year. During pandemic it continued with a once a month via a pickup strategy” (Siouxland Human Investment Partnership).

“During the summer of 2020, the main goal of the program was the safe and efficient distribution of meals to hundreds of families each day. Each Site Leader worked closely with their partners in the Food and Nutrition Department, making sure that meals were held at the appropriate temperature and that protocols for safety were followed, given the ongoing status of the global pandemic” (Cedar Rapids CSD).

Objectives

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

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

“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).

“One example of our 21st CCLC best practices would be our Robotics programs in our district. We are fortunate to have a great partnership with Christy Arthur in our district. Christy started with our 21st CCLC afterschool programs in 2019, but she has been involved with robotics since 2016. Christy is the co-founder of the Junior Jacket Robotics Program in Council Bluffs” (Council Bluffs CSD).

“Des Moines Public Schools 21CCLC programs employ many best practices as defined by the Iowa Afterschool Alliance “Standard Categories and Corresponding Indicators of Quality Afterschool Programs” (Des Moines Independent CSD).

“Best practices within cohort 11 focus on behavioral support for students. This cohort is focused on Aggression Replacement Training (ART) as a resource to help students develop social and emotional management skills” (Iowa City CSD).

“The academic element fosters continued hands-on learning with students before and after school. This learning is a continuation of the academic instruction during the school day. The best practice is engaging students in real hands-on learning and generating academic growth excitement among students” (Maquoketa CSD).

“Guaranteed and Viable Curriculum Support: The VELC program was created with the support of teachers to ensure the program enriched student learning in the classrooms. Students weekly had access to math, reading, technology, and STEAM activities and kits” (North Fayette Valley CSD).

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

COVID-19 Coping Mechanisms

“Due to the pandemic, we had to restructure our LAUNCH program. One of the big changes was to organize our students in grade alike groups so as not risk undue spread of illness. This was best practice at the time and we are proud that we could pull it off. We recognized a need from parents and planned to remain open since many parents needed to get back to work.

This would be considered a best practice because it recognized the need for giving parents back the ability to keep working while their child/children had a safe place to be. Our students to continue to have supervision, snacks and activities even when in their new small groups” (Audubon CSD).

“Modifications to interventions and services based on COVID-19 guidance and practices. To support families, Beyond the Bell made modifications to interventions and services based on consultation and guidance on best practices and safety during the pandemic. Examples include phone engagement and outreach to parents, provision of at-home learning resources to support home literacy, and creation/ delivery of home literacy kits designed to each age group. When school was in session during the 2020-21 school year, virtual-based enrichment activities were delivered by community partners, when additional volunteers were not allowed in the buildings due to safety precautions” (Siouxland Human Investment Partnership).

“Safety precautions, including hand sanitizer stations, required masks at all times, and social distancing when that wasn’t possible (snack time), meant the continuation of programs throughout the 2020-2021 school year” (Storm Lake CSD).

Summary and Recommendations

Summary

For 2020-2021, the Iowa 21st CCLC program continued to meet the requirements of afterschool programs as stated by the U.S. Department of Education. *“This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools”* (U.S. Department of Education). For 2020-2021, the Iowa 21st CCLC State Evaluation examined 26 grantee organizations with a total of 92 centers. The 92 centers served 7,322 total students (Grantees identified as being in Cohorts 11, 12, 13, 14 and 15). Iowa 21st CCLC centers provided programs for all grade levels. The Iowa 21st CCLC programs were supported by 475 partners, 434 of them providing services at no charge or with a discount.

The COVID-19 Pandemic continued to impact 21st CCLC Programs. Most programs provided virtual assistance as well as supplies and food to 21st CCLC students. The 21st CCLC Programs in Iowa met the Pandemic challenges and made changes as the 2020-2021 school year began.

To improve results, professional development is available for staff members on a variety of subjects and professional development is provided in different formats, including face to face and web-based. Staff members ensured there was academic support for all subject areas and academic interventions are varied in both types of intervention and methods of delivery. Staff members were qualified and 52 percent of staff members had a Bachelor’s or Master’s degree.

The 2020-2021 21st CCLC programs in Iowa had a total of 233 Local Objectives and 78 percent of them were met or made progress toward. Progress was not made on 10 objectives and 41 objectives were reported as not measured. The most common reason given for not measuring local objectives was problems caused by the COVID-19 Pandemic.

Parents showed an appreciation for the program. Due to the COVID-19 Pandemic many parent events were cancelled. However, parental involvement was strong throughout the 21st CCLC Programs. The Boys and Girls Club of the Cedar Valley held 5 parent events focused on parent and member quality time. Cedar Rapids CSD provided meals and enrichment activities for pickup and 87 percent of parents indicated that the activities helped keep their children connected to learning. Des Moines CSD provided a mixture of virtual and in-person parent events as dictated by COVID-19 Pandemic restrictions. Fairfield CSD held an end of the year event attended by 300 students and their parents. Hamburg CSD held a literacy event at the beginning of the year and 100 percent parents of 21st CCLC Students participated. At St. Mark, 100% of parents participated in information sessions at the beginning of the school year. Youthport distributed 350 books through its Ready to Read Family Literacy Events.

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



“The safe, educational programming that is provided to the youth in Waukon area via Community Connections is key to keeping kids on the right path” (Allamakee CSD Partner).



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



“Rock-It is an amazing before and after school program. I always know my child is well taken care of and her educational needs are met above and beyond. They have designed the program for children at all levels. They succeed on a daily basis” (Bettendorf CSD Parent).



"I had a lot of fun with the librarian today! She had a funny book! The activity was fun too." (Bettendorf 21st CCLC Kindergarten Student).



"I don't know what it is about Boys & Girls Club, but I can never get him to leave" (Boys and Girls Club of the Cedar Valley 21st CCLC Parent).



"During school in 6th grade, I was a different person than I am right now. I was disrespectful to teachers, talking back, and getting sent to the office. The summer of me going into 7th grade, that is when I started going to Boys and Girls Club, and that is where I changed as a person. I started respecting peers and working hard. When I got into 7th grade, I took all the positive information I learned at the Club and took it into school with me. Now that is where I started the journey of the person I am today" (Boys and Girls Club of Central Iowa 21st CCLC Parent).



"Students in BCSD are well-served by the PiECES program. They are receiving academic, social and behavioral supports in a comfortable and safe environment" (Burlington CSD 21st CCLC Parent).



"My children look forward to attending the CCLC program, Exploration Academy, as part of their daily school routine. They know they will be safe and well taken care of" (Central Decatur CSD 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 21st CCLC Teacher).



"This program has made a huge impact on our lives" (Council Bluffs CSD 21st CCLC Parent).



"I like how most programs represent many cultures; it is useful for me as a parent to talk about what they are doing after school. I think they are good programs because they are helping my child's development and education at the same time. Finally, I feel like I am invited to participate in family activities whether that is at school or with home-take-kits" (Des Moines CSD 21st CCLC Parent).



"Honestly, the most shocking thing about LEAP for me is how different the kids are after school versus how they are in school. They love the programs and do so well, even if they have some troubles during the school day. It's cool to see them in their element" (Dubuque CSD 21st CCLC Teacher).



"They treat each child as an individual and appreciate the different skills they have" (Fairfield CSD 21st CCLC Parent).



"I am not very good at reading and memorizing math facts and they help me with reading and math" (Oakridge Neighborhood Services 21st CCLC Student).



"It's more than a program it's a community" (Oakridge Neighborhood Services 21st CCLC Student).



"BTB supports our family need in the gap of supervision and access to school with work and school schedules. It is an important part of our routine. My child loves going to BTB" (Siouxland Human Investment Partnership 21st CCLC Parent).



"My youngest has done a full 360 in his behavior...Went from 3 to 4 referrals every week to none at all" (St. Mark Youth Enrichment 21st CCLC Parent).



"My hat is off to all the Tornado Club staff as they put the children first in everything they do, I know I couldn't do it!" (Storm Lake CSD 21st CCLC Parent).



"The book selection for my child was perfect. He loved it and has been working on it with me, his sibling or himself since receiving it" (Youthport 21st CCLC Parent).

Recommendations

For 2020-2021, the Iowa 21st CCLC Programs have continued to serve the needs of students. To help with future improvement, the following recommendations are provided as part of this evaluation.

1. The COVID-19 Pandemic response from 21st CCLC Programs should be analyzed for Best Practices that can be continued to improve services. For example, the six support committees continued meeting virtually and monthly virtual meetings were held with 21st CCLC Program Directors to provide technical assistance and share best practices.
2. Training and support for Local Evaluations should continue as the Iowa Department of Education directs. Support could include webinars, written guidelines and video training.
3. Local Evaluators and Program Directors should be encouraged to contact the Iowa Department of Education and the State Evaluators for guidance and assistance in completing their Local Evaluations.
4. Local Evaluators should be required to attend Local Evaluations Training. This will be especially important with the change in GPRA Measures for 2021-2022.
5. The local evaluation form should continue to be reviewed annually and revised as needed to clarify any areas where local evaluators had questions on providing information. This process should include input from the Evaluation Committee, the Iowa DOE and the state evaluators. For 2021-2022, the new GPRA Measures will need to be addressed in the local evaluation form.
6. Data from the Annual Performance Report, the end-of-year survey and the Local Evaluation should be identical. This data integrity should be stressed in trainings. Programs should review the work of the Local Evaluator before submitting the Local Evaluation to the Iowa Department of Education.
7. For 21st CCLC Programs, the Iowa Department of Education should continue to report evaluation data that includes local programs, GPRA data, and statistical findings consistent with US DOE Guidelines.

Grantees

The state of Iowa awarded grants to 26 grantee organizations operating 78 sites in 2020-2021 providing funding of \$8,851,553. The grants provided 78 sites for 21st CCLC Centers, serving 7,322 children with federal funds. This state evaluation for 2020-2021 examined 26 grantee organizations with 92 sites (Grantees identified as being in Cohorts 11, 12, 13, 14 and 15). New grantees do not report evaluation data until they have completed one year of operations. *Data provided by Iowa DOE.*

Iowa 21st CCLC Grantees and Centers Table

Organization	Cohort	Centers
Allamakee CSD	12	Waukon Middle School
Audubon CSD	11	Audubon Elementary Launch Kids Club
Bettendorf CSD	14	Neil Armstrong Elementary School
Boys & Girls Clubs of Central Iowa (BGCCI)	14	Gregory & Suzie Glazer Burt Club (Serving Callanan Middle School and Harding Middle School Youth)
Boys & Girls Clubs of Central Iowa (BGCCI)	15	E.T. Meredith Jr. Club (Serving East High School Youth at the East High School Flex Academy)
Boys and Girls Club of the Cedar Valley	12	Cunningham Elementary School
Boys and Girls Club of the Cedar Valley	13	Highland Elementary School
Boys and Girls Club of the Cedar Valley	15	Bunger and Carver Middle School, Lincoln Lincoln Elementary School
Burlington CSD	12	Black Hawk, Grimes, and Sunnyside Elementary Schools
Burlington CSD	14	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School
Cedar Rapids CSD	11	Grant, Grant Wood, Hoover, Nixon, and Taylor Elementary Schools
Central Decatur CSD	12	Central Decatur South and North Elementary Schools, Lamoni Elementary School, and Mormon Trail Elementary School
Clinton CSD	11	Whittier Elementary School and Clinton Middle School
Clinton CSD	13	Bluff, Jefferson, and Eagle Heights Elementary Schools
Council Bluffs CSD	11	Abraham Lincoln and Thomas Jefferson High Schools
Council Bluffs CSD	12	Carter Lake and Roosevelt Elementary Schools
Council Bluffs CSD	13	Bloomer and Edison Elementary Schools
Council Bluffs CSD	14	Rue and Franklin Elementary Schools and Wilson Middle School
Davenport CSD	12	Hayes Elementary School
Davenport CSD	13	Madison Elementary School
Davenport CSD	14	Jefferson Elementary School
Des Moines CSD	11	Cattell, Howe, Lovejoy and Oak Park Elementary Schools
Des Moines CSD	12	Garton, Hillis, River Woods and Willard Elementary Schools

Des Moines CSD	13	Capitol View, King and Monroe Elementary Schools
Des Moines CSD	14	Park Avenue, Jackson and South Union Elementary Schools
Des Moines CSD	15	Stowe and Brubaker Elementary Schools
Dubuque CSD	13	George Washington and Thomas Jefferson Middle School
Fairfield CSD	13	Pence Elementary School
Hamburg Community School District	11	Marnie Simons Elementary School
Iowa City CSD	11	Archibald Alexander Elementary school
Iowa City CSD	12	Hills Elementary School
Iowa City CSD	13	Mark Twain Elementary School
Iowa City CSD	15	Kirkwood Elementary School
Maquoketa CSD	14	Briggs and Cardinal Elementary Schools
Mid-Iowa Community Action, Inc.	14	Anson, Franklin and Hoglan Elementary Schools
North Fayette Valley CSD	14	Valley Elementary School
Oakridge	15	Oakridge Neighborhood Services
Oelwein CSD	11	Oelwein High School
Oelwein CSD	14	Oelwein Middle School and Wings Park Elementary School
Siouxland Human Investment Partnership (SHIP)	11	Liberty Elementary School
Siouxland Human Investment Partnership (SHIP)	14	Hunt Elementary School
Siouxland Human Investment Partnership (SHIP)	15	Irving Elementary School and North Middle School
St. Mark Youth Enrichment	13	Dyersville Elementary School
St. Mark Youth Enrichment	14	Audubon, Lincoln and Marshall Elementary Schools
Storm Lake CSD	13	Storm Lake Elementary School
Storm Lake CSD	14	Storm Lake Middle School
Waterloo CSD	13	Irving and Lowell Elementary Schools
Youthport	11	Hoover Elementary School and Cedar River Academy at Taylor Elementary School

Below is a synopsis of each Iowa 21st CCLC program in Cohorts 11, 12, 13, 14 and 15. Each synopsis includes attendance numbers and focuses on objectives, partnerships, parent involvement and sustainability. Included is a section on how the COVID-19 Pandemic and other outside factors affected each Grantee's 21st CCLC Program. The state objectives were the GPRA Measures used by the U.S. Department of Education. In addition, local objectives were developed by grantees to define progress in areas identified as needed. Data on local objectives was obtained from the individual grantee organization evaluation reports as well as information from Program Directors. Additional data was provided by the Iowa DOE.

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

grantee organization section is a summary of the local organization's 21st CCLC Program, including any recommendations (if included in the Local Evaluation) for changing the 21st CCLC Program.

Allamakee CSD

Allamakee CSD 21st CCLC Notable Facts:

GPRC Measures

- 30% of secondary students identified as needing improvement in mathematics improved (GPRC Measure 2).
- 52% of secondary students identified as needing improvement in English improved (GPRC Measure 5).
- 14% of secondary students identified as non-proficient in mathematics attained proficiency (GPRC Measure 8).
- **75% of secondary students identified as needing improvement improved in homework completion and class participation (GPRC Measure 10).**
- **70% of secondary students identified as needing improvement improved in student behavior (GPRC Measure 13).**

Attendance

- The 21st CCLC Program served 265 students.
- 161 students (61%) were regular attendees.
- **127 students (48%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 30 partners supporting the 21st CCLC Program that provided \$10,935 in in-kind value.
 - The 21st CCLC Program had 10 local objectives and met nine of them.
-

Overview and Attendance.

For the 2020-2021 School Year. Allamakee CSD had one 21st CCLC Program (titled Community Connections) in Cohort 12. Cohort 12 had one center at Waukon Middle School

Allamakee followed a needs assessment process to develop the 21st CCLC Program. The needs assessment included stakeholder meetings held during the grant writing process as well as group interviews with youth, parents, teachers and partners. Meetings continue to be held with the aim of collecting ideas and developing student activities. Fall surveys were received from students and parents to help determine what activities would be offered. The 21st CCLC Program exceeded the required 60 hours of contact time, meeting five days per week during the school year for three hours after school and one hour before school. Due to the pandemic, all activities were held at the school site since no bussing was allowed. The activities list named 54 activities at Waukon Middle school that included STEM, literacy, physical activities, service learning, mentoring, drug prevention and youth leadership. The summer program met for five days a week for four hours per day for 30 days total where the students participated in over 60 activities. “CC focuses on tutoring, homework assistance based on student need, math, reading, enrichment clubs, and hands-on experiences. Certified teachers, Luther College students, and Senior High mentors utilizing evidence-based curriculum from the school day provide these services.” (Local Evaluation)

Community Connections 21st CCLC served 265 students and 61% or 161 of these students were regular attendees. The Program had 96% of the total school population attending at least one time. For 2020-2021, 48% (127 students) of the total students served were identified as FRPL. The summer program had 16 students attending. Allamakee had 30 total partners supporting the program. Parents were active in the program with 63 total parents attending meetings and events. Parents attended the three Parent Advisory Meetings and four other events. The local evaluation reported that the Pandemic reduced the number of events as well as parent attendance at events that were held.

Allamakee CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Allamakee CSD	12	30	Waukon Middle School	265	161
TOTALS		30		265	161

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

Effects of COVID-19 Pandemic

We were able to have afterschool programming, and when activities were suspended due to high COVID-19 numbers we were able to continue as an extension of the school day. Bus trips to visit sites as part of our experiential learning were not allowed so other activities were held at the school. We were able to have clubs with people allowed to come in, but it was limited. Large group activities were mainly school based, such as conferences, the play, athletic activities, etc. (Local Evaluation).



Students participating in Archery Club.

Partnerships.

Allamakee CSD had 30 partners for the 2020-2021 school year. Partners provided a variety of services to the 21st CCLC program. Allamakee CSD estimated that the in-kind value provided by the partners totaled \$10,935. Many partners had multiple people helping for a total of 117 individuals. The Local Evaluation stated that the Pandemic reduced both the number of partners participating as well as the number of individuals assisting.



Student holding snake shown by Conservation partner.

Parent Involvement.

Allamakee CSD reported that 63 parents participated in meetings and events for the 21st CCLC Program. The Pandemic was the reason given for lower parent participation numbers. Advisory committees of parents and students met three times during the year. The Local Evaluation listed 11 items used to communicate with parents, including e-mail, phone calls, fliers, etc. Due to the Pandemic, no field trips were held for 2020-2021.

Objectives.

GPRC Measures

Allamakee CSD used classroom grades to assess student proficiency improvements in mathematics (GPRC Measures 1-3), GPRC Measure 8, (Improvement in Proficiency in mathematics), and improvement in English. State Assessments were not administered due to the Pandemic. No elementary student data was reported since the Allamakee CSD 21st CCLC Program only serves Middle School students.

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

Allamakee CSD 21st CCLC GPRC Measures Summary for 2020-2021

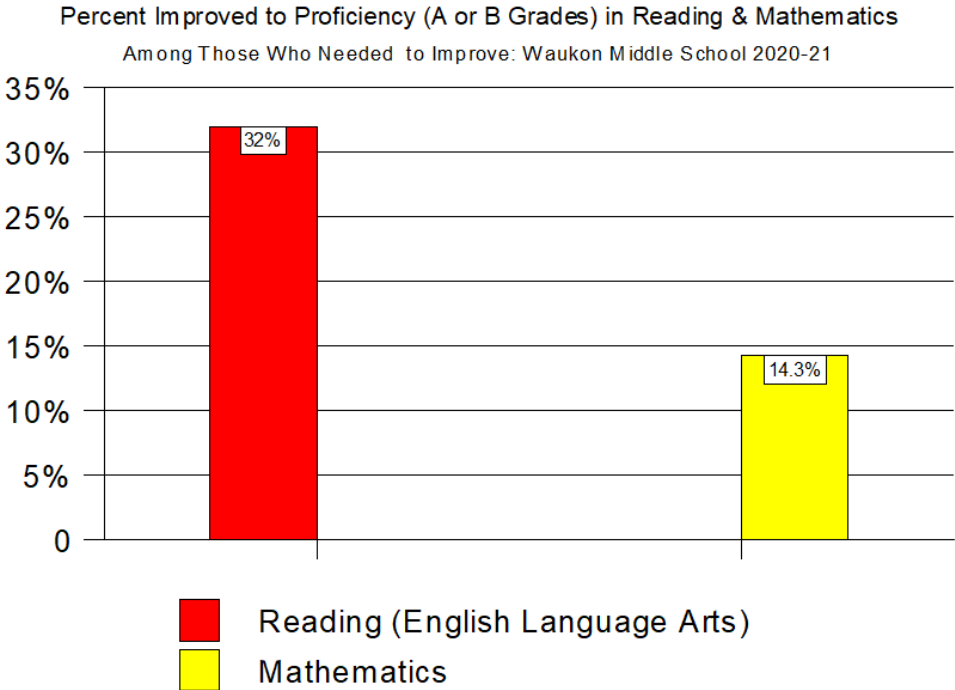
Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21st Century regular program participants whose mathematics grades improved from fall to spring.	30%
3. The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.	30%
4. The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21st Century regular program participants whose English grades improved from fall to spring.	52%
6. The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	52%
7. The percentage of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	14%
9. The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21st Century program participants with teacher-reported improvement in homework completion and class participation.	75%
11. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	75%
12. The percentage of elementary 21st Century participants with teacher-reported improvements in student behavior.	na

Program GPRA Measures	Percentage Improvement
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	70%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	70%

For GPRA 2 and 5, students “needing improvement” are defined as those earning classroom grades of C, D, or F in the first quarter. Improvement is then defined as students earning (i) an A or B in the fourth quarter among anyone needing improvement (C, D, or F in the first quarter), (ii) a C in the fourth quarter among those given an F or D in the first, or (iii) a D in the fourth quarter among those given an F in the first quarter. Thus, improvement for GPRA 2 and 5 is measured by students who improve by at least one letter grade, among those who need improvement, from the first to the fourth quarter in each subject area (English/Language Arts and mathematics).

For GPRA 8, “proficient” in mathematics is defined as earning an A or B; “not proficient” is earning a C, D, or F in math class. Again, for this GPRA measure the focus is on those not proficient in the first quarter who became proficient in the fourth quarter in their math classes. (Local Evaluation)

The chart below shows the percentage of students not proficient in reading and mathematics that improved to proficient using grades as the assessment tool.



Objectives

Allamakee CSD had ten objectives for Cohort 12 and nine of them were met. One of the objectives was not but progress was made toward the objective. The methodology for measuring the local objectives as well as the justification for rating the objectives was included. For Cohort 12, six objectives dealt with student achievement, two objectives dealt with parental engagement and two objectives dealt with student behavior. The objectives and their ratings are listed below.

Cohort 12 Objectives

- At least 50% of students attending 30 or more times will be proficient in reading (English/Language Arts) as measured by English/Language Arts class grades in the third quarter. *Met the Stated Objective.*
- At least 50% of students attending 30 or more times will be proficient in mathematics as measured by math class grades in the third quarter. *Met the Stated Objective.*
- At least 20% of non-proficient participants attending 30 or more times will improve from non-proficient to proficient or above in terms of classroom grades in reading (English/Language Arts) from the first quarter to the third quarter. *Met the Stated Objective.*
- At least 20% of non-proficient participants attending 30 or more times will improve from non-proficient to proficient or above in terms of classroom grades in mathematics from the first quarter to the third quarter. *Did not meet but progress was made toward the Stated Objective.*
- At least 50% of students assessed through FAST (reading) and attending 30 or more times will reach benchmarks. *Met the Stated Objective.*
- At least 50% of students assessed through FAST (mathematics) and attending 30 or more times will reach benchmarks. *Met the Stated Objective.*
- 90% of participants attending 30 or more times will agree that they like and look forward to the program as measured by student surveys or individual or group interviews. *Met the Stated Objective.*
- 75% of the parents of students attending 30 or more times will agree they are willing to donate time, supplies, financial support, or attend school day or extracurricular events. *Met the Stated Objective.*
- 90% of participating families will be satisfied with the program as measured by parent survey or individual or group interviews. *Met the Stated Objective.*
- 90% of students attending 30 times or more will be satisfied with their improvement on a personal health goal as measured by student survey or individual or group interviews. *Met the Stated Objective.*

Sustainability.

Allamakee CSD has a sustainability plan based on partnerships and funding from the district itself. Memorandums of understanding and a list of funding partners was included in the local evaluation together with the partners' contributions. For example, the Allamakee County Foundation for Afterschool Programming is a permanent funding source. Areas where partnerships will continue if 21st CCLC funding ends were listed in the Local Evaluation.

- *Students from the Senior High still continue to work with the middle school students.*
- *Keystone AEA, Allamakee Conservation Commission, Luther College, and other groups will still provide programming and fun activities.*
- *Parents, Community Members, and others will still donate Funds, Food, and Goods to various activities and family nights.*
- *All of the partners will continue in some way to help the afterschool programs whether they are 21st CCLC funded or a school-run program.*

Allamakee CSD Summary.

The Allamakee Community School District's 21st CCLC Program was impacted by the Pandemic but still exhibited success for the 2020-2021 Program. Called Community Connections, the program served 265 students with a regular attendance of 161 (61 percent). Community Connections partnered with 30 organizations who participated in a variety of ways. Parents volunteered and attended parental events. Improvement was reported on all GPRM Measures. Of the ten total local objectives, nine were reported as met and one was not met but progress was made toward the objective. Methodology and ratings justification were included in the local evaluation. Local evaluators recommended changes including continuing activities and changing the assessment instruments based on new Iowa Statewide Assessment of Student Progress (ISASP guidelines). Allamakee CSD has a sustainability plan based on support from partners, especially funding from the Allamakee County Foundation for Afterschool Programming.



Students participating in Maker's Space-Circuits activity.



“It is so rewarding to watch a student help a peer out with an assignment or studying for a test.” (Allamakee 21st CCLC Staff Member).



“The safe, educational programming that is provided to the youth in Waukon area via Community Connections is key to keeping kids on the right path.” (Allamakee 21st CCLC Partner).



“All my kids enjoyed the afterschool programs.” (Allamakee 21st CCLC Parent).

Audubon CSD

Audubon CSD 21st CCLC Notable Facts:

GPRA Measures

- 34% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 32% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 29% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 70% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).
- None of the elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 72 students.
- 56 students (78%) were regular attendees.
- 41 students (57%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had six partners supporting the 21st CCLC Program that provided \$2,450 in in-kind value.
 - The 21st CCLC Program had one local objective and did not meet but made progress toward the objective.
-

Overview and Attendance.

In 2020-2021, Audubon CSD had one center. The Launch Kids Club was held at Audubon Elementary after school Monday-Friday. Although a summer program was planned, due to the Pandemic the summer program was not provided. The 21st CCLC Program served 72 total students during the school year with 56 (78 percent) regular attendees and 41 (57 percent) students identified as FRPL. Audubon CSD had six partners for the 21st CCLC Program who provided \$2,450 in in-kind services. The local evaluation reported that a Family Night was held at the end of the school year but no attendance numbers were included in the Local Evaluation.



Students making pizza as part of a Food Science activity.

Audubon CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Audubon CSD	11	6	Audubon Elementary School	72	56
TOTALS		6		72	56

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

Effects of Covid-19 Pandemic

Like most school districts in Iowa, Audubon CSD closed in March 2020 due to the COVID-19 pandemic. The LAUNCH program is housed in the Audubon Elementary building and therefore, was also closed through the summer of 2020. No summer program was in place. Additionally, the school program was not approved to start until September when safety measures were in place (Local Evaluation).

Partnerships.

The Audubon CSD 21st CCLC Program had six partners for 2020-2021. This was an increase from the three partners in 2019-2020, when the Audubon CSD reported that the number of partners was severely impacted by the Pandemic. The local evaluation stated, “A discussion of re-establishing partnerships will need to be done moving forward to continue to bring the high quality, engaging activities to the program.” The Audubon CSD estimated that the in-kind value provided by the partners totaled \$2,450.

Parent Involvement.

Audubon CSD reported that the LAUNCH Program hosted a Family Night at the end of the school year but no attendance numbers were provided in the Local Evaluation. In place of a holiday event, students made an ornament to take home. The Local Evaluation noted that parents do participate in the School Improvement Advisory Committee (SIAC).

Objectives.

GPRAs Measures

Audubon CSD used *FAST Math Grade Level Assessment*, *FAST Early Reading*, and the Student Information System (behavior reports) to assess student performance for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure. The Audubon CSD 21st CCLC Program is solely

an elementary program so only GPRA Measures for elementary students were provided in the Local Evaluation.

Audubon CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	34%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	34%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	32%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	32%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	29%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	70%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	70%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	0%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	0%

For the elementary students in the program who were identified as needing improvement, 34 percent improved in mathematics and 32 percent improved in English. For reading, of students identified as not proficient 29 percent improved to proficient. Teachers reported that 70 percent of students improved in homework

completion and class participation. Behavior reports (office referrals) indicated that none of the five students identified as needing improvement improved their behavior.

Local Objectives

Audubon CSD one local objective for the 21st CCLC Program for the 2020-2021 School Year and did not meet the objective. The methodology for measuring the local objectives was included and a discussion was provided on the Local Objective. No specific recommendations were included in the Local Evaluation on how to meet or change the objective in the future. The objective and its rating are listed below.

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

Sustainability.

Audubon CSD provided the following information on sustainability.

Collaboration with our local community could not have been more vital than in the past year when our program was restricted to places to travel to for fieldtrips and outings. This provided real sustainability by use of our local rec center, swimming pool and in-house ideas to engage our students. The local movie theater was able to open back up and offer some free summer movies sponsored by local businesses. We see how this situation “forced” us to get creative about activities to engage students here in our town. (Local Evaluation)

Audubon CSD Summary.



Students working at a lemonade stand.

Audubon Community School District continued the 21st CCLC Program in 2020-2021. Called Launch Kids Club, the program served 72 students with a regular attendance of 56 (78 percent). Due to the Pandemic, no summer program was offered. Audubon had six partners that provided \$2,450 in in-kind value. One parent event was held and no attendance numbers were provided for the event. Improvement on all GPRA measures was reported for the elementary students attending the program with the exception of student behavior where five students did not improve. Audubon CSD had one local objective and did not meet the objective but made progress toward the objective. No specific recommendations were provided on meeting or changing the objective in the future although a recommendation was made to add local objectives for reading and parent participation. The sustainability section in the Local Evaluation for Audubon CSD 21st CCLC discussed how

plan focused on partners and additional support from the school district. Recommendations for adding one objective and future changes to the program were included in the local evaluation.



“One parent stated that over the summer (in LAUNCH) she watched her son come back out of his shell and start open up to peers again.” (Audubon 21st CCLC Local Evaluation).



“...one former student in the Launch Program has felt it was so good for him, that he has told the principal that he wants to come back and work at Launch in the summer time when he is older” (Audubon 21st CCLC Local Evaluation).

Bettendorf CSD

Bettendorf CSD 21st CCLC Notable Facts:

GPRA Measures

- 29% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 31% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 31% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- **96% of elementary students improved in homework completion and class participation (GPRA Measure 9).**
- **84% of elementary students improved in student behavior (GPRA Measure 12).**

Attendance

- The 21st CCLC Program served 68 students.
- **68 students (100%) were regular attendees.**
- 33 students (49%) were identified as FRPL.

Partnerships and Local Objectives

- **The 21st CCLC Program had 13 partners supporting the 21st CCLC Program that provided \$102,050 in in-kind value.**
 - **The 21st CCLC Program had 11 local objectives and met 8 of them.**
-



Students holding Earth Day Poster

Overview and Attendance.

For the 2020-2021 school year, Bettendorf CSD had one center at Neil Armstrong Elementary School called the Rock-It Academy. Bettendorf CSD served 68 students in the 21st CCLC Program and 33 (49 percent) students were identified as FRPL. Due to the Pandemic, the scheduled summer program was cancelled, but the program was able to provide breakfast and lunch pickup service to students and families during the summer. Bettendorf was supported by 13 partners who provided \$102,050 of in-kind services. Bettendorf was unable to host in-person parent events due to Pandemic restrictions. Three virtual parent meetings were held but attendance was small.

Bettendorf CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Bettendorf CSD	14	13	Neil Armstrong Elementary School	68	68
TOTALS		13		68	68

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

Effects of COVID-19 Pandemic

The COVID 19 pandemic has disrupted the routines of schools, teachers, parents, partners, stakeholders. The program leaders have prioritized the program’s efforts on keeping the program as effective as possible for participating students. The information found within this report reflects students continue to academically grow and develop effective learning behaviors. The efforts of students, parents, partners, and teachers have been remarkable during these very challenging times. (Local Evaluation).

Partnerships.

Bettendorf CSD had 13 partners supporting the 21st CCLC Program. The Pandemic caused six partners to cancel their in-person support volunteers but indicated they would continue to support the 21st CCLC Program in the future.

COVID 19 has restricted the program’s ability to recruit partner the past 18 months. The program leaders anticipate that once COVID 19 has run its course that current partners will return to pre-COVID 19 supports. Program leaders also anticipate the ability recruit new partners will be more likely after COVID 19 concerns have lessened. Program leaders are thankful that the program partners have been very supportive and have pledged to continue support. The biggest partner highlight has been the willingness for all partners to continually support the program during all the COVID 19 disruptions.

Bettendorf CSD estimated that the in-kind value provided by the partners totaled \$102,050.



Flyer with information on summer food program.

Parent Involvement.

Bettendorf CSD was unable to provide in-person parent meetings due to the Pandemic. Three virtual meetings were held but had few participants. “The low-income community served by the program does not have access to the technology nor the internet connections necessary to connect” (Local Evaluation). Teachers were able to

interact with parents during parent-teacher conferences and continued communication through social media, e-mails and phone calls.

Objectives.

GPRA Measures

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

Bettendorf CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	29%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	29%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	31%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	31%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	31%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	96%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	96%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	84%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	84%

For the elementary students in the program who were identified as needing improvement, 29 percent improved in mathematics and 31 percent improved in English. For reading 31 percent of elementary students moved from not proficient to proficient. Teachers reported that 96 percent of students improved in homework completion and class participation and 84 percent of all students identified as needing improvement in the 21st CCLC Program improved their behavior.

Local Objectives

Bettendorf CSD had 11 local objectives for the 21st CCLC Program for the 2020-2021 School Year and 8 of the objectives were reported as being met while three were rated as unable to measure (due to the Pandemic). The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete.

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

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

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

- GOAL 1 – Objective 1a. Children actively participate in literacy and math activities as recorded by staff. *Met the Stated Objective.*
- GOAL 1: Objective 1b. School staff report participants improve academically, in annual surveys. *Met the Stated Objective.*
- GOAL 1: Objective 1c. Participant's increase in literacy, math achievements increase as measured by Iowa assessments scores, grades, and other district assessments. *Met the Stated Objective.*
- GOAL 2: Objective 2a. At least 20 Neil Armstrong families attend Family Literacy Events regularly. *Unable to Measure the Stated Objective.*
- GOAL 2: Objective 2b. Program parents collaborate with teachers in cooperative IAP goal setting. *Unable to Measure the Stated Objective.*
- GOAL 2: Objective 2c. Program parents attend twice-yearly conferences with school and program staff. *Met the Stated Objective.*
- GOAL 2: Objective 2d. Parents, students, school staff, partners, and other community members contribute to the program's Advisory Committee. *Unable to Measure the Stated Objective.*
- GOAL 3: Objective 3a. At least 30 Neil Armstrong children participate in service learning projects. *Met the Stated Objective.*
- GOAL 3: Objective 3b. At least 80% of Neil Armstrong participants attend field trips to community partner sites. *Met the Stated Objective.*
- GOAL 3: Objective 3c. Program staff report increased social skills in start and end-of-year assessments. *Met the Stated Objective.*
- GOAL 3: Objective 3d. In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with students. *Met the Stated Objective.*

Sustainability.

Bettendorf CSD reported that the Rock-It Academy (21st CCLC Program) had an Advisory Committee that works to ensure the program continues due to the following efforts (Local Evaluation).

- *Identify and target students with academic needs*
- *Coordinates regularly with the Bettendorf Community School District*
- *Hires and retains certified teachers and staff*
- *Works closely with schools, parents, and students*

- Explore funding opportunities such as Community Foundation, United Way, and Cultural Trust.

Total contributions for in-kind services provided by partners were estimated at \$102,050.

Bettendorf CSD Summary.

Bettendorf Community School District had one center for its 21st CCLC Program. Called the Rock-It Academy at Neil Armstrong Elementary School (Cohort 14), the 21st CCLC Program served 68 total students and 100 percent of students were regular attendees. Of the 68 total students, 49 percent of students served were identified as FRPL. Due to Pandemic restrictions, there was no summer program but Bettendorf was able to provide a breakfast and lunch take-out program for the community. Thirteen partners supported the 21st CCLC Program and provided in-kind services with an estimated value of \$102,050. Due to Pandemic restrictions, no in-person parent events were held but three virtual parent meetings were held with few parents participating. Improvement was seen on all GPRM Measures. Of the eleven local objectives, eight were met and three were unable to measure due to the Pandemic. A complete discussion of methodology and ratings justification was included in the Local Evaluation. Bettendorf CSD has an advisory committee in place to provide guidance, including sustainability efforts.



“My 1st grader and my 4th grader have absolutely LOVED being a part of the Rock-It after school program!” (21st CCLC Parent).



“Rock-It is an amazing before and after school program. I always know my child is well taken care of and her educational needs are met above and beyond. They have designed the program for children at all levels. They succeed on a daily basis.” (21st CCLC Parent).



“Our Rock-It program is an awesome program that we have here at school. It is so nice to know that our students have a safe place to go before and after school. They are fed a healthy breakfast before school starts and a healthy snack after school. They are provided with many different experiences that they might not get if they did not attend Rock-It. For those students attending, it also provides opportunities for extra academic support such as homework help, extra time to work on educational programs like ST Math and Lexia as well as more opportunities for tutoring like Reading Corp. Rock-It makes such a positive difference in the lives of our students and their families!” (Second Grade Teacher).



“I had a lot of fun with the librarian today! She had a funny book! The activity was fun too.” (21st CCLC Kindergarten Student).



Students Participating in reading program received book Wishtree.

Boys & Girls Clubs of Cedar Valley

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

GPRM Measures

- **57% of students at all levels identified as needing improvement in mathematics improved (GPRM Measure 3).**
- **67% of students at all levels identified as needing improvement in English improved (GPRM Measure 6).**
- **42% of elementary students identified as non-proficient in reading attained proficiency (GPRM Measure 7).**
- **25% of secondary students identified as non-proficient in mathematics attained proficiency (GPRM Measure 8).**
- *Data was not available to measure the percentage of elementary students needing improvement in homework completion and class participation (GPRM Measure 9).*
- *Data was not available to measure the percentage of elementary students identified as needing improvement in behavior (GPRM Measure 12).*

Attendance

- *The 21st CCLC Program served 110 students.*
- **79 students (72%) were regular attendees.**
- **93 students (85%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 7 partners supporting the 21st CCLC Program that provided \$118,288 in in-kind value.**
 - *The 21st CCLC Program had nine local objectives and met four of them.*
-



Students working on Black History Month Project.

Overview and Attendance.

For the 2020-2021 school year, Boys & Girls Clubs of the Cedar Valley had one center in Cohort 12, one center in Cohort 13 and three centers in Cohort 15. The 21st CCLC Program served 110 total students with 79 (72 percent) attending 30 days or more and 93 (85 percent) were classified as FRPL. The summer program for Cohorts 12, 13 and 15 served 171 total students. The 21st CCLC Program had seven partners supporting the program that offered a variety of services with an in-kind value of \$118,288. The Boys & Girls Clubs of the Cedar Valley held five parent events for 2020-2021 but no attendance numbers were provided in the Local Evaluation.

Boys & Girls Clubs of the Cedar Valley 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of the Cedar Valley	12	7	Cunningham Elementary School	27	20
Boys & Girls Clubs of the Cedar Valley	13	7	Highland Elementary School	31	20
Boys & Girls Clubs of the Cedar Valley	15	7	Lincoln Elementary School, Carver Academy and Bunger Middle School	52	39
TOTALS		7		110	79

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

Effects of Covid-19 Pandemic

COVID-19 was once again by far the most unexpected and intrusive event of the year. To ensure the safety of our families, Club members and staff we reduced the number of youth served and eliminated many parent activities within the facilities. Fortunately, this last year the Club was able to remain open and was able to continue serving youth by providing meals to the entire family. All families received program materials, and some families received donated computers so that Club members could log in to the complete their schoolwork. The Club also continued to provide full day programming that included academic, social-emotional, and recreational programming. While it was expected outcomes would decline both academically and socially, it was surprising the drop wasn't more drastic that it demonstrated. It is hoped that next year we will see the trend line move in an upward direction like it has in the past. (Local Evaluation).



Student eating dinner provided by Northeast Iowa Food Bank.

Partnerships.

Boys & Girls Clubs of the Cedar Valley reported that they had seven partners that provided \$118,288 in in-kind value. This is a drop from the 13 partners for 2019-2020 but there was no discussion in the Local Evaluation of why there were fewer partners for 2020-2021. Of the seven partners, five provided staff and/or volunteers. The Local Evaluation reported that a total of 416 volunteers participated in the Program with 41 regular volunteers. The Local Evaluation stated that efforts to form new partnerships is on-going.

Parent Involvement.

For 2020-2021, five parent events were held by the Boys & Girls Clubs of the Cedar Valley. No attendance numbers were reported for the events. In addition, the local evaluation reported that the 21st CCLC Program hosted literacy nights but the number of literacy nights was not given. Communication methods with parents included flyers, personal contact, social media and phone calls.

Objectives.

GPRA Measures

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

Boys & Girls Clubs of the Cedar Valley 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	56%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	67%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	57%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	69%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	50%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	67%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	42%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	25%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na*

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

* Lack of data due to COVID-19 Pandemic.

Boys & Girls Clubs of the Cedar Valley reported on all academic GPRA Measures. For the all students in the program who were identified as needing improvement, 57 percent improved in mathematics and 67 percent improved in English. In reading, 42 percent of elementary students who were not proficient obtained proficiency and for mathematics 25 percent of secondary students who were not proficient obtained proficiency. Homework completion and class participation (GPRA Measures 9-11) and student behavior (GPRA Measures 12-14) were not reported due to the COVID-19 Pandemic.

Local Objectives

Boys & Girls Clubs of the Cedar Valley had nine local objectives for Cohorts 12, 13 and 15. The 21st CCLC Program met four of them and was unable to measure five of them. Identical objectives were established for each cohort. The methodology and justification for measuring the local objectives was included in the local evaluation. Five of the objectives dealt with academic improvement, two objectives dealt with communication and two objectives dealt with student attachment. The objectives and their ratings are listed below.

Cohort 12

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

Cohort 13

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

Cohort 15

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

Sustainability.

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

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

Partner contributions are a part of the sustainability plan and the seven partners provided an estimated \$188,288 in-kind services.

Boys & Girls Clubs of the Cedar Valley Summary.

Boys & Girls Clubs of the Cedar Valley had five centers in its 21st CCLC Program. The five centers in the program served 110 total students with a regular attendance of 79 (72 percent). In addition, 171 students attended the 21st CCLC summer session. The seven partners provided various services with an estimated in-kind value of \$188,288. Boys & Girls Clubs of the Cedar Valley held five parent events for the 21st CCLC Program but no attendance numbers were provided. In addition, Family Literacy Nights were held but the Local Evaluation did not indicate how many were held. Improvement was reported for students for all academic GPRA Measures, including elementary and secondary students. The Pandemic did not allow teacher surveys to be submitted so student behavior data was not available for GPRA Measures 9-14. Four of the local objectives were met and a discussion of methodology and ratings justification was included in the local evaluation. Boys & Girls Clubs of the Cedar Valley discussed the steps being used to help with sustainability of the program. No recommendations were given on how to obtain data for Local Objectives that were not measured. Recommendations on future plans for changes were the same as the 2019-2020 recommendations and included linking local data with National Youth Outcomes Initiative, providing students with IDs, and starting the evaluation process earlier in the year.



“I don’t know what it is about Boys & Girls Club, but I can never get him to leave” (21st CCLC Parent).



“The girl’s love coming here. It’s really helped them come out of their shells” (21st CCLC Parent).

Boys & Girls Clubs of Central Iowa

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

GPRA Measures

- 0% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 2).
- 25% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 0% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 53% of secondary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 10).
- 50% of secondary students identified as needing improvement improved in student behavior (GPRA Measure 13).

Attendance

- The 21st CCLC Program served 66 students.
- 23 students (35%) were regular attendees.
- **39 students (59%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 17 partners supporting the 21st CCLC Program that provided \$83,960 in in-kind value.
 - The 21st CCLC Program had four local objectives and met one of them.
-

Overview and Attendance.

Boys & Girls Clubs of Central Iowa had 21st CCLC Programs in Cohort 14 and Cohort 15 with two centers. Centers were located at Gregory and Suzie Glazer Burt Club on the Drake University Campus (serving Callanan and Harding Middle Schools) and the E.T. Meredith Jr. Club at the East High School Flex Academy (serving East High School).

Boys & Girls Clubs of Central Iowa followed a needs assessment process to develop the 21st CCLC Program and reassess and adjust the Program.

In order to continually meet the ever-changing and ongoing needs of the students attending these 21st CCLC sites, program staff intermittently met with school administration to review progress and challenges. Teachers and parents completed surveys to gather a more complete picture of their students' needs. Social/emotional growth, conflict resolution strategies, and employment skills were among the most frequently identified areas in need of improvement. Faculty also identified leadership opportunities, relationship building with positive role models, and positive recognition as additional needs of these students. (Local Evaluation)

The Boys & Girls Clubs of Central Iowa 21st CCLC served 66 students and 35 percent or 23 of these students were regular attendees. For 2020-2021, 59 percent of the total students served were identified as FRPL. The summer program had 80 students attending. Boys & Girls Clubs of Central Iowa had 17 total partners supporting the program. A total of ten Parent Events were offered during the school year. No sign-up sheets were available for parent events but anecdotal evidence indicated that between two and eight parents attended each event.

Boys & Girls Clubs of Central Iowa 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Boys & Girls Clubs of Central Iowa	14	17	Gregory & Suzie Glazer Burt Club (Serving Callanan Middle School and Harding Middle School Youth)	0*	0*
Boys & Girls Clubs of Central Iowa	15	17	E.T. Meredith Jr. Club (Serving East High School Youth at the East High School Flex Academy)	66	23
TOTALS		17		66	23

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

*Cohort 14 was a summer only program.

Effects of COVID-19 Pandemic

Club attendance was unexpectedly low this funding cycle. This was nearly entirely due to COVID-19. Now that school is back in-person, attendance rates are on the rise.

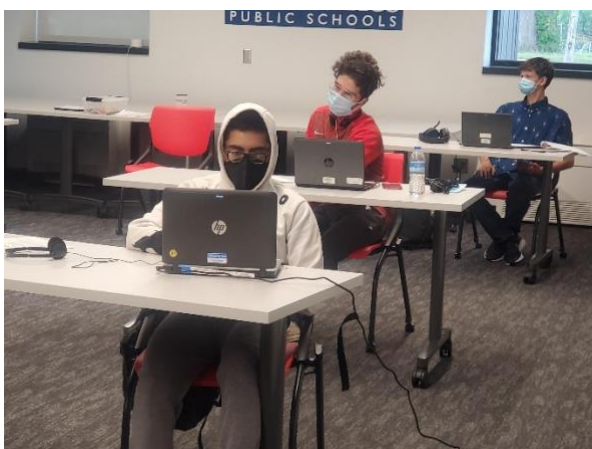
The amount of usable data from the school district, regarding Club member math and reading scores, was unexpectedly low, as well. Again, with school in-person now, hopefully there will be more Club member data points to better assess Club's impact on academics.

The number of Club members with 30 or more days attendance during the summer program was unexpectedly low due to the Derecho in August 2020. Club was closed from August 11, 2020 – September 7, 2020. This significantly cut down the total number of days to participate in Club.

New partnerships and procedures: In light of the immense need for counseling services after months of quarantine, Orchard Place agreed to provide six weeks of counseling sessions at E.T. Meredith Jr. Club. The sessions took place during afterschool Club once students were back in school full time. Two, fully-licensed therapists led small group therapy sessions once each week. They served a combined 12 youth over the course of the six weeks, completely free-of-charge.

The staff of E.T. Meredith Jr. Club made a difference. Throughout the pandemic, into hybrid learning, back to school full-time, and into the summer, staff remained flexible, even during layoffs and returned to work when needed. Club hours changed dramatically (all day to part day to closure) throughout this funding cycle to accommodate student needs, and staff adjusted their schedules accordingly.

Many parents opted-in for Summer School offered by the school district. Some students chose to attend both Summer School and Club, but that number was few. Families had to choose between utilizing after-Summer School transportation to Burt Club or directly home. It is unknown whether this unexpected Summer School service will be provided to families again in June 2022. (Local Evaluation).



Students working virtually using computers at Center.

Partnerships.

Boys & Girls Clubs of Central Iowa had 17 partners for the 2020-2021 school year. Partners provided a variety of services to the 21st CCLC program. Boys & Girls Clubs of Central Iowa estimated that the in-kind value provided by the partners totaled \$83,960. *Many of the partners on the list are not new this year, but rather established partners who see the benefits of working with BGCCI youth during the school year and summer months. (Local Evaluation).*



Student receiving eye exam from partner.

Parent Involvement.

Boys & Girls Clubs of Central Iowa reported that a total of ten Parent Engagement Events were held during the school year. Sign-up sheets were not available but from two to eight parents attended these events. For the summer, 22 families attended the Summer Orientation and 38 families attended the book fair. Parents served on the Advisory Committee for the 21st CCLC Program. Parent communication is done in person, using flyers at each center and social media.

Objectives.

GPRA Measures

Boys & Girls Clubs of Central Iowa used Local Assessment Scores provided by Des Moines CSD to assess student proficiency improvements in mathematics, Improvement in English, and proficiency in mathematics.

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

Boys & Girls Clubs of Central Iowa 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21st Century regular program participants whose mathematics grades improved from fall to spring.	0%
3. The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.	0%

Program GPRA Measures	Percentage Improvement
4. The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21st Century regular program participants whose English grades improved from fall to spring.	25%
6. The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	25%
7. The percentage of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	0%
9. The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21st Century program participants with teacher-reported improvement in homework completion and class participation.	53%
11. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	53%
12. The percentage of elementary 21st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21st Century participants with teacher-reported improvements in student behavior.	50%
14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior.	50%

The Boys and Girls Club of Central Iowa reported data for GPRA Measures. It should be noted that the numbers of students with scores was too low to be significant. For example, the number of students identified as needing improvement in mathematics was only three with none of the three improving. For secondary students identified as needing improvement in English, only four students were identified and one improved. Secondary students identified as not proficient in mathematics totaled only three and none attained proficiency. For GPRA Measure 10, the percentage of students who improved in homework completion and class participation was 53 percent. Only two secondary students were identified as needing improvement in student behavior and one of them improved.

Objectives

Boys & Girls Clubs of Central Iowa had four objectives, two for Cohort 14 and two for Cohort 15. For 2020-2021, One objective was met, two objectives were not met and no progress was made toward the objective and one objective was not measured. The methodology for measuring the local objectives as well as the justification for rating the objectives was included. Two of the objectives dealt with student attendance and two

objectives dealt with family participation. The objectives and their ratings are listed below. There were no recommendations on how to meet objectives in the future.

Cohort 14 Objectives

- 50% of summer program participants will attend Club for 30 days or more. *Did not meet and no progress was made toward stated objective.*
- 50% of families with a child enrolled in the 2020-2021 summer program will attend at least one family engagement event. *Met the stated objective.*

Cohort 15 Objectives

- 50% of program participants will attend Club for 30 days or more. *Did not meet and no progress was made toward stated objective.*
- 50% of families with a child enrolled in the 2020-2021 program will attend at least one family engagement event. *Unable to measure the stated objective.*

Sustainability.

Boys & Girls Clubs of Central Iowa has a sustainability plan based on additional funding (including establishing an endowment), partnerships, and the commitments from the Burt Club and the E.T. Meredith Jr. Club, where the 21st CCLC Programs will continue to be held.

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 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 to better understand what we do and strengthening our relationships with DMPS and other strategic partnerships that afford us the opportunities to improve what we do." (Local Evaluation)

Boys & Girls Clubs of Central Iowa Summary.

The Boys & Girls Clubs of Central Iowa 2020-2021 21st CCLC Program served 66 students with a regular attendance of 23 (35 percent). Boys & Girls Clubs of Central Iowa partnered with 17 organizations who participated in a variety of ways and contributed an estimated \$83,960 in in-kind funds. Ten parent events were held during the school year but no sign-up sheets were available. Some GPRA Measures reported progress but the number of students identified as needing improvement was too small to provide significant results. Of the four total local objectives, one was reported as met, two were reported as not met and no progress was made toward the stated objective and one objective was unable to measure the stated objective. Methodology and justification were included in the local evaluation. Local evaluators did not recommend any changes to the local objectives. Boys & Girls Clubs of Central Iowa has a sustainability plan based on obtaining an endowment, support from partners, and the commitment by the Burt Club and the E.T. Meredith Jr. Club where the 21st CCLC Programs are held. Recommendations for future plans included additional emphasis on workforce readiness, more opportunities in the Summer Club and opening the Club during the school's winter and spring breaks.



"During school in 6th grade, I was a different person than I am right now. I was disrespectful to teachers, talking back, and getting sent to the office. The summer of me going into 7th grade, that is when I started going to Boys and Girls Club, and that is where I changed as a person. I started respecting peers and working hard. When I got into 7th grade, I took all the positive information I learned at the Club and took it into school with me. Now that is where I started the journey of the person I am today." (21st CCLC Student).

Burlington CSD

Burlington CSD 21st CCLC Notable Facts:

GPRA Measures

- **92% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).**
- **100% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).**
- 19% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 17% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 60% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- 28% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 318 students.
- 134 students (42%) were regular attendees.
- **226 students (71%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 44 partners supporting the 21st CCLC Program that provided \$44,930 in in-kind value.
 - The 21st CCLC Program had 8 local objectives and met 5 of them.
-

Overview and Attendance.

For the 2020-2021 school year, Burlington CSD had six centers for the 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program had three centers for cohort 12 (Black Hawk, Grimes and Sunnyside Elementary Schools) and three centers for cohort 14 (Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School).

The six centers served 318 total students and 134 (42 percent) were regular attendees. For 2020-2021, 71 percent of the total students served were identified as FRPL. PIECES had 44 partners supporting the 21st CCLC Program that provided \$44,930 in in-kind value. The Burlington 21st CCLC Program offered one Family Night and eight family members attended.



Students playing the game Pandemic..

Burlington CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Burlington CSD	12	44	Black Hawk, Grimes and Sunnyside Elementary Schools	137	78
Burlington CSD	14	44	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School	181	56
TOTALS		44		318	134

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

Effects of COVID-19 Pandemic

The COVID-19 pandemic that began in March of 2020 continued to have a notable impact in the academic year 2020-2021. The school moved to hybrid and virtual formats during the fall and winter, and the ability to offer in-person activities was once again curtailed. However, the experience and planning accomplished in the previous year provided a foundation for staff to transition to online learning when it became necessary to go online again this year. Staff roles and responsibilities were outlined, structured activity plans assembled, and platforms for distribution of interactions identified. Material kits for distribution to PIECES participants were also assembled to prepare for virtual program delivery (Local Evaluation).



Students working with blocks as a STEM activity.

Partnerships.

Burlington CSD had 44 partners providing a total of \$44,930 in in-kind services.

Several of these partners including the Burlington Public Library, ADDS, Iowa State University Extension, and the YMCA are examples of long-standing partners whose contributions have been integral to the growth and sustainability of PiECES program.

A few partners, such as the Burlington Library and the Des Moines County Conservation (Starr’s Cave Nature Center) are true cornerstones for the PiECES program. These partners provide a comprehensive array of resources, including programming, staff, material resources, and programming space. (Local Evaluation)

Parent Involvement.

Burlington CSD held one Family Night at Iowa Wesleyan University where six students and eight family members attended. Due to the Pandemic other planned family events were not held.

Objectives.

GPRA Measures

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

Burlington CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	92%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	50%

Program GPRA Measures	Percentage Improvement
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	89%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	50%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	96%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	19%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	17%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	61%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	55%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	60%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	22%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	57%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	28%

The Burlington 21st CCLC Program used FAST Assessment scores to assess GPRA Measures. Burlington CSD reported that for students identified as needing improvement in mathematics, 92 percent of elementary students improved and 50 percent of secondary students improved. In English 100 percent of elementary and 50 percent of secondary students improved. Of the elementary students not proficient in reading, 19 percent attained proficiency. Of the secondary students not proficient in mathematics, 17 percent attained proficiency. For all students, 60 percent improved in homework completion and class participation and 28 percent improved in student behavior.

Assessing the program solely based on GPRA measures, there is substantial improvement in math and reading among elementary students. The improvement is more modest at the middle school level, though there are only a small number of middle school students needing improvement in these areas and for whom data are available. The program seems to be positively affecting homework completion and class participation, as well as student behavior. (Local Evaluation)

Local Objectives

Burlington CSD had eight local objectives for the 21st CCLC Program for the 2020-2021 School Year. Cohorts 12 and 14 had four objectives each. Of the eight total objectives, five were met and three were not met but

progress was made toward the stated objective. Two of the objectives focused on student social-emotional development, two of the objectives focused on enrichment, two of the objectives focused on parental involvement and two objectives focused on community partners. The local evaluation included the methodology for measuring the local objectives and the justification for rating the objectives and their ratings are listed below.

Cohort 12 Objectives

- 50% of students will demonstrate improved social-emotional development as assessed by teacher and student surveys. *Did not meet but progress was made toward the stated objective.*
- 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.*
- 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Did not meet but progress was made toward the stated objective.*
- The number of community partners will be maintained from the prior year. *Met the Stated Objective.*

Cohort 14 Objectives

- 50% of students will demonstrate improved social-emotional development as assessed by teacher and student surveys. *Did not meet but progress was made toward the stated objective.*
- 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.*
- 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Met the Stated Objective.*
- The number of community partners will be maintained from the prior year. *Met the Stated Objective.*



Student working on art project.

Sustainability.

For 2020-2021 the Burlington CSD 21st CCLC Local Evaluation had a formal sustainability plan that included five initiatives. The five initiatives are listed below.

1. *Management of Program.* There is a 21st Century Grant Coordinator who also acts as the Outreach Coordinator for the District.
2. *Data Collection System.* Program uses Infinite Campus and EZ Reports.
3. *Student Needs Assessment.* Academic assistance is provided as student needs require it.
4. *Program Evaluations.* Surveys are given to parents, teachers and students to determine their satisfaction levels, there is a student advisory council at each center that gives feedback and suggestions, and an outside evaluator monitors the program.
5. *Community Partners.* The number of partners has grown from 15 the first year of the 21st CCLC Grant to over 40 partners for 2020-2021.

Partner contributions for 2020-2021 for in-kind services were estimated at \$44,930.

Burlington CSD Summary.

Burlington Community School District had six centers in its 21st CCLC Program. Called PIECES (Partners in Education, Community Educating Students), the program served 318 students with a regular attendance of 134 students. PIECES had the support of 44 partners who participated in a variety of ways, including providing programming and staffing. The Burlington CSD 21st CCLC Program held one Family Night where eight family members attended. Other family events were cancelled due to the Pandemic. GPRA Measures indicated student improved for each GPRA Measure. Burlington CSD had eight local objectives and met five of them. Methodology and ratings justification for local objectives was included in the local evaluation. Local Objectives were changed from the previous year and no changes were recommended for the Local Objectives in 2021-2022. Burlington CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended. The local evaluator recommended no changes in continuing the program.



“Our son is actually coming home to tell us about his day and not I don't remember.”
(21st CCLC Parent).



“My children build a relationship with the teachers and make new friends. I love the different activities my children tell me they do, and the artwork they bring home.”
(21st CCLC Parent).



“Students in BCSD are well-served by the PiECES program. They are receiving academic, social and behavioral supports in a comfortable and safe environment.”
(21st CCLC Partner).

Cedar Rapids CSD (Summer Only)

Cedar Rapids CSD 21st CCLC Notable Facts:

GPRA Measures

- **Due to the Pandemic, the Cedar Rapids Program was not able to hold its normal summer session.**

Attendance

- **Due to the Pandemic, the Cedar Rapids Program was not able to hold its normal summer session.**

Partnerships and Local Objectives

- The 21st CCLC Program had 15 partners supporting the 21st CCLC Program that provided \$234,230 in in-kind value.
 - The Objectives for the 21st CCLC Program were waived during the Summer of 2020.
-



Food and learning materials handout program.

Overview and Attendance.

Cedar Rapids CSD 21st CCLC normally holds a summer only program for six weeks at five elementary schools. Due to the Pandemic, the in-person program was not offered.

For the summer of 2020, the COVID-19 pandemic required a different type of programming. All the schools had been shut down, in-person activities were unsafe, and many in the community were out of work and struggling financially. The Cedar Rapids Community School District had implemented a meal distribution program at the outset of the pandemic, knowing that food insecurity would be a challenge for many families in the district. With permission from IDOE, KCU launched a program to distribute food and learning materials to benefit children and families in their homes, knowing that the challenge of food insecurity would be a continued problem for many vulnerable children and families in the

community. The overall goal of the summer program was to extend the feeding program, keeping children nourished, while providing enrichment and learning activities to families. (Local Evaluation)

The Kids on Course University had 15 partners supporting the Program. that provided \$234,230 in in-kind value. Parent nights were not offered with school closed but parents interacted with staff when picking up food and learning materials.

Cedar Rapids CSD 21st CCLC Program Summary Chart (2020-2021) – Summer Only

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Cedar Rapids CSD	11	15	Grant, Grant Wood, Hoover, Nixon and Taylor Elementary Schools	0*	0*
TOTALS		15		0*	0*

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

* No program was held during the Summer of 2020 due to the Pandemic closing of schools.

Effects of COVID-19 Pandemic

As noted throughout this report, the COVID-19 pandemic had a profound effect on the Summer 2020 program. With permission from IDOE, KCU offered a summer program that focused on food distribution as well as distribution of books and other learning activities for students to be able to complete at home, and safely. These services were utilized by a large segment of the community. Based on surveys and conversations with parents, staff and stakeholders, there was great appreciation for this assistance during a period of high stress and financial difficulty for so many families. (Local Evaluation)



Food and learning materials handout process.

Partnerships.

Cedar Rapids CSD had 15 partners supporting the centers in the Kids on Course University program. The 15 partners provided in-kind contributions of \$234,230.

Partnerships allowed students in Cedar Rapids Community schools to eat two nutritious meals a day and to have food bags over the weekend. These partnerships also provided weekly learning activities for children to work on at home, and opportunities for children to select from a variety of new books to read at home, helping to keep their reading skills up. (Local Evaluation).

Parent Involvement.

Since the Pandemic did not allow the 21st CCLC Program to be held, parent interactions were held face to face when parents came to pick up food and learning materials.

Due to the pandemic and school closures, KCU was not able to offer parent nights as in previous years. However, parents had a key role in the program that was offered during Summer 2020. It was parents, sometimes grand-parents or great-grandparents, who drove to the child’s school, mostly on a daily basis, to pick up meals and learning materials. (Local Evaluation)

Parent survey results showed that 67 percent of parents came daily to the meal distribution site. Also, 99 percent reported they were either very satisfied or satisfied with how the meals helped to supply their families with food and 87 percent indicated they were very satisfied or satisfied with the weekly enrichments from the summer program.

Objectives.

GPRA Measures

The Cedar Rapids CSD summer only program was cancelled for the Summer of 2020 due to the Pandemic and therefore no data was available for GPRA Measures. The GPRA summary table below reflects the lack of data for each measure.

Cedar Rapids CSD 21st CCLC GPRA Measures Summary for 2020-2021

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

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

Local Objectives

With prior approval from IDOE, KCU's local objectives were suspended during Summer 2020, due to the inability to provide formal programming during the pandemic. (Local Evaluation)

Sustainability.

Cedar Rapids CSD has a sustainability plan in place. The local evaluation stated that currently 70 percent of the budget for Kids on Course University is provided by partners and that the afterschool program would survive in some form once 21st CCLC funds are no longer available. The local evaluation listed 15 partners who provided an estimated in-kind total value of \$234,230. The local evaluation stated, “*Currently six community groups have committed in-kind donations, dollars or services that reduce the KCU budget significantly. The Zach Johnson Foundation will continue to lead the effort to tap the vast resources of the Cedar Rapids community to ensure the long term success of this program.*”

Cedar Rapids CSD Summary.

Cedar Rapids CSD was forced to cancel their summer only program because of the Pandemic. Kids on Course University shifted their program to be a meal and materials pick up center. Parents were able to get two meals per day as well as weekly enrichment activities. Parents overwhelmingly approve the program as reflected in parent surveys. The 21st CCLC Program was supported by 15 partners who provided \$234,230 in in-kind services. Due to the program closure, no data was available for GPRA Measures and Local Objectives. No recommendations were included for the program other than having an in person program for the Summer of 2021.. The local evaluation listed current efforts toward continuing the program as the 21st CCLC grant is reduced or stopped.

Central Decatur CSD

Central Decatur CSD 21st CCLC Notable Facts:

GPRA Measures

- **96% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).**
- **100% of elementary students identified as needing improvement in English improved (GPRA Measure 4).**
- **99% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- **96% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).**
- **87% of elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).**

Attendance

- *The 21st CCLC Program served 217 students.*
- **140 students (65%) were regular attendees.**
- **134 students (62%) were identified as FRPL.**

Partnerships and Local Objectives

- *The 21st CCLC Program had 14 partners supporting the 21st CCLC Program that provided \$26,600 in in-kind value.*
 - *The 21st CCLC Program had two local objectives and met both of them.*
-



Students working with blocks.

Overview and Attendance.

For the 2020-2021 school year, Central Decatur CSD had four centers in three school districts. South and North Elementary schools were located in Central Decatur CSD, Mormon Trail Elementary School is located in Mormon Trail CSD and Lamoni Elementary School is located in Lamoni CSD. The four centers served a total of 217 students with 140 (65 percent) of the students were regular attendees. The Local Evaluation reported that 62 percent of all attendees were identified as FRPL. Central Decatur 21st CCLC was unable to offer a

summer program due to the Pandemic but did participate in online learning and delivered meals and learning packets. The 21st CCLC Program was supported by 14 partners who provided an estimated in-kind value of \$26,600. The 21st CCLC Local Evaluation reported that four total parent events were held. The two events at Central Decatur CSD had 48 families attend one event and about 150 people attend the second one.

Central Decatur CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Central Decatur CSD	12	14	Central Decatur CSD (North and South Elementary Schools). Mormon Trail CSD (Mormon Trail Elementary School) and Lamoni CSD (Lamoni Elementary School)	217	140
TOTALS		14		217	140

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

Effects of COVID-19 Pandemic

Central Decatur: Our Post Covid Plan for our program was to have our program run as normal as possible knowing that our families depended upon us being open. We were able to keep our doors open the entire school year under our usual operating hours. Pre Covid our students would rotate from room to room completing various activities. We had to stop that practice and have students stay within their grade group with the same teacher in one room each day. All students and staff were required to wear a mask. We also increased our academic time doing many activities to review basic skills hoping to fill in the gaps in learning from the time spent at home during quarantine. We added a math club using the Bedtime Math materials to help in practicing math skills in a fun way at both of our sites. We had to make some changes to our Family Nights due to not allowing visitors and large school based gatherings in the Fall. We had a drive through family night that was very successful. In the Spring we were able to gather outside with our community and partners. Everyone was so excited to finally be together doing something fun.

Lamoni: During COVID, the on-site supervisor and a few staff for Exploration Academy worked to maintain contact with EA families. The on-site supervisor volunteered with the drive by lunch program and also delivered meals to families in quarantine and families unable to pick up lunches. Families were also offered support with delivering homework packets and listening to the parents' concerns, and reassuring them. So, when we returned to offering the program, I was expecting lower numbers. I was surprised when we were about the same if not higher than before COVID. I think keeping in contact with parents helped sustain the program after COVID. We continued our program using the COVID protocols set by the school. We were able to continue the program as it was before with just a few modifications. One of the most important things was increasing our time outside as much as possible. Mormon Trail: After COVID and upon returning to in-person learning in the fall, MT followed the protocols set by the board while running as normal as possible. Students in attendance continued to wear masks and sit 6 feet apart. We were fortunate enough to have a larger room to be able to do this and have all students remain in the same room. Our monthly visits by the Wayne County Naturalist were done virtually so students were still able to participate in this activity (Local Evaluation).



Students using candy to do sorting activity.

Partnerships.

Central Decatur CSD had 14 partners for the 21st CCLC Program for 2020-2021 with an in-kind value of \$26,600.

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

Parent Involvement.

Each of the Central Decatur 21st CCLC centers held one family event for 2020-2021. The centers at Central Decatur had 48 families attend a Drive Through Parent Event and 150 people attended a second event. The Local Evaluation reported that Mormon trail had 25 percent of families attend. Lamoni held one Literacy Night but no attendance numbers were provided for this drive by event. Communication methods included newsletters and personal communication with parents. *“We have found that parents appreciate the personal contact provided by the staff” (Local Evaluation).*

Objectives.

GPRM Measures

Central Decatur CSD used ISASP results for grades 3-6 and FASTbridge math composites for K-2 to assess GPRM Measures 1-3. For GPRM Measures 4-6, Central Decatur CSD used ISASP results for grades 3-6 and teacher reports for K-2. For GPRM Measure 7, Central Decatur CSD used FASTbridge (early reading composite K-1) and CBM-R and aReading for grades 2-6). Teacher reports were utilized to assess homework completion and class participation and office referral data was used to assess student behavior. The GPRM summary table below indicates percentage improvement for each measure. The three centers served only

elementary students so secondary results were not applicable.

Central Decatur CSD 21st CCLC GPRM Measures Summary for 2020-2021

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	96%

Program GPRA Measures	Percentage Improvement
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	96%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	100%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	97%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	96%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	96%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	87%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	87%

Central Decatur CSD reported that for the elementary students in the program who were identified as needing improvement in mathematics, 96 percent improved and for elementary students needing improvement in reading, 100 percent improved. For reading proficiency 99 percent of elementary students identified as not proficient moved to proficient. Teachers reported that for students identified as needing improvement, 96 percent of students improved in homework completion and class participation. For students identified as needing improvement in behavior, 87 percent of students improved. *“Overall, the program saw steady improvements in reading, English, math, homework, and behaviors for students who were regular attenders. In everything but math and homework, regular attenders outperformed the rest of the population, and these numbers were similar” (Local Evaluation).*



Students participating in a fitness exercise.

Local Objectives

Central Decatur CSD had two local objectives for the 21st CCLC Program for the 2020-2021 School Year and met both objectives. One objective dealt with attendance at family events and the other objective dealt with community partner center visits. The objectives and their ratings are listed below.

- At least 10% of our families will attend our family events. *Met the stated objective.*
- Each site will have at least 2 Community Partner visits per quarter. *Met the stated objective.*

Sustainability.

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

1. *Sustainability through program/data analysis: Continuous program improvement starts with vested stakeholders regularly reviewing data and evaluating progress towards the various established goals. The site coordinators and district administrators used data driven evaluation techniques and committed to collaborate on ways to obtain the best possible student learning outcomes.*
2. *Sustainability through community partners: Sustainability activities throughout the grant cycle included collaboration with diverse partners to provide an array of quality activities.*
3. *Sustainability through advocacy: The program centers publicly shared program success and needs with the community at large.*
4. *Sustainability through media: The site coordinators utilized all school and community communication streams to inform the public of the activities and successes of the four program sites.*
5. *Sustainability through adaptability: Sustainability planning must be creative, flexible and rely on strong partners and internal support.*
6. *Sustainability through coordinated resources: The school districts provide space, office equipment, and custodial services. School lunch staff provide healthy snacks under the child care food assistance program. The grant partners worked with daily program staff and the site coordinator to provide assistance and information for programming and family literacy needs. Partners worked to combine resources where possible in order to maximize the positive impact on families and the best utilization of public and private funding.*

Central Decatur CSD Summary.

For the 2020-2021 school year, the Central Decatur CSD 21st CCLC Program served 217 students and 65 percent were identified as FRPL. No in-person summer program was offered due to the Pandemic but learning

activities and food were sent to homes. Central Decatur CSD had the support of 14 partners who provided an in-kind value of \$26,600. The local evaluation reported that 21st CCLC Centers held one parent event each. Attendance data was available for each event with the exception of the event at Lamoni Elementary School. For elementary students, GPRA Measures showed improvement in mathematics and reading as well as proficiency in reading. Homework and class participation and student behavior also were also reported as improving. The 21st CCLC Program had two local objectives and both were met. Central Decatur CSD listed six efforts being utilized to help with sustainability. Recommendations for future plans for change were included in the evaluation. Recommendations included re-establish or reimagine external stakeholders and financially support the continuation of the program.



“My children look forward to attending the CCLC program, Exploration Academy, as part of their daily school routine. They know they will be safe and well taken care of.” (21st CCLC Parent).



“92.9 percent strongly agree that the CCLC is a safe place for their child to work, learn, and have fun.” (21st CCLC Parent Survey results).



“We had a mom report that their son used to have anxiety about coming to school and now is getting up early and wants to be the first kid to arrive at our morning program” (21st CCLC Local Evaluation).

Clinton CSD

Clinton CSD 21st CCLC Notable Facts:

GPRA Measures

- **73% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).**
- **79% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).**
- **44% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- **38% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).**
- **72% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).**
- **60% of elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).**

Attendance

- **The 21st CCLC Program served 145 students.**
- **126 students (87%) were regular attendees.**
- **108 students (74%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 44 partners supporting the 21st CCLC Program that provided \$27,164 in in-kind value.**
 - **The 21st CCLC Program had 18 local objectives and met 12 of them.**
-



Student engaged in art activity.

Overview and Attendance.

The Clinton CSD 21st CCLC Program (called *Student Adventures*) had five centers for the 2020-2021 school year in Cohorts 11 and 13. The Cohort 11 Centers served students at Whittier Elementary School and Clinton Middle School. The Cohort 13 Centers served students at Bluff, Jefferson and Eagle Heights Elementary Schools. The Local Evaluation stated,

Overarching goals are to:

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

The Clinton CSD 21st CCLC Program served a total of 145 students and 126 or 87 percent of them were regular attendees. For 2020-2021, 74 percent of the total students served were identified as FRPL. For the summer, the two cohorts served a total of 37 students. *Student Adventures* had 44 partners supporting the program. Partners provided \$27,164 in in-kind services. All parent events were cancelled due to the COVID-19 Pandemic.

Clinton CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Clinton CSD	11	44	Whittier Elementary and Clinton Middle Schools	57	46
Clinton CSD	13	44	Bluff, Jefferson and Eagle Heights Elementary Schools	88	80
TOTALS		44		145	126

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

Effects of COVID-19 Pandemic

In the 2020-2021 academic year, the COVID-19 pandemic had a widespread impact on the 21st Century programs in the Clinton Community School District. Per CDC recommendations and in an effort to minimize COVID-19 infections and keep students, teachers, and staff safe, the Clinton Community School District submitted a state waiver in November 2020 to move to online learning across the district. That move was in direct response to the COVID-19 pandemic. In one week, 101 district employees were absent from work, 35 confirmed positive COVID-19 infections between staff and students, and over 400 of students and staff were quarantined.

During this exceptional year, the Clinton Community School District's 21st Century programs experienced the lowest enrollment and attendance in the program history. The fluid nature of the pandemic interfered every aspect of the program. Parents and students expressed fear of catching COVID-19 infection, and many of our program partners had COVID restrictions in place, preventing them from coming into the school. In addition, many parents were laid off or worked from home, so parent need for afterschool services and/or interest in afterschool services declined. It was a difficult challenge to synchronize and plan activities of educational nature.

The 21st Century program had to innovate in order to carry out activities under the stringent circumstances. Initially, Zoom programming was the only option and students in the program participated via Zoom once or twice a week, with the program concentrating strictly on academic remediation, but students with poor internet or lack of equipment couldn't participate in a robust

manner. Staff also provided support to students who expressed the emotional difficulties of the pandemic and the impact it was having on them and their families.

When the district shifted to hybrid learning in the Spring of 2021, new challenges arose as a result. During the hybrid learning period, students were going to other buildings, such as Clinton High School and Clinton Middle School, for classes. They were also divided into two groups, group A and group B, alternating attending every other day. When group A was receiving in person instruction, group B was receiving online instructions, and vice versa. Each student was effectively attending school, at the most, 2-3 times a week. Anxiety over COVID-19 was still a major issue with many parents refusing to send their children to the Afterschool program.

These factors, attributed to the pandemic, contributed to significantly lower enrollment and participation in the program throughout the 2020-2021 year. Program staff are working diligently to produce better outcomes in terms of enrollment, participation, and academic gains for the 2021-2022 school year. The recent availability of the COVID vaccine for all children will, to some extent, decrease fear and anxiety around COVID-19. We are slowly seeing higher enrollment and more robust participation in the 21st Century program this Fall of 2021. (Chol Chagai, CCSD Director of Afterschool Programs).

Partnerships.

Clinton CSD 21st CCLC Centers were supported by 44 partners. Clinton CSD estimated that the in-kind value provided by the partners totaled \$27,164.

Regular community partners serving the programs since their inception include Area Substance Abuse Council (New Directions) for ATOD prevention, Bridgeview Community Mental Health for social/emotional health, the YWCA for recreation, Clinton Community College for family literacy and student volunteers, Women's Health Services for wellness, ISU Extension for STEM, and the Clinton Sheriff's Department for safety. The vast majority of these partners have agreed to a common hourly rate of \$22.50 for their services, which has resulted in an in-kind donation of 12% - 50% depending on the agency's hourly rate for staff participating in the program. In addition, Clinton County Conservation offers STEM activities at 100% in-kind. Student Adventures also contracts with Temp Associates in Clinton for provision of site aids (Local Evaluation).



Students learning about safety from Policeman.

Parent Involvement.

In 2020-2021, no parent activities were held due to the COVID-19 Pandemic. The Local Evaluation stated, Clinton CSD communicated with parents using phone calls, progress reports and virtual meetings. A Facebook page is another method used for communication.

Objectives.

GPRM Measures

Clinton CSD used Fall 2019 and Winter 2020 FAST Assessments for GPRM Measures 1-8 for elementary attendees and Classroom grades Fall 2019 and Winter 2020 for GPRM Measures 1-8 for middle school attendees.

Clinton CSD 21st CCLC GPRM Measures Summary for 2020-2021

Program GPRM Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	73%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	69%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	73%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	81%

Program GPRA Measures	Percentage Improvement
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	73%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	79%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	44%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	38%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na*
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	60%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na*
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	60%

* Lack of data due to COVID-19 Pandemic.

Clinton CSD reported improvement for all academic achievement GPRA Measures. Due to the COVID-19 Pandemic, schools were closed in mid-March and end-of-year survey participation for GPRA Measures 10 and 13 did not provide enough data to be significant. For the elementary students in the program who were identified as needing improvement, 73 percent improved in mathematics, 81 percent improved in English and 44 percent moved from not proficient to proficient in reading. For the secondary students in the program who were identified as needing improvement, 69 percent improved in mathematics, 73 percent improved in English and 38 percent moved from not proficient to proficient in Mathematics.



Students engaged in STEM activity using wooden blocks.

Local Objectives

Clinton CSD had nine local objectives arranged into three main goals for each cohort. The first goal dealt with academic achievement, the second goal dealt with improvement in student behavior and the third goal dealt with family literacy. Of the 18 objectives (9 per cohort), 12 were met, 4 were not met and no progress was made toward the objective and 2 were unable to measure. Complete methodology and justification for ratings was included in the local evaluation. The objectives and their ratings are listed below.

- Objective G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of K-5 (K-8 for cohort 11) students will be proficient in reading and math as measured by Iowa and/or FAST assessments. *Both Cohorts Met the Stated Objective.*
- Objective G1-2: 75% of parents will agree that their child's academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys. *Both Cohorts Met the Stated Objective.*
- Objective G1-3: 75% of regular attendees in the Student Adventures program will agree that they are doing better in school since attending the program as measured by student surveys. *Both Cohorts Met the Stated Objective.*
- Objective G1-4: Teachers with students enrolled in the student Adventures programs will agree that 60% of their students have improved their academic performance as measured by teacher surveys. *Cohort 11 was Unable to Measure the Stated Objective and Cohort 13 Met the stated objective.*
- Objective G2-1: 65% of Student Adventures participants will decrease their school absences to less than 5 days absent. *Both Cohorts Met the Stated Objective.*
- Objective G2-2: 75% of students in the Student Adventures program will agree that they like the program and look forward to the program and 75% of parents agree that your child has better social skills as measured by student and parent surveys. *Both Cohorts Met the Stated Objective.*
- Objective G2-3: Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along better with others as measured by teacher surveys and school behavior reports. *Cohort 11 was Unable to Measure the Stated Objective and Cohort 13 Met the stated objective.*
- Objective G3-1: 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records. *Both Cohorts Did not Meet and no Progress was made Toward the Stated Objective. (Due to the COVID-19 Pandemic)*
- Objective G3-2: 50% of parents attending family literacy events will agree the event(s) helped them

assist their child to succeed as measured by event-specific post-activity evaluations. *Both Cohorts Did not Meet and no Progress was made Toward the Stated Objective. (Due to the COVID-19 Pandemic)*



Students exploring the Mississippi River.

Sustainability.

Clinton CSD began its sustainability plan process in the summer of 2005 when it entered into an agreement with the Iowa Afterschool Alliance to develop a sustainability plan as a pilot project. The plan, titled *Clinton Community School District Student Adventures Afterschool Program Sustainability Plan 2016-2017* is on file and available for review. It has been updated semi-annually since its inception. Community engagement is the core of the sustainability plan. Clinton CSD estimated the total contributions for in-kind services provided by its 44 partners at \$27,164.

Clinton CSD Summary.

Clinton Community School District' 21st CCLC Program, called *Student Adventures* served 145 students with a regular attendance of 126 (87 percent). In addition, 37 students attended the 21st CCLC summer session. Partnerships totaled 44 and partners provided a variety of services with in-kind services estimated at over \$27,164. For 2020-2021 no parent events were held due to the COVID-19 Pandemic. Improvement was made for all academic GPRA Measures and 12 of 18 local objectives were met. The local evaluation contained a complete discussion on the methodology for both the GPRA Measures and the local objectives and justification was provided for the ratings of the local objectives. Recommendations for future years were included in the Local Evaluation with a focus on post-COVID strategies. Clinton CSD has a sustainability plan that is reviewed each year and has been updated semi-annually since it was implemented.



“My boys have been attending the afterschool program for three years and the summer camp for two years. We are delighted that our children are asked to be part of the program and we don’t know what we’d do without the afterschool program.” (21st CCLC Program Parent).



“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).



“It is incredible to watch the kids learn new concepts and see how much they retain every time we are with them for afterschool programs. The youth are highly engaged with the activities, with the older children helping the younger ones grasp the concepts being taught. We love watching the kid’s faces light up when a concept ‘clicks’” (21st CCLC Partner).



“I really like the afterschool program because when I’m at home bored and when I’m here I’m not. It also helps me because I can get homework done” (21st CCLC Student).

Council Bluffs CSD

Council Bluffs 21st CCLC Notable Facts:

GPRA Measures

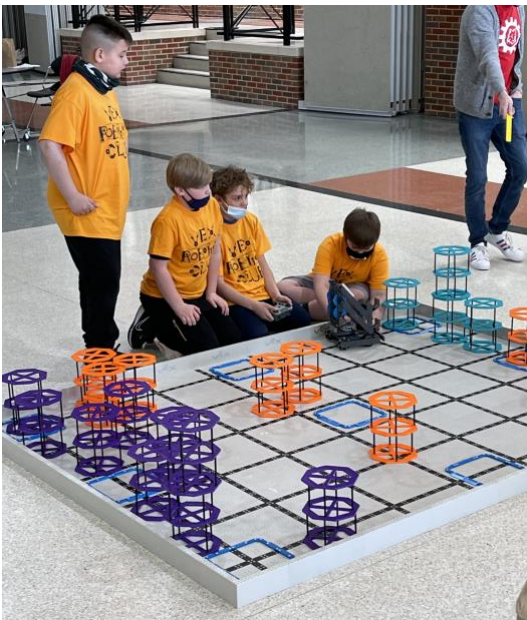
- **96% of students at all levels identified as needing improvement in mathematics improved (GPRA Measure 3).**
- **90% of students at all levels identified as needing improvement in English improved (GPRA Measure 6).**
- **27% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- 10% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).
- 21% of students at all levels improved in homework completion and class participation (GPRA Measure 11).
- 27% of students at all levels improved in student behavior (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 1,835 students.
- 584 students (23%) were regular attendees.
- **1,440 students (78%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 38 partners supporting the 21st CCLC Program that provided \$354,975 in in-kind value.**
 - **The 21st CCLC Program had 22 local objectives and met 21 of them.**
-



Students participating in Robotics Tournament.

Overview and Attendance.

For the 2020-2021 school year, Council Bluffs CSD had 9 centers in cohorts 11, 12, 13 and 15. The Council Bluffs CSD 21st CCLC Program served 1,835 total students of which 584 (23 percent) were regular attendees.

Of the total attendees, 78 percent were identified as FRPL. In addition, the summer programs served a total of 138 students. “Overall, the 21st Century programs served at least 22% of the entire district’s student population in 2020-2021” (Local Evaluation). Council Bluffs CSD reported that the 21st CCLC Program had 38 program partners that provided \$354,975 in in-kind value. Parents are active in the program and attended a variety of events with the six open house events held virtually due to the COVID-19 Pandemic.

Council Bluffs CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Council Bluffs CSD	11	38	Abraham Lincoln and Thomas Jefferson High School	747	78
Council Bluffs CSD	12	38	Carter Lake and Roosevelt Elementary Schools	238	137
Council Bluffs CSD	13	38	Bloomer and Edison Elementary Schools	228	148
Council Bluffs CSD	15	38	Franklin and Rue Elementary Schools and Wilson Middle School	622	221
TOTALS		38		1835	584

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

Effects of COVID-19 Pandemic

Due to the COVID-19 Pandemic, and starting the 20-21 school year in a hybrid model, we did not meet our attendance requirements in some of our cohorts throughout the district. To address the impact of the COVID-19 Pandemic, we did offer programming five days a week and during semester 2 we were able to offer some Saturday events.

We were unable to meet our attendance requirements at the following schools: Abraham Lincoln HS and Thomas Jefferson HS (Cohort 11), Carter Lake and Roosevelt Elementary (Cohort 12). We were able to meet the attendance requirements at the following schools: Bloomer and Edison Elementary Schools (Cohort 13) and Franklin Elementary, Rue Elementary and Wilson Middle School (Cohort 15) (Local Evaluation).

Partnerships.

Council Bluffs CSD had 38 partner who provided \$354,975 in in-kind services. The importance of partnerships was detailed in the Local Evaluation.

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

Parent Involvement.

Council Bluffs CSD held several events involving parents.

- Six Open Houses (Elementary Schools – 75-100 participants per site). These were virtual open houses due to the Pandemic.
- Two Robotic Tournaments (Franklin, Carter Lake, Roosevelt and Edison Elementary Schools). Over 100 people attended each tournament.
- Lights On After School Open Houses (65-80 participants at each elementary school).
- Spring Family Engagement Event (Over 30 families attended).

In addition to the events above, two family engagement activities were held (Winter and Spring). For these events, kits for cookie making and popcorn were distributed. Parents are kept informed through the use of Facebook, paper flyers in both English and Spanish, School Messenger phone calls, e-mails, school websites, newsletters and announcements.

Objectives.

GPRA Measures

Council Bluffs CSD used Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) (grades K-12) to assess academic performance (GPRA Measures 1-8). The GPRA summary table below indicates percentage improvement for each measure. For academic measures (GPRA 1-8), data was based on matched pairs where data was available for individual students from both fall and spring.

Council Bluffs CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	96%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	33%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	90%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	91%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	73%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	90%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	27%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	10%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	22%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	14%

Program GPRA Measures	Percentage Improvement
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	21%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	25%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	39%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	27%

For improvement in mathematics, Council Bluffs CSD reported that 96 percent of elementary and 33 percent of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 91 percent of elementary and 73 percent of secondary students improved their English grades. For students identified as needing improvement in proficiency, 27 percent of elementary students improved to proficient in reading and 10 percent of secondary students improved to proficient in mathematics. Council Bluffs CSD reported that for students identified as needing improvement, 21 percent of students improved in homework and class participation and 27 percent of students improved their behavior.



Students participating in Guitar Club.

Local Objectives

Council Bluffs CSD had 22 total local objectives for the 21st CCLC Program for the 2020-2021 School Year. Of the 22 objectives, 21 were met and 1 were not met but progress was made toward the objective. Eight objectives dealt with student achievement, four dealt with student attendance, four dealt with school engagement and discipline, four dealt with parent perceptions of the program, one dealt with improving college and career readiness and one dealt with graduation rates. Cohort 11 centers served high school students, cohorts 12 and 13 served elementary students and Cohort 15 served elementary and middle school students.

The local evaluation included appropriate methodology and ratings justification for all local objectives. The objectives and their ratings are listed below.

- Cohorts 11, 12, 13 and 15. Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Math MAP assessments. *Met the Stated Objective.*
- Cohorts 11, 12, 13 and 15. Greater than 30% of Regular Attendees will demonstrate typical growth from fall to spring on Reading MAP assessments. *Met the Stated Objective.*
- Cohorts 11, 12, 13 and 15. In-school average daily attendance rate for regular attendees will be within 10 percentage points of the school average. *Met the Stated Objective.*
- Cohorts 11, 12, 13 and 15. Disciplinary incidents for in-school behavior of regular attendees will be less than the school average. *Cohorts 11, 13 and 15 - Met the Stated Objective. Cohort 12 – Did not meet but made progress toward the local objective.*
- Cohorts 11, 12, 13 and 15. Of the parents responding, 50% will indicate via survey that the program had a positive impact on their child’s educational growth. *Met the Stated Objective.*
- Cohort 11. Percent of regular attendees enrolling in postsecondary institutions (college, trade schools, et.) the first fall after graduation will be within 10% of the district’s average. *High school – Met the Stated Objective.*
- Cohort 11. Percent of regular attendees graduating with their 4-year cohort will be within 10% of the district’s average. *Met the Stated Objective.*



Student with fish during fishing field trip.

Sustainability.

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

- *Quality Staffing.* Council Bluffs CSD reported that qualified staff is the core of the afterschool program.
- *Community Partner Development.* The 21st CCLC Program was supported by 38 partners who provided \$354,975 in in-kind value. The 21st CCLC Leadership Team make it a part of daily business to learn about local entities and call upon them to get involved in schools.
- *Management Plan.* Council Bluffs used their management plan to increase efficiencies and reduce expenditures. The first effort was adopting a plan that would reflect 21st CCLC Program requirements and align student offerings to meet the needs of students served by the program. The second effort

was to offer summer school to only students who were lacking in academic proficiency in at least one core area.

Council Bluffs CSD Summary.

Council Bluffs Community School District had nine centers in its 21st CCLC Program. Centers were at two high schools, one middle school and six elementary schools. The Council Bluffs CSD Program had 1,835 students in the program with a regular attendance of 584 students. Summer programs for Council Bluffs CSD had a total attendance of 138 students. Community partners numbered 38 and provided \$354,975 in in-kind services. Parents are active in the program and the Local Evaluation included attendance numbers for the events. Six events were held virtually due to the COVID-19 Pandemic. Improvement was reported in all GPRA Measures and a full discussion of GPRA Measures and local objectives was included in the local evaluation. Of the 22 total local objectives, 21 were met and one was not met but progress was made toward the objective. Council Bluffs CSD has a sustainability plan that focuses on Staffing, Community Partner Development and a Management Plan.



“I want to tell you how the robotics club has changed my son for the better. He is not afraid of making mistakes and redoing it until he finds what works. His thought process has changed from just acting on something to forming an outlined plan on how to accomplish it. Robotics has brought many positive changes in my son and I am very grateful he was given the opportunity to be in such a club” (21st CCLC Parent).



“As a freshman, it sometimes is hard to meet new people. In clubs I was able to meet lots of new people I didn’t know before which helped grow my socialization skills.” (21st CCLC Student).



“In the chess club, this helped me a lot to learn strategic algorithms.” (21st CCLC Student).



“I have had the privilege of working with the students at Rue Elementary for almost 8 years now, teaching the connection between personal finance, spending and making better choices with their money. It’s been great working with CB schools and seeing each student grow in their money habits” (21st CCLC Partner TS Bank).



“This program has made a huge impact on our lives.” (21st CCLC Parent).

Davenport CSD

Davenport CSD 21st CCLC Notable Facts:

GPRA Measures

- **67% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).**
- 18% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 18% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 79% of elementary students improved in homework completion and class participation (GPRA Measure 9)
- 77% of elementary students improved in student behavior (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 131 students.
- **112 students (85%) were regular attendees.**
- **128 students (98%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$54,750 in in-kind value.
 - The 21st CCLC Program had nine local objectives and met three of them.
-



Student engaged in reading project.

Overview and Attendance.

For the 2020-2021 school year, Davenport CSD 21st CCLC (Stepping Stones) had three centers in Cohorts 12, 13 and 14. Davenport CSD stated that the Stepping Stones Program guiding values were (*Local Evaluation*):

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

The Davenport CSD 21st CCLC Program served a total of 131 students with 112 (85 percent) students with regular attendance and 128 (98 percent) of total students were identified as FRPL. Stepping Stones had the support of 12 partners that provided a total of \$54,750 in in-kind value. Parent events were virtual since the Pandemic did not allow in-person meetings..

Davenport CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Davenport CSD	12	12	Hayes Elementary School	41	40
Davenport CSD	13	12	Madison Elementary School	51	37
Davenport CSD	14	12	Jefferson Elementary School	39	35
TOTALS		12		131	112

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

Effects of COVID-19 Pandemic

The Pandemic of 2020 effected our programming immensely by halting program from March of 2020 - to date by causing challenges around attendance, partner participation and all areas related to program facilitation. We continue to meet the challenges and offer programming to the best of our abilities. (Local Evaluation).

Partnerships.

Davenport CSD had 12 partners for its 21st CCLC Program. Davenport CSD estimated that the in-kind value provided by the partners totaled \$54,750. *“The services provided by the partners, both paid and unpaid, are critical to the success of the programs”* (Local Evaluation).

Parent Involvement.

Davenport CSD was unable to host in-person family events due to the Pandemic. Virtual and/or home activities were offered monthly beginning in December of 2020.

A vast array of topics were covered such as cooking/math, social emotional learning, family game night, reading activities and many more. These activities appealed to the families because they were able to complete them on their own timeline. Families sent in pictures of their students and themselves participating in the activity. All of the events promoted at the program with info flyers and staff discussing and inviting families to the event (Local Evaluation).



Students engaged in science activity.

Objectives.

GPRA Measures

Davenport CSD used *FAST aReading* to assess English and Reading for GPRA Measures 3 and 7 and Report Card Grades to assess student performance in mathematics for GPRA Measure 1. English and reading for academic GPRA Measures 1-8. The GPRA summary table below indicates percentage improvement for each measure.

Davenport CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	67%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	67%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	18%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	18%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	18%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	79%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	77%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	77%

Davenport CSD reported that improvement was observed for each GPRA Measure for elementary students. For the elementary students in the program who were identified as needing improvement, 67 percent improved

in mathematics and 18 percent improved in English. For reading 18 percent of elementary students moved from not proficient to proficient. For students identified as needing improvement in homework completion and class participation, 79 percent improved. For students identified as needing improvement in behavior, 77 percent improved.

Local Objectives

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

- Stepping Stones participants who attended programs at minimum of 80% of possible program days will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. *Cohort 12 – Met the stated objective. Cohorts 13 and 14 - Did not meet but made progress toward the stated objective.*
- Stepping Stones participants who attended programs at minimum of 80% of possible program days will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. *All cohorts – Unable to measure the stated objective.*
- 80% of Stepping Stones participants (who attended for at least 80% of possible program days) will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors. *Cohort 12 – Did not meet but progress was made toward the stated objective. Cohort 13 and 14 – Meet the stated objective.*

Sustainability.

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

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

Davenport CSD estimated the in-kind services provided by 12 partners was \$54,750.

Davenport CSD Summary.

The Davenport CSD 21st CCLC Program (Stepping Stones) served a total of 131 students with a regular attendance of 112 (85 percent). A total of 12 partners supported the program in a variety of ways and provided \$54,750 in in-kind value. Davenport CSD was unable to host in-person family events but provided monthly virtual and home activities. Some students improved for each GPRA Measure. Davenport CSD had nine local objectives for the 21st CCLC Program and met three of them. A complete discussion of methodology and ratings justification was included in the local evaluation. Davenport has a formal sustainability plan that includes continuing the program once grant funding ends. The local evaluation reported that there are no plans to change or add any objectives. Recommendations on future plans for change focused on recruitment and student attendance.



“The Stepping Stones program provides much needed services for students in the community that would not otherwise have access to high quality engaging out of school time programming.” (21st CCLC Partner).



“Stepping Stones is the highest quality of out of school time programming in the area and we are so proud to be a part of the project.” (21st CCLC Partner).



“My kids love Stepping Stones and I would not be able to work without the program.” (21st CCLC Parent).



“My kids benefitted from attending the program and received extra supports afterschool.” (21st CCLC Parent).



“I love Stepping Stones.” (21st CCLC Student).

Des Moines Independent CSD

Des Moines CSD 21st CCLC Notable Facts:

GPRA Measures

- 3% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 4% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 4% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 54% of elementary students identified as needing improvement in student behavior improved (GPRA Measure 12).

Attendance

- The 21st CCLC Program served 894 students.
- **622 students (70%) were regular attendees.**
- **724 students (81%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$54,750 in in-kind value.**
 - The 21st CCLC Program had 20 local objectives and met 5 of them.
-



Students in Gardening Club.

Overview and Attendance.

For the 2020-2021 school year, Des Moines CSD had 16 centers; four in Cohort 11, four in cohort 12, three in cohort 13, three in cohort 14, and two in Cohort 15. During the 2020-2021 School Year, 894 students were served by the 21st CCLC Program with 622 (70 percent) being regular participants. For 2020-2021, 81 percent of the total students served were identified as FRPL. Des Moines CSD reported that there were 26 community partners supporting the 21st CCLC Program that provided \$59,200 in in-kind value. Des Moines CSD offered a mix of virtual and in-person activities for parents but the Local Evaluation did not report attendance numbers.

Des Moines CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Des Moines CSD	11	26	Cattell, Howe, Lovejoy and Oak Park Elementary Schools	154	113
Des Moines CSD	12	26	Garton, Hillis, River Woods and Willard Elementary Schools	179	143
Des Moines CSD	13	26	Capitol View, King and Monroe Elementary Schools	189	153
Des Moines CSD	14	26	Park Avenue, Jackson and South Union Elementary Schools	181	107
Des Moines CSD	14	26	Stowe and Brubaker Elementary Schools	191	106
TOTALS		26		894	622

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

Effects of COVID-19 Pandemic

The onset of COVID-19 required DMPS 21CCLC staff to consistently go above and beyond to connect with families and ensure their needs were being met. This approach to personalized outreach and communication with families allowed staff and families to come together to address barriers and gaps and increase parental involvement. DMPS 21CCLC staff supported families by delivering meals, WiFi hotspots, and computers and participating in school-wide drive-thru efforts to provide families with these items. DMPS also set up a dedicated call center to assist families with navigating technology challenges and providing additional information on community resources. 21CCLC staff answered phone calls from 8am-6pm daily while DMPS remained in 100% virtual setting. 21CCLC staff were vital to ensuring families received appropriate communication, follow up, and support during a time of great uncertainty. This individualized approach to meeting the needs of DMPS families underscores the value of DMPS 21CCLC to cultivate effective relationships and strategies to ensure families are fully involved in their child's education.

DMPS continues to navigate the unexpected and well-known challenges associated with the COVID-19 pandemic including addressing instruction and academic enrichment in spite of social distancing measures. During the 2020-2021 school year, a significant amount of staff time and resources went to reaching out to families to help them access needed resources including computer and internet access among necessary support services. (Local Evaluation).



Students in Cheer Club.

Partnerships.

Des Moines CSD had 12 partners that provided over \$59,200 in in-kind value to the 21st CCLC Program.

Community partnerships are integral to the success of the DMPS 21CCLC program. Since the inception of 21CCLC programming, DMPS has cultivated a multitude of new partnerships to expand the availability of enrichment offerings to students while maintaining existing partnerships. 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.

Des Moines 21st CCLC Centers normally held at least four parent nights per year. However, due to the Pandemic, for 2020-2021, a mixture of virtual and in-person socially distancing events were held. Examples of events included a virtual BINGO night (no attendance numbers reported), a drive-in movie night (30 families attended), and a virtual chess tournament (12 students and families participated).

The onset of COVID-19 required DMPS 21CCLC staff to consistently go above and beyond to connect with families and ensure their needs were being met. This approach to personalized outreach and communication with families allowed staff and families to come together to address barriers and gaps and increase parental involvement. DMPS 21CCLC staff supported parental involvement by delivering meals, WiFi hotspots, and computers to families and participating in school-wide drive-thru efforts to provide families with these items. DMPS also set up a dedicated call center to assist families with navigating technology challenges and providing additional information on community resources. 21CCLC staff answered phone calls from 8am-6pm daily while DMPS remained in 100% virtual setting. 21CCLC staff were vital to ensuring families received appropriate communication, follow up, and support during a time of great uncertainty. This individualized approach to meeting the needs of DMPS families underscores the value of DMPS 21CCLC to cultivate effective relationships and strategies to ensure families are fully involved in their child's education (Local Evaluation).



Students participating in STEM Lego Club.

Objectives.

GPRAs Measures

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

Des Moines CSD 21st CCLC GPRAs Measures Summary for 2020-2021

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	3%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	<i>na</i>
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	3%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	4%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	<i>na</i>
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	4%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	4%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	<i>na</i>

Program GPRA Measures	Percentage Improvement
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na*
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	54%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	54%

* Teacher surveys not available due to the Pandemic.

Des Moines CSD reported that of the regular attendees in the 21st CCLC program who were identified as needing improvement, 3 percent of elementary students improved in mathematics and 4 percent of elementary students improved in English. For elementary students who were identified as not proficient in reading, 4 percent attained proficiency. Due to the Pandemic, teacher surveys were not available to assess improvement in homework completion and class participation and behavior. Des Moines CSD used the student information system to determine that 54 percent of 21st CCLC elementary students improved their behavior.

Local Objectives

For the school year 21st CCLC Program, cohorts 11, 12, 13, 14 and 15 had the same four local objectives for the 2020-2021 School Year. Of the four objectives, all cohorts met one of them, all cohorts did not meet but made progress on three of them while Cohort 15 did not meet but made progress on two of them. In addition, Cohort 15 was unable to measure one objective. Of the four objectives, one dealt with student achievement, one dealt with student participation, one dealt with family literacy and one dealt with student behavior.

- To provide high-quality, comprehensive out-of-school time academic support activities, aligned with district and state standards, enabling students to improve academically. *All Cohorts - Did not meet but made progress 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. *All Cohorts - Met the stated objective.*
- To provide a high-quality family literacy program that promotes positive parent-child interactions, improves family engagement and supports students' academic success. *All Cohorts - Did not meet but made progress toward the stated objective.*
- To increase student engagement and attendance in school and promote positive behavior outcomes for students in the program. *Cohorts 11-14 - Did not meet but made progress toward the stated objective. Cohort 15 – Unable to measure the stated objective.*

Sustainability.

Des Moines CSD has a sustainability plan that includes both community and school district support. *The program leverages district funds and in-kind support, which will continue beyond the five-year program. The 21CCLC program in DMPS operates a decreased funding model in which community partners commit more funding toward the initiative as the grant cohort sunsets (examples: United Way- monetary; Community Youth Concepts- personnel; and YMCA- programming, personnel) (Local Evaluation).* The Des Moines CSD has a

Community Partnership Liaison that promotes partnerships. The 21st CCLC Program for 2020-2021 had the support of 12 partners who contributed in-kind services this year of \$59,200.

Des Moines CSD Summary.

Des Moines Community School District served a total of 894 students with a regular attendance of 622 during the 2020-2021 School Year. Des Moines had 12 partners who provided \$59,200 in in-kind value. A mixture of virtual and socially distanced parent events were held to adjust for the Pandemic. Improvement was reported for elementary students for all GPRA Measures. Of the 20 total local objectives, five were met, 14 were rated as making progress toward the objective and one was unable to measure due to the COVID-19 Pandemic. A complete discussion of methodology and ratings justification for the local objectives was included in the local evaluation. Recommendations for objectives were included in the Local Evaluation and future plans for change included ten specific suggestions focused on improving academic success. Des Moines CSD has a sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“21st Century helped me grow as a person to be more organized and learn manners. I know different things and make new stuff. Strategic games club made me creative and how to draw more better and I love that I get to be with my friends. I can make my own games now and make my own snack” (21st CCLC Student).



“I like how most programs represent many cultures; it is useful for me as a parent to talk about what they are doing after school. I think they are good programs because they are helping my child's development and education at the same time. Finally, I feel like I am invited to participate in family activities whether that is at school or with home-take-kits” (21st CCLC Parent).



“The program helps several hundred working parents in our school district who otherwise would not have access to an afterschool program to enrich their children's lives during the hours after school” (21st CCLC Parent).



“Knowing my students have a safe, fun, educational space to spend time after school gives me peace of mind as a teacher. I appreciate the extended support and cooperation that exists between classroom teachers and after school educators” (Des Moines CSD Teacher).

Dubuque CSD

Dubuque 21st CCLC Notable Facts:

GPRA Measures

- **54% of secondary students identified as needing improvement in mathematics improved (GPRA Measure 2).**
- **56% of secondary students identified as needing improvement in English improved (GPRA Measure 5).**
- **49% of secondary students identified as not proficient in mathematics attained proficiency (GPRA Measure 8).**
- **92% of secondary students improved in homework completion and class participation (GPRA Measure 10).**
- **88% of secondary students improved in student behavior (GPRA Measure 13).**

Attendance

- *The 21st CCLC Program served 439 students.*
- *59 students (13%) were regular attendees.*
- **285 students (65%) were identified as FRPL.**

Partnerships and Local Objectives

- *The 21st CCLC Program had nine partners supporting the 21st CCLC Program but the Pandemic resulted in no in-kind support for 2020-2021.*
 - *The 21st CCLC Program had six local objectives and met 4 of them.*
-



Students in Cooking Class

Overview and Attendance.

For the 2020-2021 school year, Dubuque CSD had centers at George Washington and Thomas Jefferson Middle Schools. The Dubuque CSD 21st CCLC Program, called LEAP (Literacy Education and Project Based Learning Program) served 439 total students of which 59 (13 percent) were regular attendees. Of the total attendees, 65 percent were identified as FRPL. Dubuque CSD reported that the 21st CCLC Program had nine program partners. The 21st CCLC Program sponsored registration and information tables at each center during

the schools' Open Houses. From those meetings, approximately 275 families requested information about the LEAP program. The Dubuque CSD 21st CCLC held no other events for parents.

Dubuque CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Dubuque CSD	13	9	George Washington and Thomas Jefferson Middle Schools	439	59
TOTALS		9		439	59

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

Effects of COVID-19 Pandemic.

The COVID-19 pandemic had a significant impact on the program, as our school district did not allow partners to be present in the buildings or students to take field trips to partner sites during the 20-21 school year. This resulted in us needing to pivot to find other ways to involve partners in our after-school programming (Local Evaluation).

Partnerships.

Dubuque CSD had nine partners for the 21st CCLC Program. For 2020-2021, the school district did not allow volunteers in the building as a result of the Pandemic. Partners did offer services off-site but no in-kind values were available.

Parent Involvement.

Dubuque CSD did not hold any 21st CCLC parent events. Information tables were sponsored at school Open Houses and approximately 275 parents requested information on the 21st CCLC Program. *“It seems to be even more challenging at the middle and high school levels. Previous attempts to encourage parent involvement through parent nights offered through this program have been unsuccessful. There may be new opportunities in the post-COVID environment, when perhaps people will be looking to increase in-person connections after a long period of isolation” (Local Evaluation).*

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

Objectives.

GPRAs Measures

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

Dubuque CSD 21st CCLC GPRAs Measures Summary for 2020-2021

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	54%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	54%

Program GPRA Measures	Percentage Improvement
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	56%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	56%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	49%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	92%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	92%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	na
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	88%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	88%

The Dubuque CSD 21st CCLC Program services only secondary students so no elementary data was reported. For improvement in mathematics, Dubuque CSD reported that 54 percent of secondary students needing improvement improved their mathematics grades. For students identified as needing improvement in English, 56 percent of secondary students improved their English grades. For secondary students identified as not proficient in mathematics, 49 percent attained proficiency. Dubuque CSD reported that for students identified as needing improvement, 92 percent of students improved in homework and class participation and 88 percent of students improved their behavior.



Students engaged in physical activity.

Local Objectives

Dubuque CSD had six total local objectives for the 21st CCLC Program for the 2020-2021 School Year. Of the six objectives, four were met, one was not met but progress was made toward the objective, and one was not met and no progress was made toward the objective. Two objectives dealt with student achievement, two dealt with student participation, one dealt with family participation, and one dealt with increasing the number of community partners. The local evaluation included appropriate methodology and ratings justification for all local objectives. The objectives and their ratings are listed below.

- 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. *Did not meet but progress was made toward the stated objective.*
- 50% of regular attenders will increase academic performance in mathematics on the MAP test. *Met the stated objective.*
- At least 50% of program participants will have a family member attend an Open House night. *Met the stated objective.*
- Increase the number of community partners that work with the after-school LEAP program. *Did not meet and no progress was made toward the stated objective.*



Student making holiday decorations.

Sustainability.

“Beginning in Year 4 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 in the two reduced-funding years. Partnerships have been carefully crafted to enhance and sustain programming. The ASP partners are all cognizant of the need to reduce costs by increasing in-kind services, reducing fees, or providing service for free in years 4 and 5 and the district will also continue to recruit and train more volunteers for enrichment programming” (Local Evaluation).

Dubuque CSD Summary.

Dubuque Community School District had two centers in its 21st CCLC Program. Both centers were at middle schools. The Dubuque CSD Program had 439 students in the program with a regular attendance of 59 students. Community partners numbered nine but no in-kind values were available due to services being offered off-site because of the Pandemic. The Local Evaluation reported that no 21st CCLC parent events were held although a 21st CCLC information table was sponsored at school Open Houses. Improvement in all GPRA Measures was recorded. A discussion of GPRA Measures and local objectives was included in the local evaluation. Of the six total local objectives, four were met. Appropriate recommendations for local objectives included re-engaging partners post-pandemic and increasing the overall number of partners. Future plans for change included increasing the number of activities and strategies for increasing the percentage of regular attendees. Dubuque CSD has a development timeline for creating a sustainability plan in year four of the 21st CCLC Grant that will focus on community partners.



“This is a great opportunity for my son to engage in enrichment opportunities rather than playing video games on his computer after school” (21st CCLC Parent).



“Honestly, the most shocking thing about LEAP for me is how different the kids are after school versus how they are in school. They love the programs and do so well, even if they have some troubles during the school day. It’s cool to see them in their element” (21st CCLC Teacher).



“My daughter has been able to build better relationships with trusted adults in the building through their participation in the LEAP program” (21st CCLC Parent).



“The LEAP program has provided an outstanding opportunity for our middle school students to connect what they learn in the classroom with the numerous opportunities that await them after school. The program has allowed students to explore high interest areas that they might like to pursue later in life” (21st CCLC Stakeholder).

Fairfield CSD

Fairfield CSD 21st CCLC Notable Facts:

GPRA Measures

- **38% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).**
- **59% of elementary students identified as needing improvement in English improved (GPRA Measure 4).**
- **23% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- **95% of elementary students identified as needing improvement in homework completion and class participation improved (GPRA Measure 9).**
- **80% of elementary students identified as needing improvement in student behavior improved. (GPRA Measure 12).**

Attendance

- *The 21st CCLC Program served 121 students.*
- *61 students (50%) were regular attendees.*
- **63 students (52%) were identified as FRPL.**

Partnerships and Local Objectives

- *The 21st CCLC Program had 14 partners supporting the 21st CCLC Program that provided \$1,500 in in-kind value.*
 - *The 21st CCLC Program had five local objectives and met all of them.*
-



Students completing homework.

Overview and Attendance.

For the 2020-2021 school year, Fairfield CSD had one center in Cohort 13 at Pence Elementary School. Called the CCP (Character and Community Program), the 21st CCLC Program had 121 total attendees with 61 students or 50 percent attending regularly. For 2020-2021, 52 percent of the total students served were identified as FRPL. The 21st CCLC Program had 14 partners who contributed \$1,500 in in-kind value. Two parent events were held and attendance numbers were available.

Fairfield CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Fairfield CSD	13	14	Pence Elementary School	121	61
TOTALS		14		121	61

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

Effects of COVID-19 Pandemic

For the second year in a row, the Covid-19 pandemic came with health precautions and recommendations for social distancing. This necessitated changing school schedules and created unusual circumstances that affected attendance and measurement of academic achievement. The after-school program was affected as well. Most club activities, field trips, and partnership contributions were cut back or eliminated. Volunteers were unable to assist with in-school activities.

The CCP Director and School Staff stepped up to the challenge. The Book Club was able to continue and the after school portion continued to offer homework tutoring and STEM activities, as well as time for students to exercise and snack. (Local Evaluation).

Partnerships.

Fairfield CSD had 14 partners that contributed an estimated \$1,500 in in-kind value. Volunteers were provided by nine of the partners. Due to the Pandemic, many volunteers could not be used compared to non-pandemic years.

Parent Involvement.

“Due to COVID, in-person parent involvement was minimal during the school year” (Local Evaluation). Fairfield CSD held two events for after-school program participants and their families. A bike rodeo was held on two Wednesdays and over 50 students participated. In May, a Literacy night was held and was attended by approximately 300 students and their families. Parent communication was done through newsletters and e-mail.



Student receiving helmet at Bike Rodeo.

Objectives.

GPRA Measures

Fairfield CSD used Fast aMath to measure student performance for GPRA Measure 1 and Iowa Core English Standards to measure student performance for GPRA Measure 4. *FAST aReading* was used to assess student

performance for GPRA measure 7. The GPRA summary table below indicates percentage improvement for each measure.

Fairfield CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	38%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	38%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	59%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	59%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	23%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	95%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	80%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	80%

For the elementary students in the program who were identified as needing improvement, 38 percent improved in mathematics and 59 percent improved in English. For reading 23 percent of elementary students moved

from not proficient to proficient. For students needing improvement in homework completion and classroom participation 95 percent improved. For student needing improvement in behavior 80 percent improved.

Local Objectives

Fairfield CSD had five local objectives for the 21st CCLC Program for the 2020-2021 school year and met all five local objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives, two dealt with student achievement, two dealt with student attendance, and one dealt with student behavior.

- 50% of regular attending CCP students will achieve GL reading proficiency or surpass 1 year's growth on ISASP and FAST. *Met the stated objective.*
- 50% of regular attending CCP students will achieve GL math proficiency or surpass 1 year's growth on ISASP and FAST. *Met the stated objective.*
- 50% of regular attending CCP students will attain school attendance of 90% or higher. *Met the stated objective.*
- 50 % of students enrolled in CCP will attend regularly. *Met the stated objective.*
- Decrease Pence grades 2-4 disciplinary referrals. *Met the stated objective.*

Sustainability.

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

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

Fairfield CSD Summary.

Fairfield Community School District had one center in the 21st CCLC Program. Called CCP, the center was at Pence Elementary School and had 121 total attendees. Regular attendance for the 21st CCLC Program was 61. The Program had the support of 14 partners who provided \$1,500 in in-kind value. The 21st CCLC Program held two family events that were attended by parents and students. Improvement was reported for elementary students for all academic GPRA Measures. CCP had five local objectives and met all five of them. A complete discussion of methodology and ratings justification was included in the local evaluation. Fairfield CSD has identified actions to be taken to develop a formal sustainability plan. Recommendations for local objectives included clarifying the use of FAST and ISASP tools and having the Fairfield data collection and analysis specialist included in GPRA and Local Objectives discussions prior to the beginning of the school year. Future plans included administering a revised student survey and developing a specific sustainability plan using the Iowa Department of Education template.



“The partnership with the afterschool program to provide bicycle safety education program was a huge success allowing us to expand our reach and serve over 50 children. Participants learned a wide range of topics including the importance of wearing a helmet, using hand signals, following road signs, safety on the ride, and avoiding obstacles. Through other partnerships, each participant received a properly fitted bicycle helmet” (21st CCLC Program).



“A highlight of our after-school program includes the extended learning opportunities that are helping to close the learning gap for students during the pandemic. Students enjoy learning in a related atmosphere building relationships with an adult. It was nice to see students participating in some form of normalcy even during Covid restrictions. The perseverance of the staff, knowing the importance of students building connections shined throughout the year. The connections students are making can last a lifetime” (Fairfield CSD Superintendent).



“They treat each child as an individual and appreciate the different skills they have” (21st CCLC Parent).



“My child loves getting to do different activities each day, loves getting to do his homework before he is home, and he has found new friends!” (21st CCLC Parent).

Hamburg CSD

Hamburg CSD 21st CCLC Notable Facts:

GPRA Measures

- **87% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).**
- **96% of elementary students identified as needing improvement in English improved (GPRA Measure 4).**
- **57% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- **100% of elementary students identified as needing improvement improved in homework completion and class participation (GPRA Measure 9).**
- **100% of elementary students identified as needing improvement improved in student behavior (GPRA Measure 12).**

Attendance

- The 21st CCLC Program served 35 students.
- 23 students (66%) were regular attendees.
- 23 students (66%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 15 partners supporting the 21st CCLC Program that provided \$8,260 in in-kind value.
 - The 21st CCLC Program had three local objectives and met one of them.
-



Making “stained glass windows” with glue and watercolor for a fair project during summer camp.

Overview and Attendance.

For the 2020-2021 school year Hamburg CSD had one 21st CCLC center located at Marnie Simons Elementary School. The Program served 35 total students with 23 (66 percent) being regular attendees. Of the total students served 23 (66 percent) were identified as FRPL. The summer program had a total attendance of 28 students. The 21st CCLC Program offered a variety of clubs for students to attend and 41 percent of all 1st through 6th grade students attended enrichment clubs. The number of community partners totaled 15 and

partners provided \$8,260 in in-kind value. Hamburg CSD held three family nights and attendance numbers were provided the events.

Hamburg CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Hamburg CSD	11	15	Marnie Simons Elementary School	35	23
TOTALS		15		35	23

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

Effects of Covid-19 Pandemic

During the first semester of the school year, the afterschool program was shut down by the district twice and students and staff were prevented from participating in the enrichment activities. The first time was due to the number of students and adults sick with COVID-19; this lasted two weeks and clubs could not meet for that period. Near the end of the first semester clubs were once again put on hold due to a proclamation made by the governor of Iowa, temporarily discontinuing youth activities. With the clubs unable to meet, all efforts were put towards facilitating classes (Local Evaluation).



Students getting ready to race the Cubelet robots they built.

Partnerships.

Hamburg CSD reported that 15 partners supported the 21st CCLC Program and provided \$8,260 in in-kind value.

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

Parent Involvement.

“Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance and are more likely to complete high school than students whose parents are not involved in their school. Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. Parental involvement was an important objective from the inception of the Hamburg afterschool program planning process” (Local Evaluation).

Hamburg CSD scheduled three events for 2020-2021. An at-home literacy activity was sent home at the beginning of the year and all parents (47) participated. A youth track meet was attended by 22 parents. A summer art show had eight parents attend. During the school year, a texting app, letters, notes, flyers, phone calls and personal contacts are utilized. An end-of-year survey was given to parents and results indicated parents are pleased with the 21st CCLC Program.

Objectives.

GPRA Measures

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

Hamburg CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	87%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	87%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	96%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	96%
7. The percentage of elementary 21 st Century regular program participants who improved from not proficient to proficient or above in reading on state assessments.	57%
8. The percentage of middle/high school 21 st Century regular program participants who improved from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	100%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na

Program GPRA Measures	Percentage Improvement
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	100%

Hamburg CSD reported that of the regular elementary attendees in the 21st CCLC program who were identified as needing improvement 87 percent improved in mathematics and 96 percent improved in English. Of the students identified as not proficient in reading, 57 percent achieved proficiency. Teachers reported that 100 percent of students also improved in homework completion and class participation as well as improved their behavior.



Student screen printing summer camp t-shirts.

Local Objectives

Hamburg CSD listed three local objectives for the 21st CCLC Program for the 2020-2021 School Year. Two objectives were met and one objective was not met and no progress was made toward the stated objective. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with student behavior and participation in school programs, and one dealt with parental engagement and educational opportunities for them.

- Improve student learning in math and reading. *Met the stated objective.*
- Improve student behavior and participation percentages in school programs. *Did not meet and no progress was made toward the stated objective.*
- Increase the engagement of parents and provide educational opportunities for them. *Met the stated objective.*

Sustainability.

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

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

Hamburg CSD Summary.

The Hamburg Community School District 21st CCLC Program served 35 students with a regular attendance of 23. Hamburg had the support of 15 partners who provided \$8,260 in in-kind value. Most partners are assisting with programming, along with providing volunteer staffing, and making available the equipment and/or goods needed for the students to participate in the clubs. Three parent events were held and attendance numbers were provided. Improvement was reported for elementary students for all GPRA Measures. The 21st CCLC Program had three Local Objectives and met two of them. Recommendations were made for two of the Local Objectives but no recommendation was included for the objective that was not met. Recommendations for changes for the future of the 21st CCLC Program included improvements for data collection and continue a formal evaluation of the program once it continues without 21st CCLC Grant Funding. Hamburg CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“Reading is important, and if we can encourage the students to read more, we are happy to help out!” (21st CCLC Partner).



“100% of students surveyed said they enjoyed coming to the after school program” (21st CCLC Local Evaluation).



“Not only does it give my child something good to do after school, it removes the issue of needing to find childcare” (21st CCLC Parent).

Iowa City CSD

Iowa City CSD 21st CCLC Notable Facts:

GPRA Measures

- 33% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 20% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 0% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 56% of elementary students identified as needing improvement improved in classroom participation and homework completion.
- 58% of elementary students identified as needing improvement in behavior improved.

Attendance

- The 21st CCLC Program served 136 students.
- **117 students (86%) were regular attendees.**
- **110 students (81%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 24 partners supporting the 21st CCLC Program that provided \$330,650 in in-kind value.**
 - The 21st CCLC Program had 12 local objectives and met seven of them.
-



Students playing board game.

Overview and Attendance.

For the 2020-2021 school year Iowa City CSD had four centers in four cohorts. The centers were located at Archibald Alexander, Hills Elementary, Mark Twain Elementary, and Kirkwood Elementary Schools.

The Iowa City SCD 21st CCLC Program served 136 students were during the 2017-2018 school year with all 117 (86 percent) being regular attendees. The summer program was cancelled due to the Pandemic. During the school year, 110 (81 percent) of total attendees were identified as FRPL. The Iowa City CSD 21st CCLC Program had 24 partners and the partners provided \$330,650 in in-kind value. All in-person parent events were cancelled due to Pandemic restrictions.

Iowa City CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Iowa City CSD	11	24	Archibald Alexander Elementary School	44	40
Iowa City CSD	12	24	Hills Elementary School	27	20
Iowa City CSD	13	24	Mark Twain Elementary School	36	29
Iowa City CSD	15	24	Kirkwood Elementary School	29	28
TOTALS		24		136	117

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

Effects of Covid-19 Pandemic

COVID-19 affected test score availability. Specifically, aReading was not required, so very few scores were available to assess student reading growth. Despite this limitation, other data support reading improvement among program participants. Teachers and coordinators observed classroom improvements, such as ELL students progressing from learning phonics to becoming emergent readers. Survey data was also used to assess student progress towards their individual, monthly goals.

The outbreak of the pandemic also impacted program attendance, partnership involvement, and parent involvement. Due to limitations placed on building entrance and proximity to others, no parents or partners could enter the building, and student group sizes were restricted. Taken together, student attendance was lower than in years past, as well as partner and family engagement. Steps taken to address these barriers included increased communication efforts with parents and new program activity ideas for students to replace the partnership activities that would normally occur. Furthermore, despite limitations on partner involvement, staff still connected with new partners and established novel connections since the 2019-2020 school year (Local Evaluation).



Students engaged in STEM activity.

Partnerships.

Iowa City CSD had 24 partners supporting the 21st CCLC Program with \$330,650 in in-kind value.

In summary, during the 2020-2021 school year, the 21stCCLC in ICCSD was supported by 24 partnerships. Due to COVID-19 restrictions, no partners were authorized to enter ICCSD buildings. Thus, the nature of most partnerships was hands-off and included game and activity ideas for each school. For others, partnerships remained on hold until the 2021-2022 school year. Upon abolishment of COVID-19 restrictions, partnership activities will continue to include services for students such as museum visits, music lessons, book readings, health education, and scout activities (Local Evaluation).

Parent Involvement.

“Due to safety precautions surrounding COVID-19, parents were not allowed into any ICCSD buildings” (Local Evaluation). The Iowa City 21st CCLC Program expanded the ways parents could interact with the program using online resources, including online paperwork. Communication with parents was done utilizing newsletters, text messages, flyers, word of mouth, e-mails, websites and Blackboard messages.

Objectives.

GPRAs Measures

Iowa City CSD used *FastBridge aMath and aReading* to assess student performance in mathematics and in English and reading for GPRA measures. The GPRA summary table below indicates percentage improvement for each measure.

Iowa City CSD 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	33%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na

Program GPRA Measures	Percentage Improvement
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	33%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	20%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	20%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	0%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	56%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	56%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	58%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	58%

For the elementary students in the program who were identified as needing improvement, 33 percent improved in mathematics and 20 percent improved in English. For reading zero percent of elementary students moved from not proficient to proficient. For elementary students identified as needing improvement in classroom participation and homework completion 56 percent improved. For students identified as needing improvement in student behavior, 58 percent improved.

Local Objectives

Iowa City CSD listed 12 local objectives for the 21st CCLC Program for the 2020-2021 School Year utilizing the same three objectives for each site. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the three objectives, one dealt with student achievement, one dealt with making safe and healthy choices, and one dealt with increasing parents' literacy and employment skills. Of the twelve total objectives, seven were met and five were not met but progress was made toward the stated objective. The objectives and their ratings are listed below.

- The majority of students will increase their reading and math assessment levels and the number of students who are proficient on these assessments will increase. *Cohorts 11-13 and 15 – Did not meet but progress was made toward the stated objective.*

- The majority of students will have discovered new interests and acquired the knowledge and skills necessary through BASP program and PBIS to make safe and healthy choices. *Cohorts 11, 12 and 15 - Met the stated objective. Cohort 13 – Did not meet but progress was made 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. *Cohorts 11-13 and 15 - Met the stated objective.*



Students using blocks as part of a STEM activity.

Sustainability.

Iowa City CSD has an extensive formal sustainability plan that includes both community and school district support with an emphasis on partnerships. To improve partnerships, the sustainability plan emphasized the importance of using shared-decision making to determine the direction of the program. The sustainability plan includes a list of funding sources and how funds will be used. The current 24 partners provided \$330,650 in in-kind value.

Iowa City CSD Summary.

Iowa City Community School District had four 21st CCLC Centers in 2020-2021. The number of students served was 117 with a regular attendance of 117. Iowa City had the support of 24 partners who provided \$330,650 in in-kind value. No parent events were held for the 2020-2021 school year due to Pandemic restrictions. Improvement was reported for elementary students for all GPRA Measures. Iowa City met seven of the twelve local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. The Local Evaluation recommended separating math and reading proficiency objectives. Recommendations on future plans for the program were listed in the Local Evaluation and included changing tutoring strategies and recovering from the Pandemic. Iowa City CSD has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“Both of my children have enjoyed being a part of the program because they are able to have extra peer interaction while participating in many different activities.” (21st CCLC Parent).



“Learned to have a better coexistence with their peers and with the people around them.” (21st CCLC Parent).

Maquoketa CSD

Maquoketa CSD 21st CCLC Notable Facts:

GPRA Measures

- **86% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).**
- **100% of elementary students identified as needing improvement in English improved (GPRA Measure 4).**
- **58% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- *Data was not available to measure the percentage of elementary students needing improvement in homework completion and class participation (GPRA Measure 9).*
- *Data was not available to measure the percentage of elementary students identified as needing improvement in behavior (GPRA Measure 12).*

Attendance

- *The 21st CCLC Program served 33 students.*
- **30 students (91%) were regular attendees.**
- **23 students (70%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had five partners supporting the 21st CCLC Program that provided \$44,538 in in-kind value.**
 - *The 21st CCLC Program had four local objectives and met none of them.*
-

Overview and Attendance.

For the 2020-2021 school year, Maquoketa CSD had two centers in Cohort 14 at Briggs and Cardinal Elementary Schools. Called the *Little Cardinals Out of School Adventures (Lil' Cards)*, the 21st CCLC Program had 33 total attendees with 30 or 91 percent attending regularly. For 2020-2021, 70 percent of the total students served were identified as FRPL. The 21st CCLC Program had five partners that provided an in-kind value of \$44,538. Due to the Pandemic no parent meetings were held.

Maquoketa CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Maquoketa CSD	14	5	Briggs and Cardinal Elementary Schools	33	30
TOTALS		5		33	30

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

Effects of COVID-19 Pandemic

The COVID 19 pandemic forced the program to operate virtually. The virtual program had fewer students attend because students attended from their homes online. Online learning did not entice students as much as the in person learning. The health crisis prevented the program from being delivered as it was designed. The purpose of the grant program is to provide at-risk students with extended learning time as well as additional learning experiences. It has been documented by research that time and experience are two key elements to student learning. The program was unable to extend personal face-to-face learning time. Students missed valuable individual learning time to improve on their strengths and weaknesses. The program was also unable to have additional face-to-face or hands-on experiences. Students again missed learning opportunities to enhance their knowledge base

and connect these new experiences to traditional learning. The pandemic prevented the program from delivering on face-to-face learning time and giving students new experiences beyond the school day (Local Evaluation).

Partnerships.

Maquoketa CSD had five partners that contributed an estimated \$44,538 in in-kind value. The Local Evaluation added that the program is also supported by six additional Full partners that are “committed to the program and ready to return providing support after the COVID 19 pandemic public health safety measures are no longer needed” (Local Evaluation).

Parent Involvement.

Due to the Pandemic, Maquoketa CSD was unable to hold any parent meetings.

Objectives.

GPRAs Measures

Maquoketa CSD used Teacher Curriculum-Based Observations to measure student performance for GPRAs Measures 1-8. The program was online due to the Pandemic and no data was available for GPRAs Measures 9-14. The GPRAs summary table below indicates percentage improvement for each measure.

Maquoketa CSD 21st CCLC GPRAs Measures Summary for 2020-2021

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	86%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	86%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	100%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	59%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	na

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

For the elementary students in the program who were identified as needing improvement, 86 percent improved in mathematics and 100 percent improved in English. For reading 59 percent of elementary students moved from not proficient to proficient. Due to the Pandemic, no data was available for GPRA Measures 9-14.

Local Objectives

Maquoketa CSD had four local objectives for the 21st CCLC Program for the 2020-2021 school year and was unable to measure all four of them. Due to the Pandemic, no data was available. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the four objectives, two were academic goals, one was an enrichment goal and one was a family literacy goal.

- 60% of Lil' Cards students will maintain or grow in reading and math as measured from the end of year spring FastBridge® assessment to the beginning of the year fall FastBridge® assessment. *Unable to measure the stated objective.*
- The rate of absenteeism will decrease by 2%. *Unable to measure the stated objective.*
- All students will demonstrate growth in at least one of the 7 Habits (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand and Then Be Understood, Synergize, Sharpen the Saw) as well as the PBIS and CARDS positive learning behaviors. The Before/After School program will support these social/emotional learning needs as a continuation from the school day. *Unable to measure 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.

Maquoketa CSD established a sustainability plan for the first year of program implementation. The plan focused on five areas (Local Evaluation).

1. *The program leaders, Stakeholder Advisory Group, and partners will seek grant opportunities, approach the City and County, investigate in-kind and volunteer support opportunities, and corporate and private donations.*
2. *The program leaders, Stakeholder Advisory Group, and partners will develop collaborative relationships with the Community Foundation of Jackson County to assess the feasibility of an annual non-competitive funding donation.*
3. *The program leaders, Stakeholder Advisory Group, and partners will reach out to neighboring school districts that have sustained programs to investigate successful strategies.*

4. *The program leaders and Stakeholder Advisory Group will communicate the program's progress toward its student outcome goals. The program's success will be a recruiting tool to engage potential funders in future participation.*
5. *The program leaders, Stakeholder Advisory Group, and partners will continually foster a strong relationship with current partners and recruit potential new partners. The initial partner contribution list is presented below.*

Maquoketa CSD Summary.

Maquoketa Community School District had two centers in the 21st CCLC Program. Called Lil' Cards, the centers were at Briggs and Cardinal Elementary Schools and had 33 total attendees. Regular attendance at Lil' Cards was 30. Lil' Cards had the support of five partners who provided \$44,538 in in-kind value and six other partners are ready to resume support once Pandemic restrictions are lifted. The 21st CCLC Program was unable to hold any parent events due to the COVID-19 Pandemic. Improvement was reported for elementary students for all academic achievement but no data was available for the student behavior measures. The 21st CCLC Program had four local objectives and was unable to measure all four of them. A complete discussion of methodology and ratings justification was included in the local evaluation. Maquoketa CSD has a sustainability plan that focuses on researching ways to continue the program once grant funding ends.



“The virtual after school program helped my child be engaged and interact with new people after school. They learned new skills with the Iowa State Extension and had fun creating their craft projects” (21st CCLC Parent).



“The program allows children to step outside their comfort zone and have new experiences while working with children outside their classroom. They work together to solve problems, create art projects, and learn new skills they might not be able to have at their house” (21st CCLC Program Staff).



“We had fun being creative and coming up with activities the kids would like to do virtually” (21st CCLC Partner).

Mid-Iowa Community Action, Inc.

Mid-Iowa Community Action, Inc. 21st CCLC Notable Facts:

GPRA Measures

- **89% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).**
- **97% of elementary students identified as needing improvement in English improved (GPRA Measure 4).**
- **38% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- **77% of elementary students identified as needing improvement in homework completion and class participation improved (GPRA Measure 9).**
- **58% of elementary students identified as needing improvement in behavior improved (GPRA Measure 12).**

Attendance

- *The 21st CCLC Program served 55 students.*
- *45 students (82%) were regular attendees.*
- *44 students (80%) were identified as FRPL.*

Partnerships and Local Objectives

- **The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$17,621 in in-kind value.**
 - *The 21st CCLC Program had seven local objectives and met four of them.*
-



Student working on project.

Overview and Attendance.

For the 2020-2021 school year, Mid-Iowa Community Action, Inc. (MICA) had three centers in Cohort 14 at Anson, Franklin, and Hoglan Elementary Schools. The 21st CCLC Program had 55 total attendees with 45 or 82 percent attending regularly. For 2020-2021, 80 percent of the total students served were identified as FRPL. The 21st CCLC Program had 12 partners that provided an in-kind value of \$17,621. A total of three virtual (due to the Pandemic) parent events were held. Some parent participation numbers were reported.

Mid-Iowa Community Action, Inc. 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Mid-Iowa Community Action, Inc.	14	12	Anson, Franklin, and Hoglan Elementary Schools	55	45
TOTALS		12		55	45

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

Effects of COVID-19 Pandemic

Note: This information includes the impact of a severe weather event.

Our 21CCLC program has not had a “normal” year since we were awarded the grant. In the fall of 2019, the program began at all six elementary schools fully staffed and near full enrollment. The program had very little time to analyze and strengthen as the program only operated for 79 days before the Covid-19 closure of schools. The procedures that were created and implemented that year had to be redone and continually modified throughout the year to respond to the most current Covid-19 recommendations and guidance. The early school closure provided time to plan for the upcoming school year, however, the unknown of the pandemic made it extremely challenging to prepare adequately.

The second year proved to be the most challenging. On August 10, Marshalltown was devastated by a derecho storm equivalent to a category 4 hurricane with rain, hail, and sustained winds between 90-115 mph, just two years after an EF3 tornado created an eight-mile path of destruction through the north side of Marshalltown, mostly impacting lower-income neighborhoods and migrant families, including three of the six elementary schools – Franklin, Rogers, and Woodbury. The derecho was much more widespread, affecting the entire community, including all school buildings. Much of the community sustained major damage and was without electricity for a week and, in some cases, much longer, making it impossible to begin school as scheduled. This proved to be yet another hurdle to face alongside of the COVID-19 pandemic and made it extremely difficult to recruit, train, and hire staff. Many MCSD staff resigned or were not interested in working additional hours for 21CCLC due to concerns of the pandemic, school day hours and job duties changing, and the added stress the pandemic has brought about to everyone.

The program was originally scheduled to start in September to allow the school district to safely implement and adjust to Covid-19 protocols, but with the delayed start of school because of the derecho, the program did not begin until October. Additionally, program procedures were continually updated to coincide with the school districts policy, MICA’s policy, and in alignment with the CDC and Iowa Department of Public Health. Despite quarantining, isolation, and Covid-19 symptoms, the overall average daily attendance was 78%.

Franklin, Anson, and Hoglan Elementary were able to secure staff, including a certified teacher. Rogers, Woodbury, and Fisher struggled to find enough staff to begin the program. Meanwhile, the other three sites had challenges on many days to staff due to quarantining, isolating, and symptomatic staff.

In February, the program coordinator and director worked with MICA’s Human Resources Department on recruitment strategies to hire more program assistants. Outreach to the local community college and early childhood high school class was successful in hiring additional staff, one who currently is a Lead Program Assistant at Hoglan Elementary. A modification in the model was requested and approved in March to utilize program assistants when certified teachers were not available for small group tutoring. We were able to modify and continue to provide quality academic instruction and enrichment activities with the experience and education that the new program coordinator brought. Ms. Goodman, a former teacher at Anson Elementary, was able to provide training and support to program assistants while connecting the school day curriculum to the after school program.

In April, MICA received approval to expand our partnership with the YMCA/YWCA to provide 21CCLC students programming at the Cultural Center. The Y's Fit Kids after school program had lower enrollment due to the pandemic and had staff to provide programming to the Franklin students. Students were bused after school or after tutoring to the Cultural Center. The 21CCLC Coordinator and YMCA/YWCA Family Sports Director met and communicated on a regular basis to merge the two programs while meeting the 21CCLC requirements. The families were very appreciated of this opportunity and at the end of the year shared how much the children enjoyed being at the YMCA/YWCA.

MICA's Full-Service Community School (FSCS) staff were instrumental in ending the year successfully. The staff are very skilled and connected to the school staff, students, and family. They helped promote the program and link the Bobcat After School program to Bobcat University, MICA's pioneering summer learning program. Both programs are designed to reach the same outcomes in students and are rooted in the success of attendance. Six 21CCLC students attended Bobcat University in the summer of 2021. The FSCS and 21CCLC staff met regularly to strengthen the program and connect students and families to resources such as energy, food, and disaster assistance.. (Local Evaluation)

Partnerships.

Mid-Iowa Community Action, Inc. had 12 partners that contributed an estimated \$17,621 in in-kind value.

The partnership among MICA, MCSD, and community partners is integral to the success of the program. MCSD provided daily snacks, transportation, and development of curriculum and enrichment activities.

Though the pandemic made it difficult for community partners to connect to students and family on-site, they were able to provide virtual programming to keep students engaged and connected to the community. (Local Evaluation).

Parent Involvement.

Mid-Iowa Community Action, Inc. held three virtual parent events. *"Family engagement and parent involvement continued to look quite different in response to the ongoing concerns of the pandemic. All events were done on a virtual platform and the main forms of communication with families was done through outdoor conversations, flyers, phone calls, text messages or messages on the Remind App, and Google classroom" (Local Evaluation).* Parent participation was reported for two of the events but participation data was not available for the third event.



Students participating in gardening activity.

Objectives.

GPRC Measures

Mid-Iowa Community Action, Inc. used FAST Assessment Data measure student performance for GPRC Measures 1-7 and teacher survey data for GPRC Measures 9-14. The GPRC summary table below indicates percentage improvement for each measure.

Mid-Iowa Community Action, Inc. 21st CCLC GPRC Measures Summary for 2020-2021

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	89%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	89%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	97%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	97%

Program GPRA Measures	Percentage Improvement
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	38%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	77%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	77%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	58%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	58%

For the elementary students in the program who were identified as needing improvement, 89 percent improved in mathematics and 97 percent improved in English. For reading 38 percent of elementary students moved from not proficient to proficient. For students needing improvement in homework completion and class participation, 77 percent improved. For student identified as needing improvement in behavior, 58 percent improved.

Local Objectives

Mid-Iowa Community Action, Inc. had seven local objectives for the 21st CCLC Program for the 2020-2021 school year. The 21st CCLC Program met four of them and made progress but did not meet the other three local objectives. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives, two were academic goals, two were enrichment goals, one was a family engagement goal and two were student attendance goals.

- 75% of targeted students will improve their reading proficiency. *Met the stated objective.*
- 75% of targeted students will improve their math proficiency. *Met the stated objective.*
- 85% of students will participate in at least 30 unique enrichment activities. *Did not meet but made progress toward the stated objective.*
- 95% of students will identify three or more program activities as a new interest. *Met the stated objective.*
- 80% of families will participate in one or more family engagement activities (school or program sponsored). *Did not meet but made progress toward the stated objective.*
- Program attendance — 85% average daily attendance. *Did not meet but made progress toward the stated objective.*
- School attendance — Chronically absent students (those missing 10% or more) enrolled in our after-school program will improve their school attendance. *Met the stated objective.*

Sustainability.

Mid-Iowa Community Action, Inc. along with the Marshalltown CSD reported they are committed to having a successful program, including sustaining the program over time.

The program continues to build upon partnerships in the community to bring additional financial and in-kind support for sustainability and align resources for continued programming. Steering committee members include a broad representation of the community and are committed to student achievement and family success. MICA, MCSD, and the steering committee will work together to leverage additional revenue, maximize resources, and seek opportunities to integrate common outcomes and performance measures in other community after-school programs to provide students a safe, high-quality out-of-school time. (Local Evaluation)



Students building a model as part of STEM activity.

Mid-Iowa Community Action, Inc. Summary.

Mid-Iowa Community Action, Inc. had three centers in the 21st CCLC Program. The three centers served a total of 55 total students with a regular attendance of 45 (82 percent). The 21st CCLC Program had 12 partners who provided \$17,621 in in-kind value. The 21st CCLC Program held three virtual family events and participation numbers were reported for two of them. Improvement was reported for elementary students for all academic achievement and student behavior GPRA Measures. The 21st CCLC Program had seven local objectives. Four objectives were met and progress was made on the other three objectives. A complete discussion of methodology and ratings justification was included in the local evaluation. No recommendations were made to change local objectives in the future. Future plans for change were listed in the Local Evaluation and included more staff development, increasing student attendance, more effectively acquiring data, address staffing problems, and recruiting more partners. The Local Evaluation stated that Mid-Iowa Community Action, Inc. and Marshalltown CSD are committed to sustain the program and they have the beginnings of a sustainability plan that focuses on providing a quality program to meet student needs.



“She (21st CCLC student) grew in her reading confidence and fluency” (Franklin Elementary Teacher).



“Many of the students really benefited from the extra time and support and even began to participate more in class while gaining confidence as learners” (Franklin Elementary Teacher).



“Mom shared that her child really enjoys the program and tells her about all the interesting things she has learned and all the crafts she made.” (21st CCLC Local Evaluation).



“At the end of the program year, the mom reached out to make sure her children would have this opportunity in the fall and very appreciative of support they received.” (21st CCLC Local Evaluation).

North Fayette Valley CSD

North Fayette Valley CSD 21st CCLC Notable Facts:

GPRM Measures

- **100% of elementary students identified as needing improvement in mathematics improved (GPRM Measure 1).**
- **100% of elementary students identified as needing improvement in English improved (GPRM Measure 4).**
- 16% of elementary students identified as non-proficient in reading attained proficiency (GPRM Measure 7).
- 61% of elementary students identified as needing improvement improved in homework completion and class participation (GPRM Measure 9).
- **100% of elementary students identified as needing improvement improved in student behavior (GPRM Measure 12).**

Attendance

- The 21st CCLC Program served 38 students.
- 26 students (68%) were regular attendees.
- 8 students (21%) were identified as FRPL.

Partnerships and Local Objectives

- **The 21st CCLC Program had 9 partners supporting the 21st CCLC Program that provided \$13,800 in in-kind value.**
 - **The 21st CCLC Program had three local objectives and met all three of them.**
-

Overview and Attendance.

In 2020-2021, North Fayette Valley CSD had one center at Valley Elementary School. The 21st CCLC Program served a total of 38 students with 26 (68 percent) being regular attendees. The number of students identified as FRPL was 8 (21 percent). The 21st CCLC Program had nine partners who contributed \$13,800 in in-kind value. North Fayette Valley held two parent events with one event being held virtually.



Students working in garden.

North Fayette Valley CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
North Fayette Valley CSD	14	9	Valley Elementary School	38	26
TOTALS		9		38	26

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

Effects of Covid-19 Pandemic

The National Pandemic continued to have a direct impact on the VELC. Unfortunately, the pandemic made staffing extremely difficult. We also had parents share that they simply weren't comfortable sending their children to the after school program during this time of high community transmission. Between staff shortages and constant covid regulations, we were not able to perform as well as we would have liked to. With that being said, we made the best of what we had and the students did very well! We were excited to be up and running again for the year of 2020-2021 and will continue to do what we can to keep our students and staff safe while providing great opportunities and support (Local Evaluation).

Partnerships.

The nine partners for the North Fayette Valley CSD 21st CCLC Program provided a variety of services to the 21st CCLC program. North Fayette Valley CSD estimated that the in-kind value provided by the partners totaled \$13,800.

Bringing different members from the community into the school was a great way to not only learn more on various topics that they presented on, but was a way to bridge the community and the students to help build relationships. It was a way to show the students what our communities have to offer, but more importantly, show the students that the communities care enough for them to want to come and invest time teaching/ guiding the students (Local Evaluation. Edited for content).

Parent Involvement.

The North Fayette Valley 21st CCLC held two parent events for the 2020-2021 school year. The December family night was held virtually and the May event was an in-person event. No participation data was given in the Local Evaluation. Communication with parents was done using e-mails, newsletters, texts and Facebook.



Students working on solar project.

Objectives.

GPRAs Measures

North Fayette Valley CSD used Academic Performance Levels, *FAST K-1 Reading and Fast CBM Reading* to assess academic student performance for GPRAs measures and teacher surveys to assess student behavior measures. The GPRAs summary table below indicates percentage improvement for each measure. The North Fayette Valley CSD 21st CCLC Program is solely an elementary program so only GPRAs Measures for elementary students were provided in the Local Evaluation.

North Fayette Valley CSD 21st CCLC GPRAs Measures Summary for 2020-2021

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%

Program GPRA Measures	Percentage Improvement
4. The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	100%
7. The percentage of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	16%
8. The percentage of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	61%
10. The percentage of middle/high school 21st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	61%
12. The percentage of elementary 21st Century participants with teacher-reported improvements in student behavior.	100%
13. The percentage of middle/high school 21st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior.	100%

For the elementary students in the program who were identified as needing improvement, 100 percent improved in mathematics and 100 percent improved in English. For reading, 19 students were identified as not proficient and 3 of the students (16 percent) improved to proficient. Teachers reported that 87 percent of students improved in homework completion and class participation. Behavior reports indicated that the two students identified as needing improvement in behavior both improved (100 percent).

Local Objectives

North Fayette Valley CSD three local objective for the 21st CCLC Program for the 2020-2021 School Year and met all three of them. The methodology for measuring the local objectives was included and a discussion was

provided on the Local Objectives. All three objectives dealt with student academic achievement. The objectives and their ratings are listed below.

- 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. *Met the stated objective.*
- Homework completion will increase as reported by teachers. *Met the stated objective.*

Sustainability.

North Fayette Valley CSD reported that the committed partners will assist in developing a sustainability plan for the future of the after-school program. As part of this effort, the 21st CCLC Program has an Advisory Group that includes members from the business community and works to find sustainability partners. Partner contributions are a part of the sustainability plan and the nine partners contributed \$13,800 in in-kind services.



Partner teaching students about animal tracks.

North Fayette Valley CSD Summary.

For the 2020-2021 school year. The North Fayette Valley 21st CCLC Program served 38 students and 26 (68 percent) of the students attended regularly. Two parent events were held but no participation data was reported. Improvement was reported for all GPRA Measures and all three local objectives were met. The North Fayette Valley 21st CCLC Program has formed an Advisory Group to begin planning for the future of the program when 21st CCLC funds are ended. Future plans for changes to the 21st CCLC Program included increasing efforts to recruit students who are at risk due to socioeconomic factors.



***“...our students' scores had increased drastically by the end of the school year which I feel we can call a success! (21st CCLC Director).*”**



“One great success mentioned by our lead teacher was about a second grade student who was a struggling reader. In an effort to help her get some good practice, but also build her confidence, she was paired with a kindergarten student to help her with her homework. As a result, it helped her build her reading skills and build on the confidence she needed to grow and be more successful in second grade” (21st CCLC Director).

Oakridge Neighborhood Services

Oakridge CSD 21st CCLC Notable Facts:

GPRA Measures

- No Data was available for GPRA Measures 1-8 due to the Pandemic.
- 71% of students at all levels identified as needing improvement in homework completion and class participation improved (GPRA Measure 11).
- 71% of students at all levels identified as needing improvement in student behavior improved (GPRA Measure 14).

Attendance

- The 21st CCLC Program served 185 students.
- 105 students (57%) were regular attendees.
- **183 students (99%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 53 partners supporting the 21st CCLC Program that provided \$515,555 in in-kind value.**
 - The 21st CCLC Program had six local objectives and met four of them.
-

Overview and Attendance.

For the 2020-2021 school year Oakridge Neighborhood Services had one center that served elementary, middle and high school students. There are two programs, OASIS (Oakridge Achieves Success In School) for elementary K-5 students, and BE REAL (Building and Enriching Relationships Enriching Academics and Learning) for students grades 6-12.

Oakridge 21st CCLC served 185 students during the school year with 105 (57 percent) being regular participants and 183 students (99 percent) were identified as FRPL. In addition, 111 students attended 21st CCLC during the summer of 2020. The number of community partners supporting the program totaled 53 with an estimated in-kind value of \$515,555. Parents were active in the program and attended 11 parent meetings/events throughout the year.

The Oakridge 21st CCLC expanded the after school out of school programming to offer extended learning opportunities for students in high school and expanded the middle school program to include summer, increased the rigor of academic supports and the frequency of student contacts, while providing an expanded portfolio of educational enrichment activities. The programs are a combination of math, reading, social emotional learning instruction, snacks, physical activities, enrichment activities and field trips. In addition to Oakridge staff, there are ten certified teachers who work part time to oversee the academics in the three sites (Local Evaluation).



Students engaged in activity at Studios on Design, Branding and Entrepreneurship.

Oakridge Neighborhood Services 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oakridge Neighborhood Services	15	53	Oakridge Neighborhood Services	185	105
TOTALS		53		185	105

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

Effects of COVID-19 Pandemic

The 2020-2021 program year continued to experience upheaval because of the global COVID-19 pandemic. Oakridge Neighborhood 21st CCLC program provided the Summer 2020 program on-site with strict CDC guidelines to keep students and staff safe, such as mask requirements, frequent hand washing and social distancing. Summer program adjustments included more outdoor activities in places where participants could social distance. Des Moines Public schools did not re-open to in person learning at the beginning of the school year in Fall 2020, so the Oakridge 21st CCLC program continued the shift from a three hour a day after school program to a 10 hour a day academic and enrichment program that had begun in March 2020. The dedicated and committed program staff has responded with a firm steadfastness to meet the needs of students in K – 8 grade. Students and parents continue to respond with gratitude for the opportunity to continue their educational program and continuing to be engaged in social, emotional and behavioral activities. As one student in the Student Focus Groups stated; “If it wasn’t for this program I would be in jail or dead”.

With the creation of the “Success Is My Protest” video [available at this link: <https://www.youtube.com/watch?v=UNfjTo6wnLE>] by the students of Oakridge 21st CCLC in the creative arts program with the collaboration with the local Pyramid Theater Company, students stated loudly and clearly that by succeeding in school they demonstrate to the community what they are capable of achieving and is their way of promoting racial justice.

While the challenges of the ongoing global pandemic continue, the Oakridge Neighborhood 21st CCLC program continues to reflect on lessons learned and will continue to meet the challenges ahead (Local Evaluation).

Partnerships.

Fifty-three partners were listed in the local evaluation, with most of them contributing more than one type of support, including programming and numerous volunteers. Partners provided \$515,555 in in-kind value.

Partnerships are key to helping the 21st CCLC program serve students with multiple services to enhance academic growth and enrichment opportunities. Because of CDC COVID-19 guidelines, many partners shifted to providing creative online activities and enhancement of the curriculum including social, emotional and behavioral support to students and their families. This created the opportunity for students to continue to be engaged. STEAM programming, career exploration and college preparation, academic tutoring, mentoring support and life coaching, health and nutrition instruction, training and professional development, enrichment opportunities, and introduction to higher education through college and university campus visits are a few examples of how partnerships help the program serve students (Local Evaluation).

Parent Involvement.

Oakridge 21st CCLC held 11 parent meetings/events during the year. Parents were made aware of all meetings/events through the use of flyers, letters, phone calls, and personal contact. *“Many parents, particularly immigrants, do not understand the school system, have language barriers, and may rely on the program to parent their children because of the many barriers they face” (Local Evaluation).* The adult and Family Programs at Oakridge served 2,961 participants. Some notable achievements for Oakridge 21st CCLC included:

- 270 in Case Management
- 690 received emergency food
- 150 in Technology access
- 19 attained Citizenship and 22 applications were submitted for processing
- 420 in Language services (Languages served included Arabic, Dinka, Nuer, Krahn, Kunama, Swahili, Somali, Tigrinya, and Oromo)



Students receiving books.

Objectives.

GPRA Measures

Data for academic GPRA Measures was not available due to the COVID-19 Pandemic. Teacher survey data was used for GPRA Measures 9-14. The GPRA summary table below indicates percentage improvement for each measure.

Oakridge Neighborhood Services 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21st Century regular program participants whose mathematics grades improved from fall to spring.	na
2. The percentage of middle/high school 21st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21st Century regular program participants whose mathematics grades improved from fall to spring.	na
4. The percentage of elementary 21st Century regular program participants whose English grades improved from fall to spring.	na
5. The percentage of middle/high school 21st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21st Century regular program participants whose English grades improved from fall to spring.	na
7. The percentage of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	na
8. The percentage of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	57%
10. The percentage of middle/high school 21st Century program participants with teacher-reported improvement in homework completion and class participation.	83%
11. The percentage of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	71%
12. The percentage of elementary 21st Century participants with teacher-reported improvements in student behavior.	57%
13. The percentage of middle/high school 21st Century participants with teacher-reported improvements in student behavior.	83%
14. The percentage of all 21st Century participants with teacher-reported improvements in student behavior.	71%

For all students identified as needing improvement in homework completion and class participation, 71 percent improved. For all students identified as needing improvement in behavior, 71 percent improved.

GPRA Measures 1-8 were not reported. Due to the COVID-19 Pandemic, MAP tests that were to be used for GPRA Measures 1-8 were not administered in the Spring.



Students playing chess

Local Objectives

Oakridge Neighborhood Services had six local objectives for the 21st CCLC Program for the 2020-2021 School Year. Four of the objectives were met and two objectives were not met but progress was made toward the local objective. The methodology for measuring the local objectives was provided and the justification for rating the objectives was complete. Of the six objectives, four dealt with student achievement, one dealt with student absenteeism, and one dealt with programs for parents. 118 adults participated in ELL classes and over 150 parents, guardians, grandparents and other Girl Scout troops participated in a Lego Event.

- Objective 1:1 - Oakridge will provide AF-OOS academic support 5 days per week, Mon-Fri. for 1-3 hours per day for students in elementary and middle school students. *Met the objective.*
- Objective 2:1 - Provide AF-OOS Educational enrichment 5 days per week, Monday-Friday and alternate Saturdays for 1-5 hours per day for K-8 participants. *Met the objective.*
- Objective 2:2 - 85% of participants will demonstrate success in homework completion and class participation in reading and math as measured by report card grades of C or better in those subjects. *Did not meet but made progress toward the stated objective.*
- Objective 2:3 - 85% of participants will demonstrate acceptable classroom behavior by having less than two (2) behavior referrals per quarter as measured by Infinite Campus data on classroom incident referrals. *Met the objective.*
- Objective 2:4 - 80% of participants will maintain 9 or fewer absences each semester as measured by Infinite Campus reports. *Did not meet but made progress toward the stated objective.*
- Goal 3: Objective 3.1 - Oakridge will implement programs for parents, including refugee and immigrant parents to support their child's school success. *Met the objective.*

Sustainability.

Oakridge Neighborhood Services has a sustainability plan that contains the following components as outlined in the Local Evaluation.

- *The long-term sustainability strategy will involve garnering broad-based community support, utilizing stakeholders to raise visibility of the program’s successes, and building new partnerships.*
- *The Oakridge Youth Director and other department staff are actively engaged with the After School Alliance, the Campaign for Grade Level Reading and the United Way AF-OOS efforts.*
- *We will continue to engage DMPS administrators, 21st CCLC staff and building principals. Those connections will continue to raise visibility regarding the Oakridge 21st CCLC program and provide an avenue for further engagement, conversations about shared services, and opportunities for program collaboration, all necessary in supporting the notion of sustainability.*
- *Additional in-kind and non-financial resources will be considered to help sustain elements of the program, such as in-kind collaborations with community organizations that share mutual goals with youth.*

The 53 partners listed provided \$515,555 in in-kind value.

Oakridge Neighborhood Services Summary.

Oakridge Neighborhood Services served 185 students in its 21st CCLC Program and had a regular attendance of 105 (57 percent). Oakridge Neighborhood Services had the support of 53 community partners who provided a variety of services, especially programming/activities and volunteers with an in-kind value of \$515,555. Parents participated in 11 events/activities and volunteered where needed. Improvement was reported for students in GPRA Measures 9-11 (Improvement in Homework Completion and Class Participation) and GPRA Measures 12-14 (Student Behavior). Data was not available for GPRA Measures 1-8 due to the COVID-19 Pandemic. Oakridge Neighborhood Services 21st CCLC Program had six local objectives and met four of them. A discussion of methodology and ratings justification for the local objectives was included in the local evaluation. The Program has a formal Sustainability Plan that includes five stated components. For future years, the recommendation was to integrate social emotional learning (SEL) into the 21st CCLC Program on a daily basis.



Students working with community partner Ballet Des Moines



“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” (Elementary School Principal).



“I am not very good at reading and memorizing math facts and they help me with reading and math” (21st CCLC Student).



“It’s more than a program it’s a community” (21st CCLC Student).



“I believe the students recognize the importance of serving other communities and realize how rewarding it can be too. They build relationships with community members that have different backgrounds and understand needs that are different than their own. Building these traditions and relationships will encourage the students to serve for the rest of their lives” (21st CCLC Partner).

Oelwein CSD

Oelwein CSD 21st CCLC Notable Facts:

GPRA Measures

- **79% of students identified as needing improvement in mathematics improved (GPRA Measure 3).**
- **68% of students identified as needing improvement in English improved (GPRA Measure 6).**
- **17% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).**
- **100% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).**
- **100% of students identified as needing improvement improved in student behavior (GPRA Measure 14).**

Attendance

- The 21st CCLC Program served 485 students.
- 73 students (15%) were regular attendees.
- 173 students (36%) were identified as FRPL.

Partnerships and Local Objectives

- **The 21st CCLC Program had 19 partners supporting the 21st CCLC Program that provided \$36,140 in in-kind value.**
 - The 21st CCLC Program had eight local objectives and met one of them.
-



Elementary students displaying their crafts.

Overview and Attendance.

For the 2020-2021 school year Oelwein CSD had one 21st CCLC Center in Cohort 11 at Oelwein High School and two centers in Cohort 14 at Wings Park Elementary and Oelwein Middle Schools. The Oelwein 21st CCLC Program was called the Husky Adventures Program (HAP).

First implemented in 2013, HAP continues to adapt and evolve alongside stakeholders' needs and interests. Today, HAP is comprised of three defining elements, including camps, Study Tables, and credit recovery (high school only). Camps are interactive activities that integrate fundamental life skills while encouraging a healthy, creative, and physically active lifestyle (Local Evaluation).

The Oelwein CSD 21st CCLC Program had a total of 485 students with 73 (15 percent) regular attendance and 173 students (36 percent) were identified as FRPL. In addition, the summer program had 209 students attending. The program had 19 partners that provided \$36,140 in in-kind services. Due to the Pandemic, no parent events were held at the elementary and middle school levels. Three events were offered at Oelwein High School but there was low attendance “*due to fears, precautions, and challenges surrounding COVID-19*” (Local Evaluation).

Oelwein CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Oelwein CSD	11	19	Oelwein High School	118	15
Oelwein CSD	14	19	Wings Park Elementary and Oelwein Middle Schools	367	58
TOTALS		19		485	73

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

Effects of COVID-19 Pandemic

Due to the ongoing COVID-19 pandemic, parent/ family events were either not hosted or were not successful. Many community members and families were still adjusting comfort levels to in-person interactions/gatherings as the district transitioned from fully virtual education during the summer 2020 to hybrid or in-person during the 2020-2021 school year. As such, the three parent/family nights that were attempted at OHS as well as the guest speaker event on racism that was attempted were not successful. HAP staff did not record attendance, although few if, if any, parents attended any of the events. At OMS and WPE, no parent events were hosted. The Program Director reasoned in her response to the 2020-2021 Program Information Form, “We did not have any visitors in the building because of the need to keep as many possible germs out of school.” (Local Evaluation).

Partnerships.

Nineteen partners were listed in the local evaluation as contributing programming/activity related services. Oelwein reported that a total of \$36,140 was provided as in-kind value.

Partnerships play a significant role in providing space for activities, opportunities for field trips, and expert-guided educational presentations. Given that Oelwein has a high poverty population, as indicated by FRLP status, partnerships provide OCS D the resources needed to expand students' horizons, keep students interested in academics, and keep them equipped with the required knowledge for living a healthy and productive lifestyle (Local Evaluation).

Parent Involvement.

“COVID-19 severely impacted parent involvement in HAP during the 2020-2021 school year” (Local Evaluation). No parent events were held at the elementary and middle schools. The 21st CCLC Program at Oelwein High School scheduled three events but few parents participated. The Director of the program attributed the low participation numbers to the Pandemic.



Student working at Lego Camp.

Objectives.

GPRC Measures

Oelwein CSD used *The Northwest Evaluation Association’s Measures of Academic Progress (NWEA-MAP)*, aMath and aReading to assess student performance in mathematics, English and reading for GPRC measures (GPRC Measures 1-8). The GPRC summary table below indicates percentage improvement for each measure. For GPRC Measures 9-14, Oelwein used data from Teacher Surveys.

Oelwein CSD 21st CCLC GPRC Measures Summary for 2020-2021

Program GPRC Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	74%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	79%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	58%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	58%

Program GPRA Measures	Percentage Improvement
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	14%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	17%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	100%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	100%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	100%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	100%

For elementary students identified as needing improvement, 100 percent improved in mathematics and 100 percent improved in English. For secondary students identified as needing improvement, 74 percent improved in mathematics and 58 percent improved in English. For elementary students not proficient in reading 14 percent attained proficiency. For secondary students not proficient in mathematics 17 percent attained proficiency. For all students identified as needing improvement in homework completion and class participation, 100 percent improved. For all students identified as needing improvement in behavior, 100 percent improved.

Local Objectives

Oelwein CSD listed eight local objectives for the 21st CCLC Program for the 2020-2021 School Year. Cohort 11 had four objectives for Oelwein High Schools and Cohort 14 had four objectives for Wings Park Elementary and Oelwein Middle Schools. For all eight objectives, Oelwein CSD met one of the objectives, did not meet but made progress toward five objectives and did not meet and made no progress on two objectives. The methodology for measuring the local objectives was discussed and the justification for meeting the objectives was included. Of the eight objectives four dealt with student achievement, two dealt with student behavior, and two dealt with family/parent involvement.

Cohort 11 Objectives

- Of the regularly attending HAP students, 75% will become proficient 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 2021. *Did not meet but made progress toward the stated objective.*
- Of the regularly attending HAP students, 75% will become proficient 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 2021. *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 more than six referrals. *Did not meet but made progress toward the stated objective.*
- Parent or family attendance at HAP activities will increase by 50% from the 2019-2020 school year. *Did not meet and no progress was made toward the stated objective.*

Cohort 14 Objectives

- Of the regularly attending HAP students, 75% will become proficient 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 2021. *Did not meet but made progress toward the stated objective.*
- Of the regularly attending HAP students, 75% will become proficient 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 2021. *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 more than six referrals. *Met the stated objective.*
- Parent or family attendance at HAP activities will increase by 50% from the 2019-2020 school year. *Did not meet and no progress was made toward the stated objective.*



Students playing board games with another student joining via Zoom.

Oelwein CSD Summary.

Oelwein CSD had three centers in the 21st CCLC Program 2020-2021 school year called the Husky Adventures Program (HAP). The total number of students served in the program was 485 with a regular attendance of 73 (15 percent). Oelwein CSD had the support of 19 partners who provided \$36,140 in in-kind support. Due to the Pandemic, no events were held at the elementary and middle school level and few parents attended the three scheduled events at the high school level. Oelwein CSD had eight local objectives and met one of them. A discussion of methodology and ratings justification was included in the local evaluation. In addition, recommendations were included for future years. Oelwein CSD has a formal sustainability plan that includes financial stability when 21st CCLC grant funds are no longer available. Recommendations were provided in the Local Evaluation for changes in following years of the program.



” This program (garden and chicken care) mirrors what nature education can do for children. Not only are they learning where their food comes from, they are actually seeing

what they can do for the earth, what happens with seeds, and most importantly caring for something that is bigger than themselves” (21st CCLC Director).



“Study Table has been a great resource for my child to get extra help on assignments. This extra help has made my child successful in two or more classes” (21st CCLC Parent).



“It's a great program that provides opportunities for students that they wouldn't otherwise have” (Oelwein Teacher).

St. Mark Youth Enrichment

St. Mark Youth Enrichment 21st CCLC Notable Facts:

GPRA Measures

- **50% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).**
- **65% of elementary students identified as needing improvement in English improved (GPRA Measure 4).**
- **29% of elementary students identified as not proficient in reading attained proficiency (GPRA Measure 7).**
- **82% of elementary students improved in homework completion and class participation (GPRA Measure 9).**
- **91% of elementary students improved in student behavior (GPRA Measure 12).**

Attendance

- **The 21st CCLC Program served 119 students during the school year.**
- **102 students (86%) were regular attendees.**
- **68 students (57%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 28 partners supporting the 21st CCLC Program that provided \$36,114 in in-kind value.**
 - **The 21st CCLC Program had 22 local objectives and met 19 of them.**
-



Student reading a book outdoors.

Overview and Attendance.

For the 2020-2021 school year St. Mark Youth Enrichment had four centers. Cohort 13 had one center Dyersville Elementary School and Cohort 14 had centers at Audubon, Lincoln, and Marshall Elementary Schools. For 2020-2021, 119 students were served by the 21st CCLC Program during the school year with 102 (86 percent) being regular participants and 68 (57 percent) of the total attendees were identified as FRPL. Parents were active in the program and attended four events during the school year. St. Mark had 28 partners that contributed \$36,114 in in-kind value to the 21st CCLC Program.

St. Mark Youth Enrichment 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
St. Mark Youth Enrichment	13	28	Dyersville Elementary School	49	48
St. Mark Youth Enrichment	14	28	Audubon, Lincoln, and Marshall Elementary Schools	70	54
TOTALS		28		119	102

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

Effects of COVID-19 Pandemic

The Dubuque schools for Cohort 14 offered a hybrid model of instruction at the beginning of the 2020-2021 school year. St. Mark offered virtual programming to support students on their non-instructional days. When the Dubuque school returned to in-person learning they still had protocols that would not allow outside providers into the school buildings. During that time St. Mark offered daily zoom connection calls. St. Mark was then able to offer in person after school programs in Dubuque for the final 6 weeks of the school year. In Western Dubuque St. Mark held in person programming during the school year with temporary virtual instruction in November and December to mitigate risk of Thanksgiving and Christmas holiday cases.

Throughout all virtual and remote learning St. Mark held Zoom calls that offered connection with staff and peers while continuing learning activities. Community partners provided remote enrichment activities including providing at home kits for students and offered virtual field trips and tours of various places. Each week of virtual programming St. Mark coordinated pick-ups of learning kits for that had complete lessons for students to do additional activities guided by staff on the Zoom calls and/or with their families. Examples of supplies provided in the kits are journals, pencils, crayons, educational worksheets for academic based activities, breathing and meditation cards to strengthen positive social-emotional practices at home, and family games and crafts that tie in learning to encourage parent engagement.

Another impact of COVID-19 and virtual learning was the ability to measure objectives social emotional growth through assessment tool St. Mark typically uses. St. Mark relied on parent observational data. (Local Evaluation).



Student doing activity via ZOOM.

Partnerships.

The St. Mark Youth Enrichment 21st CCLC Program had 28 partners listed in the local evaluation that provided \$36,114 in in-kind value. The 21st CCLC Program reported that they have many long-term partnerships. St. Mark Youth Enrichment held monthly stakeholder advisory meetings with the purpose of improving programs. St. Mark also actively recruited additional opportunities for partnering with other organizations and businesses.

Parent Involvement.

“Ongoing communication with parents occurs daily/weekly. Program staff are encouraged to update each parent during the drop off/pick up times. General communication on program updates is provided via email, text messages, paper communication such as flyers, or verbal with program staff communicating directly to parents” (Local Evaluation). Each Cohort offered two parent events. Parents attended a mandatory orientation for both the school year and summer programs where the parent handbook, program expectations, and policies and procedures were discussed. In addition, parents attended field trips and volunteered during the program. For the Holiday Family Remote Celebration in December, Cohort 13 had 32 families and 135 individuals sign up and Cohort 14 had 35 families and 160 individuals sign up. A Drive Through Halloween Family Night was held for each Cohort but no attendance numbers were available.

To increase family participation for family events St. Mark has begun providing incentives with items to take home such as tool-kits, meal vouchers, prizes, warm winter clothing, etc. Additionally, offering events with relevant topics or experiences that would otherwise not be available has also shown greater success in increasing attendance; such as social emotional learning and with the Holiday party that offers a “field trip” component (Local Evaluation).

Objectives.

GPRA Measures

The St. Mark Enrichment 21st CCLC Program used CBMmath CAP & earlyMath and MAP for mathematics improvement (GPRA Measure 1) and CBMreading & earlyReading assessments and FAST for English Improvement (GPRA Measure 4). For GPRA Measure 7, Proficiency in reading, the Iowa Statewide Assessment of Student Progress was used. Teacher Survey results were used for GPRA Measures 9 and 12. The GPRA summary table below indicates percentage improvement for each measure.

St. Mark Youth Enrichment 21st CCLC GPRA Measures Summary for 2020-2021

Program GPRA Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	50%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	50%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	65%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	65%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	29%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%

Program GPRA Measures	Percentage Improvement
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	91%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	91%

For elementary summer attendees who were regular attendees in the 21st CCLC Program and were identified as needing improvement, 50 percent improved in mathematics and 65 percent improved in English. For students identified as not proficient in reading, 29 percent attained proficiency. For homework completion and classroom participation, 82 percent of elementary students identified as needing improvement improved and 91 percent improved in student behavior.



Students working on journals.

Local Objectives

The St. Mark 21st CCLC Program listed 11 local objectives for each Cohort. Of the 22 total objectives, St. Mark met 19 of them and did not meet but made progress toward 3 of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete.

Cohort 13 had 11 local objectives and met 8 of them and did not meet but made progress toward 3 objectives. Of the 11 local objectives two dealt with proficiency, four dealt with student attendance and behavior, three dealt with parent engagement, and two dealt with program activities and culture.

- Objective 1.1: 75% of students will demonstrate increased proficiency in annual literacy assessments conducted by WDCSD and St. Mark. *Did not meet but made progress toward the stated objective.*
- Objective 1.2: 75% of students will demonstrate increased proficiency in annual mathematics assessments conducted by WDCSD and St. Mark. *Did not meet but made progress toward the stated objective.*
- Objective 1.3: 75% of school-day teachers will report progress in student academics and homework completion. *Met the stated objective.*
- Objective 2.1: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*

- Objective 2.2: 75 % of parents will report reading to child at home and checking homework. *Met the stated objective.*
- Objective 2.3: Parents will be engaged in learning social-emotional skills and techniques. *Met the stated objective.*
- Objective 3.1: Enrichment activities will be offered on a weekly basis. *Met the stated objective.*
- Objective 3.2: 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom. *Met the stated objective.*
- Objective 4.1. 60% of students will demonstrate growth in social emotional skills. *Did not meet but made progress toward the stated objective.*
- Objective 4.2. All enrolled students will attend program 75% of time and meet Dyersville attendance policies. *Met the stated objective.*
- Objective 4.3. St. Mark programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*

Cohort 14 had 11 local objectives and met all of them. Of the 11 local objectives two dealt with proficiency, four dealt with student attendance and behavior, three dealt with parent engagement, and two dealt with program activities and culture.

- Objective 1.1: 50% of students will demonstrate increased proficiency in annual literacy assessments. *Met the stated objective.*
- Objective 1.2: 50% of students will demonstrate increased proficiency in annual mathematics assessments. *Met the stated objective.*
- Objective 1.3: 75% of school-day teachers will report progress in student academics and homework. *Met the stated objective.*
- Objective 2.1: Parents will participate in St. Mark family engagement activities. *Met the stated objective.*
- Objective 2.2: 75% of parents will report reading to their child at home and checking homework. *Met the stated objective.*
- Objective 2.3: 75% of parents will report improvement of students practicing positive character skills at home. *Met the stated objective.*
- Objective 3.1: Enrichment activities will be offered on a weekly basis. *Met the stated objective.*
- Objective 3.2: 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom. *Met the stated objective.*
- Objective 4.1: 50% of students will demonstrate growth in social emotional skills. *Met the stated objective.*
- Objective 4.2: All enrolled students will attend program 60% of time. *Met the stated objective.*
- Objective 4.3: Programs are a safe, caring, and supportive environment where students feel connected. *Met the stated objective.*



Students playing Site Word JENGA.

Sustainability.

The St. Mark Enrichment 21st CCLC has an extensive formal sustainability plan that includes both community and school district support with an emphasis on funding including maximizing and securing sources of funding. The Local Evaluation listed the following funding sources.

- *federal, state, and local grant funds provide a stable base to support specific elements of program that helps inform decisions on allocating other resources (~49% of budget);*
- *donations secured by cultivating new and engaging existing donors. Funding and in-kind support from individuals, non-profits, community partners, and enrichment providers (~24% of budget).*
- *fundraising events hosted annually in the spring and winter (~14% of budget);*
- *community outreach initiatives that provide school supplies to 1600 students and warm winter clothing to more than 200 children in need each year (~5% of budget);*
- *and nominal program (at non-21st sites) and center rental fees (~8% of budget).*

St. Mark Youth Enrichment Summary.

The St. Mark Youth Enrichment 21st CCLC Program had two cohorts in the 21st CCLC Program for 2020-2021. The number of students served in the program was 119 with a regular attendance of 102 (86 percent) for Cohorts 13 and 14. St. Mark had the support of 28 partners who provided \$36,114 in in-kind value. Parents attended events for each cohort and attended the mandatory Parent Information Sessions. Students showed improvement on all GPRA Measures. St. Mark Youth Enrichment met 18 of the 22 total objectives. A complete discussion of methodology and ratings justification was included in the local evaluation. Recommendations for objectives included acquiring more complete data on student assessments and possibly simplifying some local objectives to not duplicate GPRA Measures. In addition, recommendations were included for future years. St. Mark Youth Enrichment has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“My kids enjoy school more now than they did before. They are always more positive about it” (21st CCLC Parent).



“I would say some of the kid’s language skills have improved from the time they come at the beginning of Pre-K. I think they also realize that you need to respect others and they will respect you as well” (Academic Teacher).



“My youngest has done a full 360 in his behavior...Went from 3 to 4 referrals every week to none at all” (21st CCLC Parent).

Siouxland Human Investment Partnership

Siouxland (SHIP) 21st CCLC Notable Facts:

GPRA Measures

- **100% of students identified as needing improvement in mathematics improved (GPRA Measure 3).**
- **100% of students identified as needing improvement in English improved (GPRA Measure 6).**
- **100% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).**
- **100% of secondary students identified as non-proficient in mathematics attained proficiency (GPRA Measure 8).**
- **76% of students identified as needing improvement improved in homework completion and class participation (GPRA Measure 11).**
- **77% of students identified as needing improvement improved in student behavior (GPRA Measure 14).**

Attendance

- **The 21st CCLC Program served 214 students.**
- **157 students (73%) were regular attendees.**
- **189 students (88%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 13 partners supporting the 21st CCLC Program that provided \$358,356 in in-kind value.**
- **The 21st CCLC Program had 27 local objectives and met nine of them.**

Overview and Attendance.

For the 2020-2021 school year SHIP operated the Beyond the Bell (BTB) program at four centers. Cohort 11 had one center at Liberty Elementary School, Cohort 14 had one center at Hunt Elementary School and Cohort 15 had two centers at Irving Elementary and North Middle Schools. SHIP served 214 students with 157 (73 percent) of them being regular attendees. Of the total students served, 189 (88 percent) were identified as FRPL. The 21st CCLC Program had 13 partners that provided \$358,356 in in-kind value. For 2020-2021, family nights were not held in person due to the Pandemic. Food and resource bundles were sent home monthly.

“Mission: 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).

Siouxland Human Investment Partnership 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Siouxland Human Investment Partnership	11	13	Liberty Elementary School	72	46
Siouxland Human Investment Partnership	14	13	Hunt Elementary School	26	19
Siouxland Human Investment Partnership	15	13	Irving Elementary and North Middle Schools	116	92
TOTALS		13		214	157

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

Effects of COVID-19 Pandemic

Engaging families and communicating resources available to families in the Siouxland area was a key priority by Beyond the Bell during the COVID-19 pandemic. Parent support and engagement strategies were adjusted to promote child, parent, staff, and family safety during the pandemic.

BTB programming was not able to be delivered during the summer of 2020 due to safety implications. Social Media and phone outreach were the primary communication strategies for engagement when school was not operating during the pandemic. BTB designed and implemented monthly family activities to via social media to engage families. Educational and resource articles were also posted through social media on family-focused activities.

Changes in grouping and social distancing to promote safety were incorporated and continue into the 2020-2021 school year. Examples include education about safety, social distancing, and all staff and children wearing face coverings. Families were offered in person, hybrid, and/or virtual learning options for their return to school plans in the Fall of 2020 by the SCCSD. All students who opted for hybrid and/or virtual learning returned to school in a hybrid format attending two days per week. Contact tracing associated with the COVID-19 pandemic was practiced promoting safety. This also had a significant impact on attendance and engagement with many students being out of school due to symptoms and/or potential contact and/or exposure to COVID-19.

COVID-19 safety precautions resulted in periods of time where parents were allowed in the buildings and other times where they were not. Volunteers and community partners supported BTB by delivering virtual activities and/or training BTB staff on the enrichment activities so that additional activities could be offered to students.

Family literacy and engagement nights and activities were suspended during the 2020-21 school year to promote safety. Feedback from parents endorses they value these activities for their children and family.

Data collection for the local evaluation was impacted by the pandemic, such as, a reduction in the responses to the parent survey (Local Evaluation).



Teacher reading to students.

Partnerships.

Thirteen partners were listed in the local evaluation. Partners provided \$358,356 in in-kind value.

The partnerships listed (in the Local Evaluation) have been longstanding partners with the BTB program. BTB completes an annual Community Impact Report to share with all stakeholders and community partners. This is a way to distribute information on all aspects of the program and highlight how the community helps BTB run successful program (Local Evaluation).



Students participating in art activity.

Parent Involvement.

“For the school year 2020-2021 family engagement nights were not held in person due to the COVID-19 policies of not allowing volunteers, partners, and parents into the school building” (Local Evaluation). Each month, food bundles and enrichment packets of materials were sent to homes. Communication with parents was done with both formal and informal methods, including the 21st CCLC website, Facebook, brochures in two languages and face to face.

Objectives.

GPRAs Measures

SHIP used a Grade Level Progression Chart to assess student performance in mathematics, English and reading for GPRAs measures (GPRAs Measures 1-8). The GPRAs summary table below indicates percentage improvement for each measure. For GPRAs Measures 9-14, SHIP used data from Teacher Surveys.

SHIP 21st CCLC GPRAs Measures Summary for 2020-2021

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%

Program GPRA Measures	Percentage Improvement
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	100%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	100%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	100%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	100%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	82%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	53%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	76%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	84%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	50%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	77%

For elementary students identified as needing improvement, 100 percent improved in mathematics and 100 percent improved in English. For secondary students identified as needing improvement, 100 percent improved in mathematics and 100 percent improved in English. For elementary students not proficient in reading 100 percent attained proficiency. For secondary students not proficient in mathematics 100 percent attained proficiency. For all students identified as needing improvement in homework completion and class participation, 76 percent improved. For all students identified as needing improvement in behavior, 77 percent improved. It should be noted that only three secondary students were identified as needing improvement in mathematics and English.

Local Objectives

SHIP had the same nine objectives for each Cohort (11, 14 and 15). Of the nine objectives, six were met and three were unable to measure due to the COVID-19 Pandemic. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Three objectives dealt with participation from families, parents and school staff members. One objective dealt with program satisfaction ratings by parents, two objectives dealt with student participation in activities, and three objectives dealt with student improvement in social skills, absenteeism and discipline.

Adult Participation

- Objective A. A majority of regular BTB families in each cohort participate in Family Literacy events. *Met the stated objective.*
- Objective B. At least one BTB parent participates in the BTB Advisory Committee. *Unable to measure*

the stated objective.

- Objective C. At least one school staff member participates in the BTB advisory Committee. *Unable to measure the stated objective.*

Satisfaction Ratings by Parents

- Objective D. In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB. *Met the stated objective.*

Student Participation

- Objective E. At least 50% of students at each site participate in the annual Service-Learning Challenge. *Unable to measure the stated objective.*
- Objective F. At least 50% of regular (at least 30 days) program participants attend at least one field trip to a community partner site. *Unable to measure the stated objective.*

Student Improvement

- Objective G. In annual surveys, school-day teachers report that at least 50% of students who need to do so improve their social skills over the course of the academic year. *Met the stated objective.*
- Objective H. BTB program participants are chronically absent from school less when compared to non-BTB students. *Unable to measure the stated objective.*
- Objective I. BTB program participants receive fewer disciplinary referrals compared with non-BTB students. *Unable to measure the stated objective.*

Sustainability.

SHIP has a formal sustainability plan that includes both community and school district support. The local evaluation included the following information.

Development of a formal sustainability plan is an ongoing process. BTB is taking the following actions to help sustain the program:

- *Continue to utilize free and low-cost local agencies to provide resources and services to deliver programming*
- *Maintain strong partnership with the Sioux City Community School District to ensure continued rent-free access to building sites*
- *Maintain and grow strong partnerships with community partners to ensure continued programming and in-kind donations*
- *Develop our front-line staff to have the access to and knowledge of quality behavior management, communication, and curriculum to be able to minimize the higher paid positions of certified teachers and management to develop and maintain quality staff.*

Siouxland Human Investment Partnership (SHIP) Summary.

Siouxland Human Investment Partnership (SHIP) served 214 students in its 21st CCLC Program with a regular attendance of 157 (73 percent) and 189 (88 percent) of attendees were identified as FRPL. SHIP had the support of 13 partners who provided \$358,356 in in-kind value. No in-person parent events were held due to the Pandemic but SHIP sent food and resource bundles to homes on a monthly basis. SHIP reported a 100 percent improvement on all GPRA academic measures. Siouxland Human Investment Partnership had 27 local objectives met 9 of them. A complete discussion of methodology and ratings justification was included in the local evaluation. No changes in Local Objectives were recommended. Recommendations for changes in the program included modifying the student survey and changes in data collection to increase response rates to the survey. Additional recommendations were to develop a plan for virtual engagement and learning and adjusting GPRA Measure data collection strategies. Siouxland Human Investment Partnership has a formal sustainability plan that includes continuing the program when 21st CCLC grant funds are expended.



“BTB has become a safe zone for the children” (21st CCLC Stakeholder).



“There are so many parents that work late. Knowing their child is in a safe environment provides the parent and child a peace of mind. It’s very important to us that kids attending BTB have fun, but also learn” (21st CCLC Staff).



“My child enjoys BTB. Keep up the excellent work” (21st CCLC Parent).



“BTB supports our family need in the gap of supervision and access to school with work and school schedules. It is an important part of our routine. My child loves going to BTB” (21st CCLC Parent).

Storm Lake CSD

Storm Lake CSD 21st CCLC Notable Facts:

GPRM Measures

- **70% of students identified as needing improvement in mathematics improved (GPRM Measure 3).**
- **74% of students identified as needing improvement in English improved (GPRM Measure 6).**
- 23% of elementary students identified as non-proficient in reading attained proficiency (GPRM Measure 7).
- 22% of secondary students identified as non-proficient in mathematics attained proficiency (GPRM Measure 8).
- **72% of students identified as needing improvement improved in homework completion and class participation (GPRM Measure 11).**
- 65% of secondary students identified as needing improvement improved in student behavior (GPRM Measure 14).

Attendance

- The 21st CCLC Program served 216 students.
- 171 students (79%) were regular attendees.
- **189 students (88%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 19 partners supporting the 21st CCLC Program that provided \$12,413 in in-kind value.
 - The 21st CCLC Program had 7 local objectives and met all 7 of them.
-



Students working on project with High School TLC Staff.

Overview and Attendance.

For the 2020-2021 school year the Tornado Learning Club (TLC) had two centers. The Elementary Tornado Club (ETA) at Storm Lake Elementary School for Cohort 13 and the Tornado Learning Club (TLC) at Storm Lake Middle School (Grades 5-8) for Cohort 14. “Students are provided with a safe environment to effectively use out-of-school time to help improve academic performance, build positive peer relationships, gain new interests, and initiate student leadership roles” (Local Evaluation). The Storm Lake 21st CCLC Program served a total of 216 students with 171 (79 percent) being regular participants and 189 (88 percent) of the total students served were identified as FRPL. Due to the Pandemic, the Storm Lake 21st CCLC Program was unable to provide in-person events. The program was supported by 19 partners who provided \$12,413 in in-kind value.

Storm Lake CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Storm Lake CSD	13	19	Storm Lake Elementary School	133	111
Storm Lake CSD	14	19	Storm Lake Middle School	83	60
TOTALS		19		216	171

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

Effects of COVID-19 Pandemic

In direct response to the Covid-19 pandemic, Storm Lake CSD creatively provided a hybrid model of learning for K-12 students. Prior to the Covid-19 pandemic, three buildings provided K-12 education opportunities – Storm Lake Elementary School (K-4th), Storm Lake Middle School (5th-8th), and Storm Lake High School (9th-12th). For the 2020-2021 school year students were shifted to other buildings to meet social distance requirements in the following manner: SLES housed K-3rd (part of 3rd), SLMS housed 3rd-6th (part of 3rd), SLHS housed 7th-12th. The local AEA building, churches and businesses provided additional space for 9th-12th students. K-6th grade students were provided in-person learning every day. 7th-12th students met at least every other day, at least ½ day in person. The remainder of 7th-12th education was provided online. Percentage of in-person vs online learning varied by grade level. No outside visitors, including parents and students from other schools, were allowed into buildings.

Social distance measures affected TC’s ability to provide opportunities for the same number of students as before the Covid-19 pandemic. Waiting lists were utilized at both sites for the first time in program history (Local Evaluation).



Student engaged in electronic learning.

Partnerships.

The Storm Lake 21st CCLC Program had 19 partners that provided \$12,413 in in-kind services. All 19 partners provided programming/activity-related services and a variety of other services. The local evaluation stated,

“Community partners provided new opportunities and a large variety of fun, hands-on learning experiences that would not have been possible without their support. All activities were done virtually via Zoom or other electronic connections, as no outside people were allowed in buildings” (Local Evaluation).

Parent Involvement.

Due to the Pandemic, no parent events were held. “TC-MS and TC-ES were unable to provide in-person group support to families. Parents were greeted daily when picking up their students. Other communication and connections to needed supports were done via email, phone calls, and letters mailed home” (Local Evaluation).

Objectives.

GPRAs Measures

Storm Lake used ISASPS, FAST and report cards to assess student performance in mathematics and English for GPRAs measures. Teacher surveys were used for Measures 10 and 13. The GPRAs summary table below indicates percentage improvement for each measure.

Storm Lake CSD 21st CCLC GPRAs Measures Summary for 2020-2021

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	89%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	26%
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	70%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	96%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	22%
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	74%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	23%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	22%
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	64%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	81%
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	69%

Program GPRA Measures	Percentage Improvement
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	59%
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	65%

The local evaluation reported that for elementary students identified as needing improvement, 89 percent improved in mathematics and 96 percent improved in English. For secondary students identified as needing improvement, 26 percent improved in mathematics and 22 percent improved in English. For elementary students identified as not proficient in reading, 23 percent attained proficiency. For secondary students identified as not proficient in mathematics, 22 percent attained proficiency. For students identified as needing improvement, 72 percent improved in homework completion and class participation and 65 percent improved in student behavior.

Local Objectives

Storm Lake CSD listed seven local objectives for the 2020-2021 School Year and met all seven of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the seven objectives three dealt with academic achievement, two dealt with student coping skills and safety, and two dealt with family involvement.

Cohort 13

- 75% of regular attendees will exceed expected growth* on reading assessments annually. *Met the stated objective.*
- 75% of regular attendees will exceed expected growth* on math assessments annually. *Met the stated objective.*
- 95% of regular attendees will report learning new skills and feeling safe at school. *Met the stated objective.*
- TC will initiate creative connections with families during the 2020-2021 school year. *Met the stated objective.*

Cohort 14

- 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 CSD 21st CCLC Local Evaluation did not include a formal sustainability plan. The 21st CCLC Program has an advisory committee composed of parents, teachers, administrators and partners that provided guidance on the program, including funding for sustainability. *“All current partners have pledged to continue their support of both programs” (Local Evaluation).*

Storm Lake CSD Summary.

The Storm Lake CSD 21st CCLC Program for 2020-2021 had two centers in Cohorts 13 and 14. The Program served students at Storm Lake Elementary and Middle Schools and had a total of 216 attendees with 171 (79 percent) being regular attendees and 189 (88 percent) identified as FRPL. The Storm Lake CSD 21st CCLC Program had the support of 19 partners who provided \$12,413 in in-kind services. Due to the Pandemic, no parent events were held. Improvement was reported for students for all GPRA measures. Storm Lake CSD met all seven local objectives and a complete discussion of methodology and ratings justification was included in the local evaluation. The Local Evaluation stated that local objectives would be reviewed and amended by the evaluation team. Recommendations for future years included being able to serve more students and holding in-person partner activities and family events as Pandemic restrictions are lifted. Sustainability was addressed and the program is actively considering other sources of revenue to assist with providing services to students and parents.



“We are so very thankful for the Tornado Club program. We do not know what we would have done if our children could not attend because we work nights and we cannot quit our jobs. Thank you so much!” (21st CCLC CSD Parent).



“My hat is off to all the Tornado Club staff as they put the children first in everything they do, I know I couldn’t do it!” (21st CCLC CSD Parent).



“I love walking through the building after school and observing the Tornado Club kids enjoying their time together!” (Storm Lake Guidance Counselor).

Waterloo CSD

Waterloo CSD 21st CCLC Notable Facts:

GPRC Measures

- **100% of elementary students identified as needing improvement in mathematics improved (GPRC Measure 1).**
- **100% of elementary students identified as needing improvement in English improved (GPRC Measure 4).**
- **67% of elementary students identified as non-proficient in reading attained proficiency (GPRC Measure 7).**
- **100% of elementary students identified as needing improvement in completing homework and class participation improved (GPRC Measure 9).**
- **100% of elementary students identified as needing improvement in student behavior improved (GPRC Measure 12).**

Attendance

- **The 21st CCLC Program served 17 students.**
- **17 students (100%) were regular attendees.**
- **District is part of CEP Program.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 3 partners supporting the 21st CCLC Program that provided \$65,218 in in-kind value.**
 - **The 21st CCLC Program had four local objectives and met none of them.**
-



Student and Literacy Coach progress monitoring in FAST during Jump Start.

Overview and Attendance.

For the 2020-2021 school year, Waterloo CSD had two centers in Cohort 13 at Irving and Lowell Elementary Schools. The Waterloo CSD 21st CCLC Program served a total of 17 students with all 17 (100 percent) of students attending regularly. Waterloo CSD is part of the CEP program where districts serve breakfast and lunch at no cost to all enrolled students without collecting household applications. In addition, the 21st CCLC Program served 224 students in the summer program. Waterloo had three partners providing services that provided an in-kind value of \$65,218. The Waterloo CSD 21st CCLC Program was not able to schedule parent events due to the Pandemic.

Waterloo CSD 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Waterloo CSD	13	3	Irving, Lowell and Becker Elementary Schools	17	17
TOTALS		3		17	17

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

Effects of Covid-19 Pandemic

The Covid pandemic greatly impacted what we could offer during the 2020-21 timeframe. However, we found that by working with numerous people in the Waterloo Schools, community, BGC, and families, we all came together to provide students some much needed SEL support and guidance. Engaging in academics to close the gap from a three-month shutdown also assisted our students in feeling more comfortable during the school year.

In truth, the safety protocols implemented taught us new ways of doing things that we may never have thought of had we not had the pandemic (how we group students, recess ideas, behavioral expectations, etc.) (Local Evaluation).



Student checking out a book at the free outside library at school.

Partnerships.

Waterloo CSD had three partners that contributed an estimated \$65,218 in in-kind value. The 21st CCLC Program actively recruited partners and plan on continuing recruiting efforts. *“Partnerships help students because we can build capacity by pooling resources among all the partnerships. Partnerships also show students that the commitment from the community is imperative for their success” (Local Evaluation).*

Parent Involvement.

“Due to Covid protocols, we were not able to have family events because parents were not allowed in the schools in our district. However, parents were kept in contact by providing growth reports, phone calls regarding progress and celebrations, and personal contact outside as parents were picking up children” (Local Evaluation).

Objectives.

GPRAs Measures

Waterloo CSD used the Iowa Assessment to assess student performance in mathematics (GPRAs Measure 1), Classroom Grades to assess student performance in English (GPRAs Measure 4) and FAST to assess student proficiency in reading (GPRAs Measure 7). Teacher survey data was used to for GPRAs Measures 9 and 12). The GPRAs summary table below indicates percentage improvement for each measure.

Waterloo CSD 21st CCLC GPRAs Measures Summary for 2020-2021

Program GPRAs Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	100%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	100%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	100%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	67%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	100%

Program GPRA Measures	Percentage Improvement
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	100%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	100%

For the elementary students in the program who were identified as needing improvement, 100 percent improved in mathematics and English. For reading 67 percent of elementary students moved from not proficient to proficient. For elementary students identified as needing improvement in homework completion and class participation, 100 percent improved. For elementary students identified as needing improvement in student behavior, 100 percent improved.



Teacher helping student.

Local Objectives

Waterloo CSD had four local objectives for the 21st CCLC Program for the 2020-2021 school year. The 21st CCLC Program was unable to measure all four of the stated objectives. Of the four objectives, two dealt with student achievement, one dealt with attendance, and one dealt with parent engagement. The objectives are listed below.

- To increase the percentage of third grade students who are considered grade level proficient in reading by 50 percent for students who participate in the Academy two or more summers, as measured by FAST assessments. *Unable to measure the stated objective.*
- To prevent summer learning loss for 75 percent of the children who participate in the Summer Learning Academy, as measured by FAST assessments. *Unable to measure the stated objective.*
- To attain 80 percent Academy attendance rates for students. *Unable to measure the stated objective.*
- To increase parents' engagement in their children's educational experience by 30 percent over the course of each academic year, as measured by attendance at school and program events. *Unable to measure the stated objective.*

Sustainability.

"The Waterloo Community School District is committed to sustaining the 21st CCLC program through advocacy, community awareness, and resource development" (Local Evaluation). A main part of the Waterloo CSD Sustainability Plan is to continue to partner with Cedar Valley Readers, a community collaborative supported by 17 organizations. Other sustainability efforts included fundraising campaigns through the Boys and Girls Club of the Cedar Valley and support from the United Way.

Waterloo CSD Summary.

Waterloo Community School District had two centers in Cohort 13 in its 21st CCLC Program. The number of students served was 17 students with a regular attendance of 17 (100 percent). In addition, 224 students attended the 21st CCLC summer session. The 21st CCLC Program had the support of three partners who provided \$65,218 in in-kind value. Due to the Pandemic, no in-person parent events were held but two literacy events were initiated where books and activities were sent home with students. Waterloo had four local objectives and met none of them. No recommendations for changing local objectives or other facets of the program were made for the future of the program. Waterloo CSD has a sustainability plan that relies heavily on partnerships.



"Our students were so excited to get back into the school setting, and even with masks, desk shields, arrows on the floor, distancing protocols, etc., they came each and every day of the Jump Start program because they loved engaging with peers and staff again." (21st CCLC Local Evaluation).

YouthPort

YouthPort 21st CCLC Notable Facts:

GPRA Measures

- 5% of elementary students identified as needing improvement in mathematics improved (GPRA Measure 1).
- 27% of elementary students identified as needing improvement in English improved (GPRA Measure 4).
- 27% of elementary students identified as non-proficient in reading attained proficiency (GPRA Measure 7).
- 72% of elementary students identified as needing improvement in homework completion and class participation improved (GPRA Measure 9)
- **87% of elementary students identified as needing improvement in student behavior improved (GPRA Measure 12).**

Attendance

- The 21st CCLC Program served 66 students.
- **66 students (100%) were regular attendees (students received a snack and a full meal daily).**
- 48 students (73%) were identified as FRPL.

Partnerships and Local Objectives

- **The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$103,500 in in-kind value.**
 - **The 21st CCLC Program had five local objectives and met all of them.**
-

Overview and Attendance.

For the 2020-2021 school year YouthPort had 21st CCLC Centers at the Cedar River Academy at Taylor Elementary School and Hoover Elementary School. YouthPort served 66 students and all of them were regular attendees. Due to the Pandemic, no summer program was offered. In addition, 48 (73%) of attendees were identified as FRPL.

YouthPort is a unique collaboration among three non-profit organizations, Boys and Girls club of Cedar Rapids, Tanager Place, and YPN, that aims to maximize the strengths and resources of the organizations involved, empowering them to meet the needs of children and families in low-economic neighborhoods throughout Cedar Rapids. (Local Evaluation).



Student receiving help from teacher.

YouthPort considered partnerships a vital piece for the success of the 21st CCLC Program. There were 12 total partners for 2020-2021 that provided \$103,500 in in-kind value. Parents were active in the program. Due to the Pandemic, no in-person events were held for parents. Two sessions were held where books and activities were sent home with children. A total of 350 books were distributed.

YouthPort 21st CCLC Program Summary Chart (2020-2021)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	Regular Attendees
Youthport	11	12	Taylor Elementary School, Hoover Elementary School	66	66
TOTALS		12		66	66

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

Effects of Covid-19 Pandemic

Due to Covid 19 this academic school year both of our sites had to go to a 50% capacity to follow social distancing guidelines. New measures were taken to ensure safety for our staff and students, temperature checks upon arrival, social distancing during dinner, limited enrichment activities offered, and limited number of volunteers allowed in school buildings. Our staff, children, and parents responded well to these needed changes to ensure that everyone's safety was a priority (Local Evaluation).

Partnerships.

YouthPort had 12 partners with most of them contributing more than one type of support, including volunteers. All full partners assisted with programming. Nine partners provided volunteers and eight partners provided goods. The 12 partners provided \$103,500 in in-kind value to the 21st CCLC Program.

Community partnerships are vital to YouthPort's 21CCLC program at Cedar River Academy at Taylor Elementary school and Hoover Elementary school. Partners provided staffing and volunteer support (i.e. program management, enrichments, and volunteer management), financial support (i.e. all three agencies that form YouthPort engage in grant seeking to sustain programming), food and program

supplies (i.e. The Cedar Rapids School District’s school lunch program provides a nightly meal and various local businesses provide snacks and meals for special events as well as program supplies), professional development opportunities, and transportation (i.e. access to school buses for large group transportation needs) (Local Evaluation).



Students engaged in learning activity.

Parent Involvement

The YouthPort 21st CCLC Program held two Ready to Read Family Events at each center. Due to the Pandemic, parents did not attend personally but books and activities were sent home with students. A total of 350 books were distributed and 96 parents participated in the home-based activities and a total of 76 parents attended the events. Communication with parents was done through communication with teachers.

Objectives.

GPRa Measures

YouthPort used *FAST* and *CBM Math* to assess student academic performance for GPRa measures 1-7. For GPRa Measures 9 and 12, teacher surveys were used. The GPRa summary table below indicates percentage improvement for each measure. The YouthPort 21st CCLC Program served elementary students only so no secondary data was reported.

YouthPort 21st CCLC GPRa Measures Summary for 2020-2021

Program GPRa Measures	Percentage Improvement
1. The percentage of elementary 21 st Century regular program participants whose mathematics grades improved from fall to spring.	5%

Program GPRA Measures	Percentage Improvement
2. The percentage of middle/high school 21 st Century regular program participants whose mathematics grades improved from fall to spring.	na
3. The percentage of all 21 st Century regular program participants whose mathematics grades improved from fall to spring.	5%
4. The percentage of elementary 21 st Century regular program participants whose English grades improved from fall to spring.	27%
5. The percentage of middle/high school 21 st Century regular program participants whose English grades improved from fall to spring.	na
6. The percentage of all 21 st Century regular program participants whose English grades improved from fall to spring.	27%
7. The percentage of elementary 21 st Century regular program participants who improve from not proficient to proficient or above in reading on state assessments.	27%
8. The percentage of middle/high school 21 st Century regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	na
9. The percentage of elementary 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72%
10. The percentage of middle/high school 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	na
11. The percentage of all 21 st Century regular program participants with teacher-reported improvement in homework completion and class participation.	72%
12. The percentage of elementary 21 st Century participants with teacher-reported improvements in student behavior.	87%
13. The percentage of middle/high school 21 st Century participants with teacher-reported improvements in student behavior.	na
14. The percentage of all 21 st Century participants with teacher-reported improvements in student behavior.	87%

For elementary students identified as needing improvement, 5 percent improved in mathematics and 27 percent improved in English. For elementary students identified as not proficient in reading, 27 percent attained proficiency. For elementary students identified as needing improvement in homework completion and classroom participation, 72 percent improved. For elementary students identified as needing improvement in student behavior, 87 percent improved.

Local Objectives

YouthPort listed five local objectives for the 2020-2021 School Year and met all five of them. The methodology for measuring the local objectives was sound and the justification for rating the objectives was complete. Of the five objectives one dealt with STEM learning, two dealt with emotional and behavioral development, one dealt with staff development, and one dealt with programs for parents to help them increase or maintain knowledge of literacy skills.

- 70% of all enrolled students will participate in STEM activities a minimum of weekly. *Met the stated objective.*
- 85% of youth members in programming will show progress in social/emotional development on 1 or more survey items when comparing pre-post test scores. *Met the stated objective.*
- Greater than 50% of youth in programming will show progress in social, emotional and behavioral development in the classroom and during programming. *Met the stated objective.*
- All staff supported by or connected with the 21CCLC program will receive 12 hours of continuous education throughout the school year. *Met the stated objective.*
- 80% of parents will increase or maintain knowledge of literacy skills. *Met the stated objective.*



Students engaged in robotics activity.

Sustainability.

YouthPort has a sustainability plan with four main supports of sustainability.

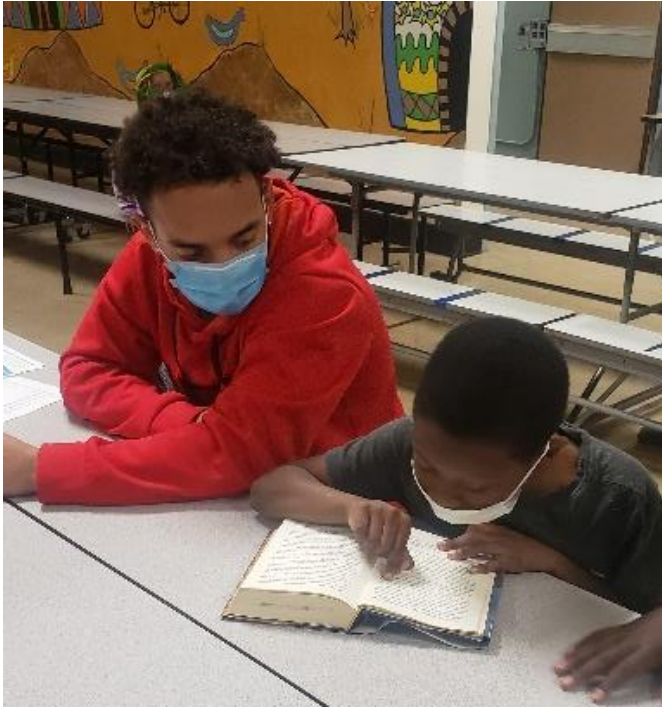
- community partnerships
- school/community partnerships
- volunteer contributions
- summer collaborations

In addition, YouthPort continues to seek sustainability funding sources and has a marketing and development committee that makes additional funding a priority.

YouthPort Summary.

YouthPort 21st CCLC had two centers for the 2020-2021 school year. The number of students served in the program was 66 with a regular attendance of 66 (100 percent). The summer program was not offered due to the Pandemic. YouthPort had the support of 12 partners who participated in a variety of ways, including materials, oversight, volunteer support, and food. Partners contributed \$103,500 in in-kind support. Parents participated in two events where books and activities were sent home. Improvement was reported for elementary students in all GPRA Measures. YouthPort met all five local objectives and a complete discussion

of methodology and ratings justification for objectives was included in the Local Evaluation. For local objectives, it was recommended that student progress in social/emotional development be assessed through one objective with one student survey. YouthPort has a sustainability plan that includes continuing the program when 21st CCLC grant funding ends.



Student reading with a student tutor.



“The book selection for my child was perfect. He loved it and has been working on it with me, his sibling or himself since receiving it” (21st CCLC Parent).



“Great staff, go over and beyond satisfied w/communication as well as the measures staff took to protect kids and families throughout the epidemic” (21st CCLC Parent).



“A 2nd grader at Cedar River Academy has shown great improvement with his reading scores and leadership skills. He’s become a big role model for the younger students and is a big help for the teachers” (21st CCLC Local Evaluation).

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