

Appendix N: Iowa 21CCLC Student Needs Assessment

Iowa 21st Century Community Learning Centers Student Needs Assessment Template

FY22

This template is provided to applicants of Iowa's 21st Century Community Learning Centers as a model for the needs assessment section. A good needs assessment should include the following information. However, at minimum, the section narrative must include an assessment of student needs associated with high poverty and low achievement. New content is highlighted in yellow.

1. Student Poverty

Free and/or Reduced Price Lunch (FRPL) Eligibility for Targeted Schools and Proportional Impact of 21CCLC Program		
School	Eligibility As % of total student population Must meet or exceed 40%.	Proportional Impact (Divide # of students to be served by 21CCLC program by total FRPL population of school, then multiply by 100 to get a percentage) ¹

¹ School A has a total population of 1000 students. 95% of those students are Free and Reduced Price Lunch, for a total of 950 students. The 21CCLC program intends to serve 200 students. 200 divided by 950 is .21. Multiplied by 100, this means the proportional impact of the program is 21%.

Explanation of impacts of student poverty (e.g. access to technology, health, nutrition/food access, and well-being):

Prioritization of student needs for the purposes of this proposal (which student needs will your 21CCLC seek to meet?):

21CCLC should target schools designated “Comprehensive” or “Targeted” on Iowa School Performance Profiles. To find the status of the school you intend to serve visit <https://www.iaschoolperformance.gov/ECP/Home/Index>.

2. Student Achievement

School	Iowa School Performance Profiles Status in Reading and/or Math	Noteworthy Student Achievement Data E.g. Achievement gap(s), special student populations, college and career readiness

Description of student academic needs, including school district improvement plans.

Prioritization of student academic needs that will be met by the proposed 21CCLC program (must target reading and mathematics and any student achievement gaps, at minimum, district provides data on student achievement gaps (content areas) so this assessment can be used to target specific activities that will have maximum benefit to students.)

3. Family Literacy Needs

Partner with a Local Community College (who receive federal funds for adult literacy) to provide for English literacy or basic education needs of family members of targeted students. Explain methods for more general family engagement. Plan meetings for families to learn about the program and what/how their children are doing.

4. Other Student Needs

In addition to needs associated with poverty and academic performance, our children and youth also have additional learning, social, emotional, and behavioral needs. Additional student needs may include, but are not limited to:

- » School Attendance (should go up with a successful 21CCLC program)
- » Student Behavior (incidents should go down with a successful 21CCLC program)
- » Literacy (should improve with a successful 21CCLC program)
- » Math (should improve with a successful 21CCLC program)
- » Homework Completion
- » Motivation to Learn
- » Community Participation
- » Relationships with Peers and/or Bullying
- » Chances for Leadership and/or Self-Direction
- » Healthy Choices
- » Household/Community Environment
- » Full Meals for Food Insecure Children and Youth
- » Collaborating with the Community to Provide Medical, Dental, and Mental Health Supports and Services
- » Social and emotional needs

Explanation of student needs not identified in sections 1 (student poverty) or 2 (student achievement).

Prioritization of student needs for the purposes of this proposal.

The ESSA requires programs to meet Measures of Effectiveness which provide data about program success with attendance, behavior, literacy, and math. Measures of Effectiveness can be defined as:

