



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



State Evaluation of Afterschool Programs 2022

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

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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. Afterschool and Summer school are critical to reduce achievement gaps and help at-risk children become successful.

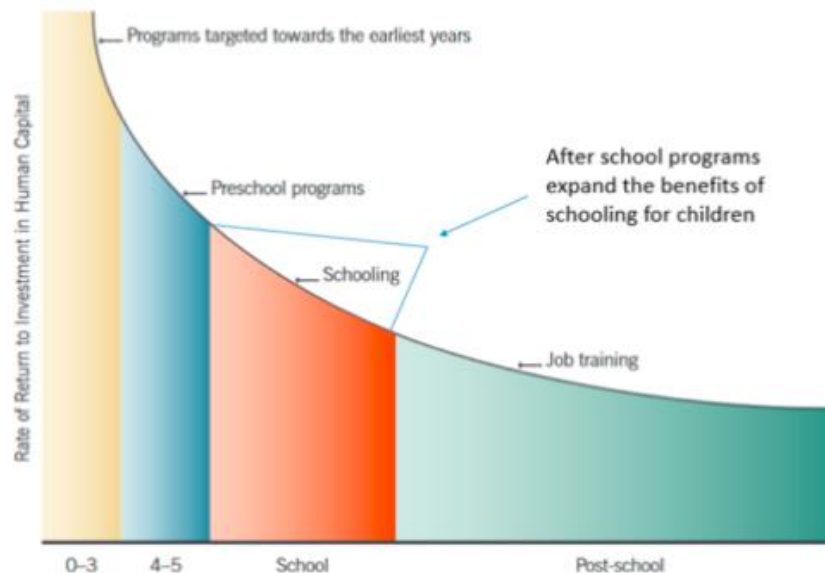
Why Afterschool is Important

*School-age children and youth spend 80 percent of their waking hours outside of school, while 1 in 5 young people in the U.S. are alone after the school day ends. High-quality afterschool programs promote **positive youth development** and offer a safe space where youth can explore their potential.*

*Effective afterschool programs provide learning settings that bring a wide range of benefits to youth, families, and communities. Afterschool programs can support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a **safe and supportive environment** for children and youth.*

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

Returns to a Unit Dollar Invested



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

Afterschool programs also provide a significant return-on-investment, with every \$1 invested saving at least \$10 through increasing youth's earning potential, improving their performance at school, and reducing crime and juvenile delinquency.

Other benefits include:

Social and Emotional Learning (SEL). *Attending high-quality afterschool programs and regular participation can lead to improved social and emotional competencies, including prosocial behavior, intrinsic motivation, better concentration efforts, and higher sense of self-worth. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show*

empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL is an integral part of education and human development that advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.

Iowa afterschool programs were early adapters of social emotional programs that worked. We offered workshops and still provide trainings. Iowa has a Family Engagement Community of Practice Committee that meets bi-monthly to welcome and inform families about the program. <https://www.iowa21cclc.com/family-engagement>

Academic Support. *Attending afterschool programs can improve students' academic performance. A national evaluation found that more than 40 percent of students attending 21st Century Community Learning Center programs improved their reading and math grades, and that those who attended more regularly were more likely to make gains.*

Iowa makes SEL reading and math a state priority. We encourage programs to have authors visit the sites to help children develop reading for pleasure. We encourage chess clubs to have children practice math skills like problem solving and social emotional skills like empathy. <https://chessklub.com/want-resilient-emotionally-intelligent-children-try-these-tips/>

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

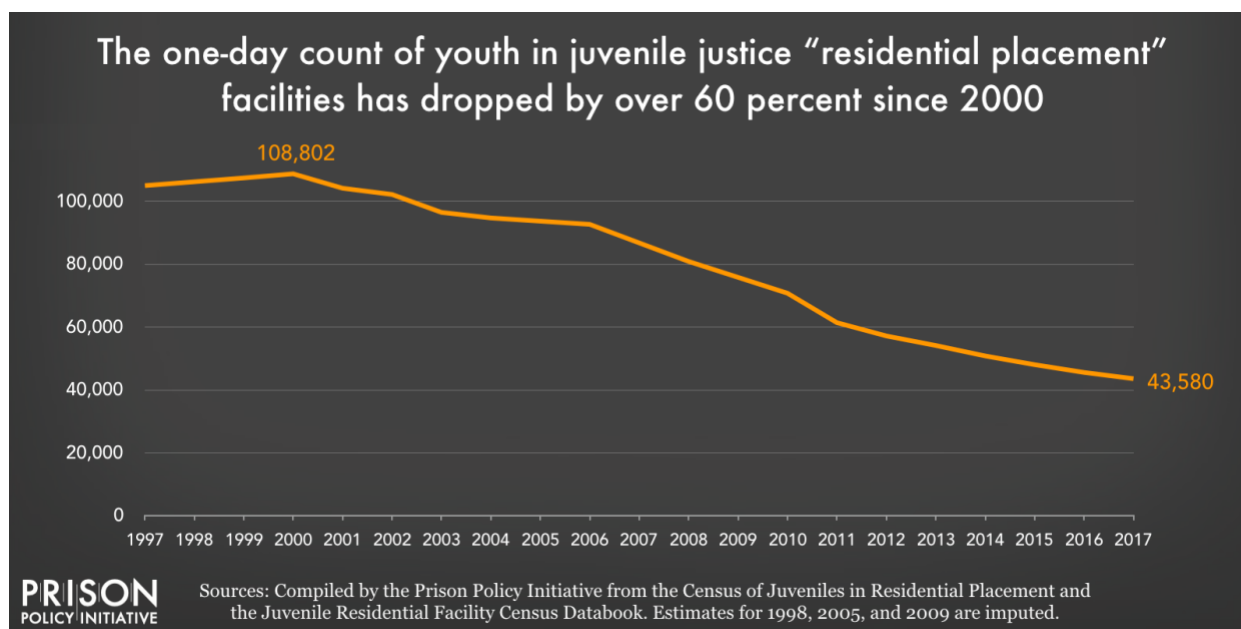
School Participation. *Attending afterschool programs leads to improvement in class participation, better adjustment as young people move to the next phase of schooling, increased school day attendance and participation, and reduced school dropout rates.*

In Iowa, students who attend an afterschool program improve their attendance. Consider that when a child is chronically absent during the day remedial programs will have little effect because the child is not there enough. By adding an afterschool program, we increase attendance, and the child receives the benefits of all the various remediation programs.

The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>

Safety. Participating in afterschool programs leads to increased adult supervision which makes youth feel safer and reduces instances of being left unsupervised with peers outside of school. It also means that younger children are supervised by older siblings less often. Adult supervision that is based on developmental relationships promotes positive youth development as it not only promotes personal safety and decreases risky behaviors such as smoking or drug abuse, but also creates an environment where young people learn better and are able to thrive.

In Iowa, we have collected data from middle and high school programs that show a longitudinal decline in youth crime after the introduction of an afterschool program. This is based on data from Council Bluffs and Sioux City Police Departments over the last 7 years. Afterschool programs can prevent youth crime and provide long term benefits to the community. <https://www.ojp.gov/ncjrs/virtual-library/abstracts/americas-after-school-choice-prime-time-juvenile-crime-or-youth>



In 2000, The 21st Century afterschool program had funding increase to 1 billion dollars. This increased afterschool programs for youth and had a preventative effect on youth crime. <https://www.prisonpolicy.org/reports/youth2019.html>

The average state cost for the secure confinement of a young person is now \$588 per day, or \$214,620 per year, a 44 percent increase from 2014. These cost figures over a six-year period represent the growing economic impact of incarcerating youth. https://justicepolicy.org/wp-content/uploads/2022/02/Sticker_Shock_2020.pdf

In Iowa, we can fund a year-round afterschool program for 150 youth for what it costs to keep one child incarcerated.

Supporting Working Families. Working families and businesses also benefit from afterschool programs that ensure that youth have a safe place to go while parents or guardians are at work. Parents and guardians who do not have access to childcare miss an average of eight days of work per year, and this decreased worker productivity costs businesses up to \$300 billion annually.

Iowa has one of the highest rates with both parents in the paid workforce. Additionally, according to the 2016 American Community Survey, 81% of women in Iowa ages 20-64 (with children under 18) are in the labor force. <https://humanrights.iowa.gov/icsw/family-and-children>

Nutrition and Physical Activity. Afterschool programs can also improve young people's dietary snack consumption, particularly at sites with on-site foodservice using Out of School Time Nutrition and Physical Activity (OSNAP) intervention (<https://osnap.org/>). Even though the OSNAP Initiative did not allot significantly more time for physical activity, it successfully made existing time more vigorously active for children receiving the intervention.

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

*We know that fueling children with the appropriate foods helps support their growth and development. But there is a growing body of research showing that **what children eat can affect not only their physical health but also their mood, mental health and learning.*** <https://heas.health.vic.gov.au/schools/classroom/food-mood-and-learning>

Work-Based Learning. Afterschool programs can also provide opportunities to develop early exposure to the labor market. Work-based learning programs with a focus on apprenticeships, internships, and mentorship with older youth between 16-19 leads to higher quality employment at age 29.

In Iowa, our high school programs provide work-based learning experiences through job shadowing and apprenticeships. This has been expanded because of an additional Out of School Time Career Pathways grant that Iowa received in 2020.

In Iowa we have a higher return on investment because of 434 partners across the state that contribute to 21st CCLC afterschool programs. <https://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities>

Iowa afterschool has been an innovator and leader for many years. We have accomplished the following:

- First state in the nation to provide guidance for serving children with disabilities in an afterschool program.
- More community partnerships than any state in the nation.
- Most comprehensive state evaluations in the nation (We report on every individual program and compare findings along with summary data).
- More support for programs than any other state (Professional development, community of practice committees, webinars, workshops, meetings).

This has been accomplished because of a collaborative relationship with every program. These take time to cultivate and are not easy to develop. However, the result is that we have programs with outstanding academic gains, awesome attendance improvements, and serving more children than originally planned because of community partner support.

This has happened because we made the needs of children a top priority, and the demands of bureaucracy a secondary priority. We are engaged in a struggle to turn around the hearts and minds of children who are caught in a bog of failure by reaching out to them, finding ways to motivate them toward success and giving them hope for their future. If we succeed the community will be a better place because of it.

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:

- 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 and a website to the grantee network.
- 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 five community of practice committees. Focus areas are Communication, Evaluation, Family Engagement, New Grantee and Staff Transition, and Professional Development. <https://www.iowa21cclc.com/committees>
- 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 a support 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 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 IAA STEM 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 childcare to school-age youth and reached out for help and guidance to start their own after-school 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:



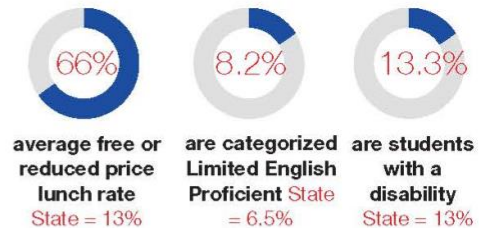
2022 by the Numbers



Funding Requested & Awarded



Of the 9,861 Students:



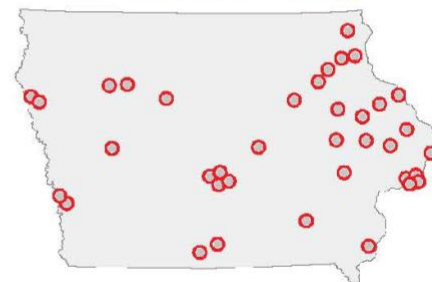
Attendance*



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 over the school year
APR does not track regular attendance.

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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 for 2021 was released and is described by the CDF in the statement below (<https://www.childrensdefense.org/state-of-americas-children>).

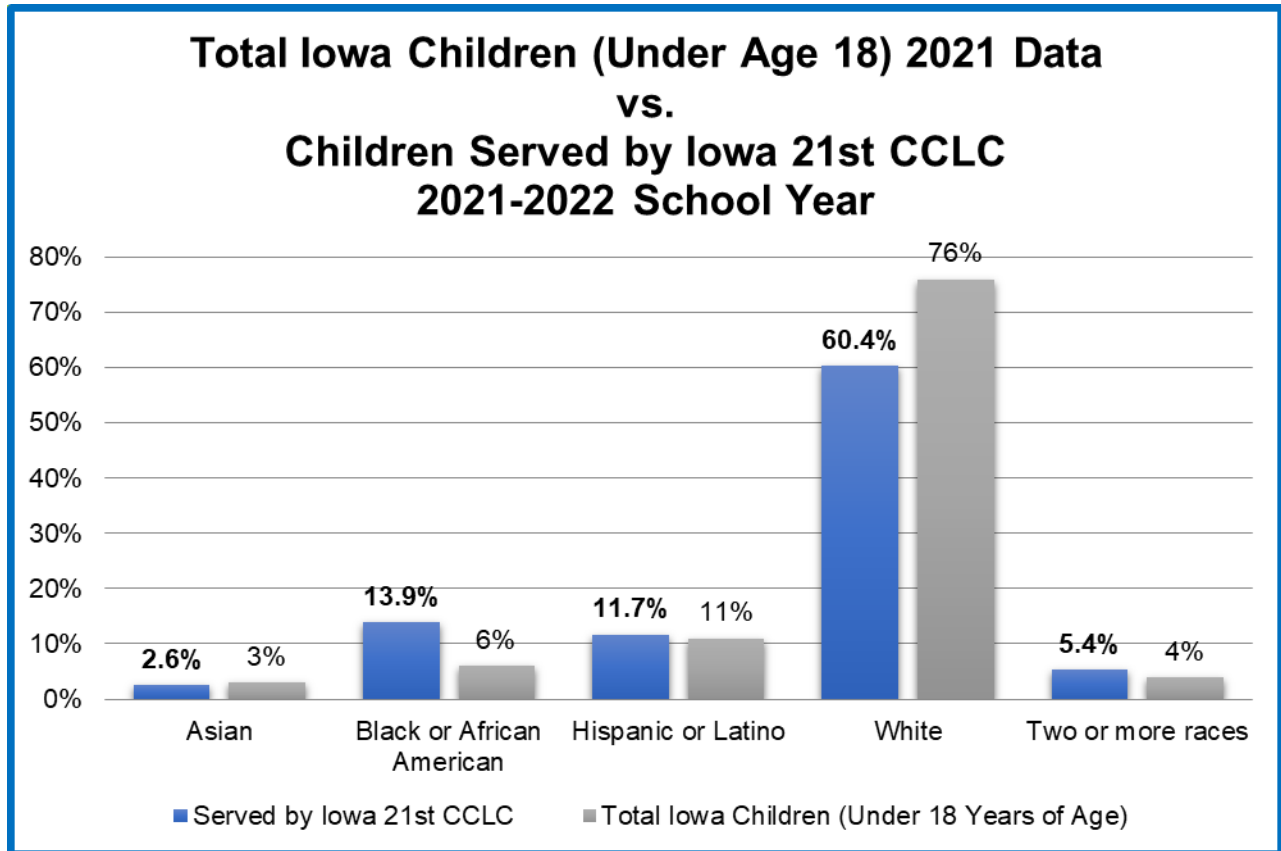
The State of America's Children® 2021 summarizes the status of America's children in 11 areas: child population, child poverty, income and wealth inequality, housing and homelessness, child hunger and nutrition, child health, early childhood, education, child welfare, youth justice and gun violence. 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 Program 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 Iowa 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).

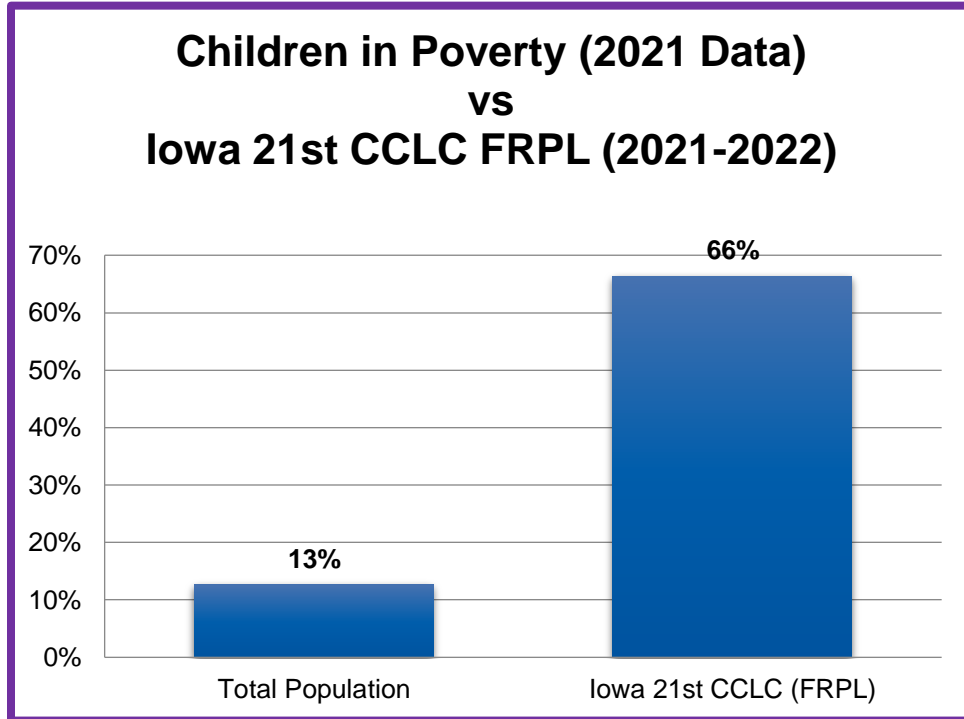
Point 1. Child Population. 736,376 children under the age of 18 lived in Iowa in 2021; 24 percent were children of color. (2021 data from Kids Count Data Center by the Annie E. Casey Foundation - <https://datacenter.kidscount.org/data/customreports/17/any>).

The Iowa 21st CCLC Program serves a higher percentage of children of color when compared to the total child population. Overall, 34 percent of children served by Iowa 21st CCLC for 2020-2021 were children of color.

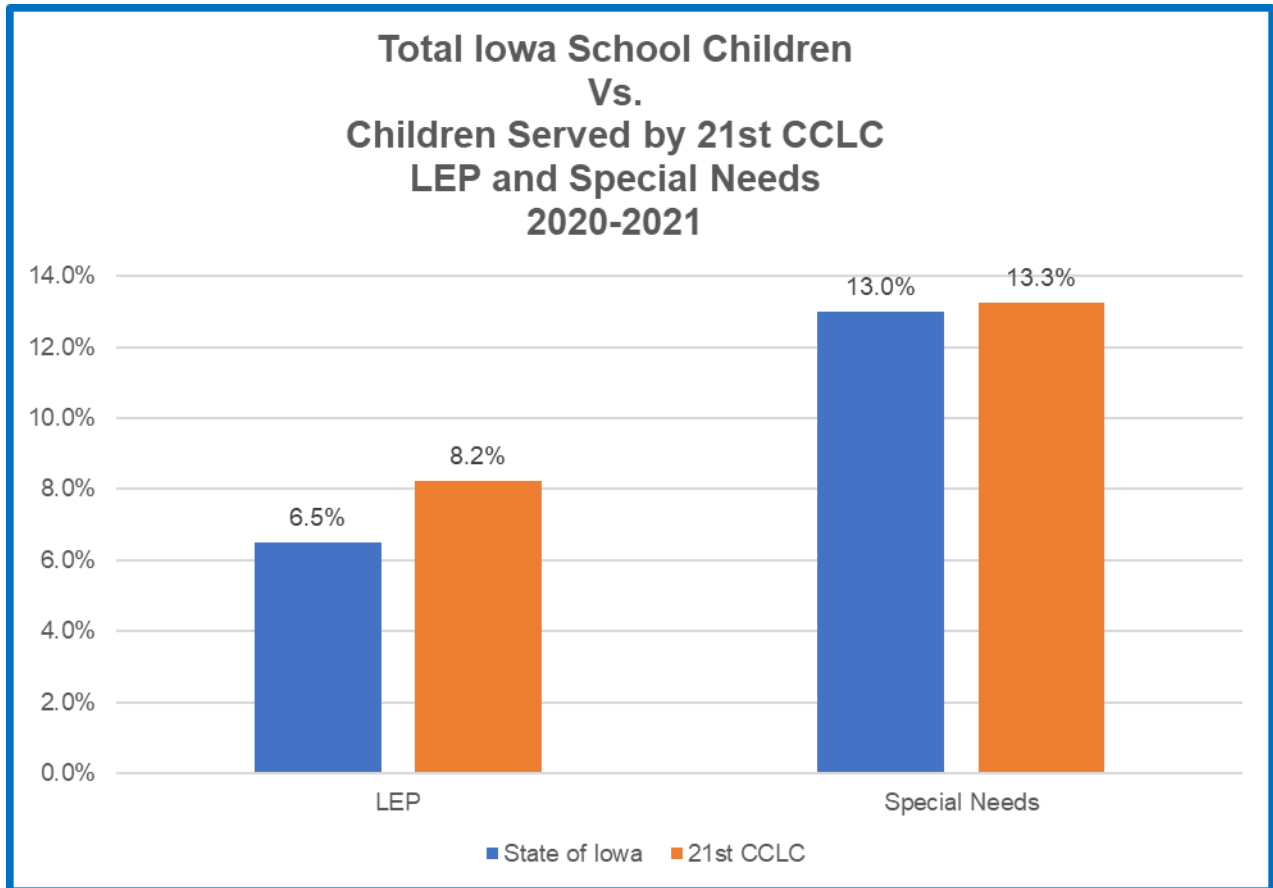


Point 2. Child Poverty. Approximately 13 percent of Iowa’s children (under the age of 18) were poor in 2021, a total of 92,018 children. (2021 data from Kids Count Data Center by the Annie E. Casey Foundation - <https://datacenter.kidscount.org/data/customreports/17/any>).

In the Iowa 21st CCLC Program, 66 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 more Special Needs and LEP students when compared to the total Iowa school population. According to the Iowa Department of Education, 13 percent of children with disabilities (2021 data) are served while 13.3 percent of children served by Iowa 21st CCLC Programs are special needs children (<https://educateiowa.gov/documents/special-education-iep-enrollment/2021/12/2021-2022-iowa-public-school-district-k-12-and>). For 2021-2022, the Iowa Department of Education reported that 6.6 percent of Iowa's students (K-12 enrollment) are identified as Limited English Proficiency (LEP) while 8.2 percent of children in Iowa 21st CCLC Programs are identified as LEP (<https://educateiowa.gov/documents/district-el/2021/12/2021-2022-iowa-public-school-k-12-english-learners-el-district-and>).



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 - <https://datacenter.kidscount.org/data/customreports/17/any>).

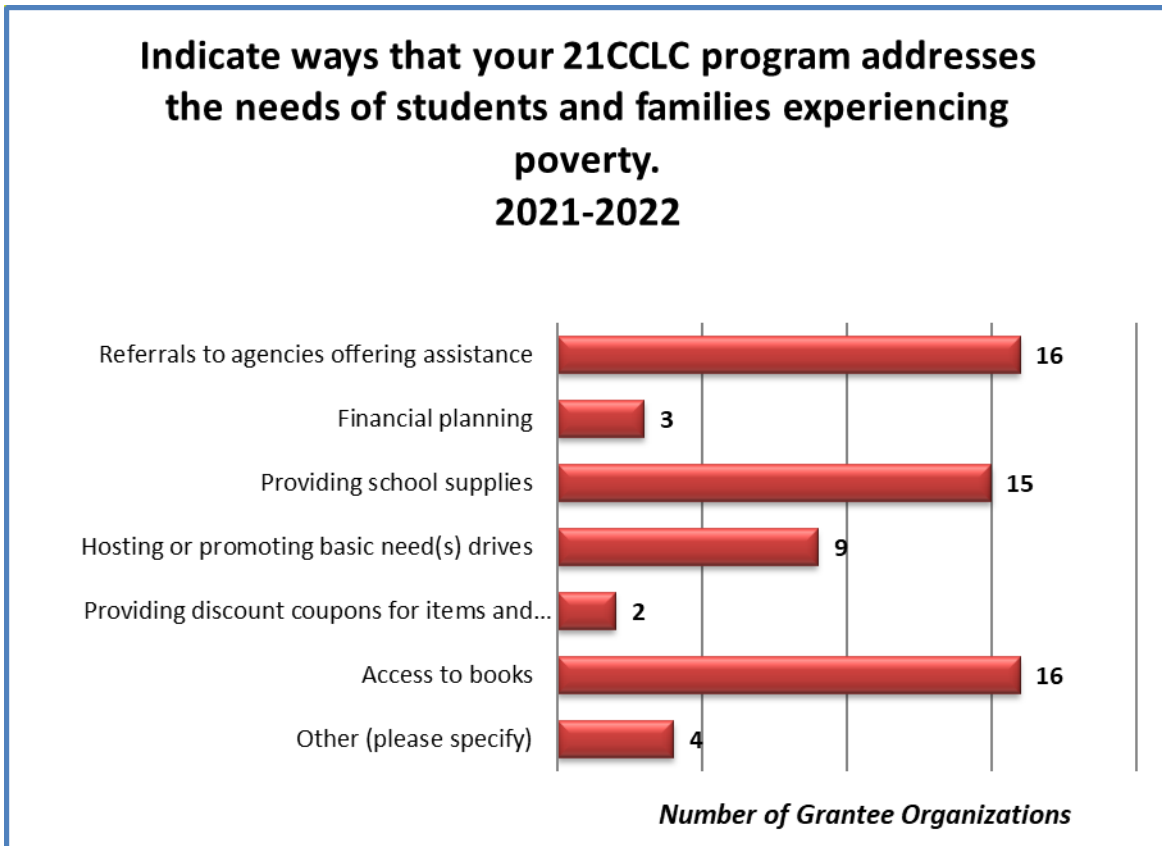
Every Iowa 21st CCLC Center provided snacks and/or meals for students.

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 Central Iowa provided participants two full meals and a snack while attending all-day Club programming, but additional food was sent home with students to ensure adequate nutrition outside of Club hours.**
- **Boys and Girls Club of the Cedar Valley provided meals to feed the participants and their parents/guardians at the end of the Little People University program on the first Saturday of each month.**
- **Burlington CSD partnered with the Burlington Public Library in April 2022 to host a special nutrition-themed event with stories and special snack-making time for the families to do together.**
- **Cedar Rapids CSD which had schools closed due to the COVID-19 pandemic, required a different type of programming. With permission of the Iowa Department of Education, Kids on Course University modified the summer program to distribute food and learning materials to children and families in the community, which was heavily utilized and highly successful. Additionally, the Greater Cedar Rapids Foundation and private donors supported the Cedar Rapids CSD 21st CCLC Program by providing funding for librarians, books for each child and a weekend food bag for each student.**
- **Oakridge Neighborhood Services reported that a critical component of partnerships since the outbreak of the COVID-19 pandemic was the vast amount of food and meals provided by partners to keep families fed after the pandemic left many with severe food insecurity. Emergency food access was reported to have served food in 1,048 instances.**
- **Siouxland Human Investment Partnership reported that each elementary 21st CCLC cohort also had a monthly food bank and caring closet to address economic needs of families supported by the Food Bank of Siouxland.**
- **Waterloo CSD reported that each building had 3 events to build community, celebrate families and children, and learn about academic concepts/experiences. In the fall, Irving and Lowell Elementary Schools had a combined attendance of approximately 500 parents; in winter, 400 parents; and in spring, 230. At each event, free books and food were given out.**

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



Other Ways reported for 2021-2022 were:

- *daily snacks and food from Dollar Fresh & field trip meals*
- *Caring Closets to provide household needs along with monthly food banks*
- *Providing meals during family nights*
- *Snacks, meals, food*

Point 4. Child Health. Although the majority of Iowa's children have access to health coverage, 2.8 percent do not have health coverage. (2019 data from Kids Count Data Center by the Annie E. Casey Foundation - <https://datacenter.kidscount.org/data/customreports/17/any>).

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 worked with students to provide training in making healthy food choices in addition to teaching them how to prepare healthy meals at home.

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).

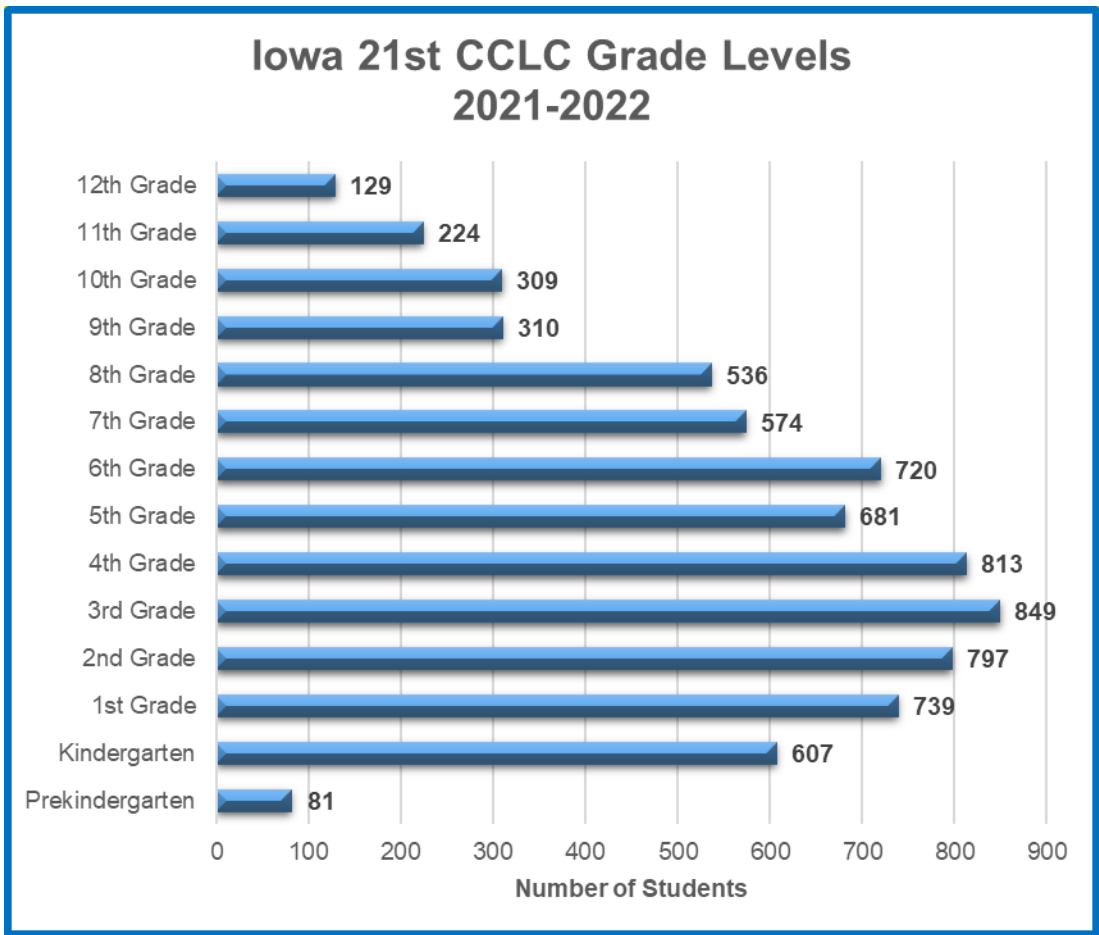
Iowa 21st CCLC Programs have partners from the public health community, including medical institutions (e.g. free eye screening, free dental screenings, mental health professional on-site, and Women's Health services).

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

Iowa schools all followed COVID-19 Pandemic CDC guidelines.

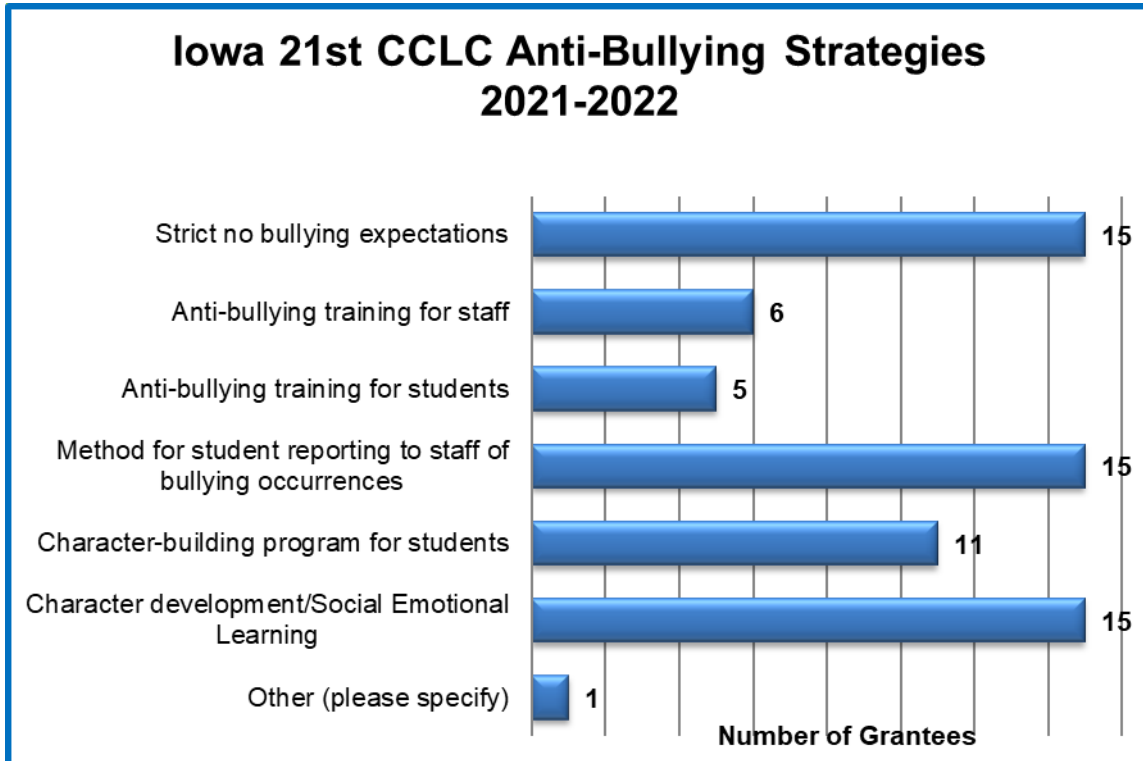
Point 5. Early Childhood and Education. All children deserve to attend diverse, well-funded schools where they feel safe and protected, where they have access to high-quality educators and resources, and where their education is culturally responsive (*statement from The State of America's Children 2021 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 2021-2022, 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 who demonstrated growth on state 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) *2021-2022 School Year Attendance Tables*
- b) *Summer of 2021 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 a timeline for the local evaluation. It can be found at <https://www.iowa21cclc.com/grant-info>

Each of the 21 grantee organizations examined for the 2021-2022 State Evaluation of the 21st CCLC programs in Iowa was tasked with performing an evaluation of their programs. All 21 grantee organizations in Cohorts 12, 13, 14, 15 and 16 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 the Federal 21st CCLC Guidelines.

Grantee Organization	Website
Allamakee CSD	https://drive.google.com/file/d/1Fac_lcegyUSAGNVB8m1xZlusrvEz8nA6/view
Andrew CSD	https://drive.google.com/file/d/1sBH5K0PcNo8cuEAV4p3Op48MXySfVjMI/view
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/Final%20-2023%20BGCCV%2021st%20CCLC%20Local%20Evaluation%20Form%202021-2022.pdf
Boys & Girls Clubs of Central Iowa	https://www.bgcci.org/files/ugd/77919fa7f3dbe58cda44339d5ab878473a400b.pdf
Burlington CSD	https://www.bcsds.org/files/user/1407/file/BCSD%202021%202022%20PiECES%20local%20evaluation.pdf
Cedar Rapids CSD	https://crschools.us/app/uploads/2023/04/Cedar-Rapids-CSD-21st-CCLC-Local-Evaluation-form-2021-2022.pdf
Clinton CSD	https://drive.google.com/file/d/1nckltD8FgjBkP5jTHYxoPj3A2hvta0TC/view
Council Bluffs CSD	https://www.cb-schools.org/cms/lib/IA02205019/Centricity/Domain/32/Local%20Eval%2021-22.pdf
Des Moines Independent CSD	https://livedmpsk12ia-my.sharepoint.com/:w:/g/personal/linda_phillips_dmschools_org/Ee4m_lKv-BRCvoUaSiHtoMEBExi4A3qFyT6qS6FUv8BuxQ?rttime=SM8ylbtF20g
Dubuque CSD	https://dbqschools.b-cdn.net/wp-content/uploads/2023/01/dcsd-LEAP-evaluation-2021-2022.pdf
Fairfield CSD	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2676/FCSD/2607867/FCSD_21st_CCLC_Local_Evaluation_Form_2021-2022.pdf

Grantee Organization	Website
Iowa City CSD	https://www.iowacityschools.org/site/handlers/filedownload.ashx?moduleinstanceid=38372&dataid=101351&FileName=Iowa_City_Community_School_District_21st_CCLC_Local_Evaluation_Form_2021-2022.pdf
Maquoketa CSD	https://www.maquoketaschools.org/wp-content/uploads/2023/03/Maquoketa-Community-School-21st-CCLC-Local-Evaluation-Form-2021-2022.pdf
North Fayette Valley CSD	https://docs.google.com/document/d/1JAD7Q9xDmY53lxQ1ZX8TLk-lzmv3D-yUgrPX4vGUZ0c/edit
Oakridge Neighborhood Services, Inc.	https://oakridgeneighborhood.org/wp-content/uploads/2023/05/Oakridge-Neighborhood-21st-CCLC-Local-Evaluation-2021-2022-Revised-2-14-23.pdf
Oelwein CSD	https://docs.google.com/document/d/1YuCFEXsyN2Nvh6ExZKWB5xXoAiAjVD-jABdmrDAbWRw/edit
Siouxland Human Investment Partnership	https://static1.squarespace.com/static/5f97083cf9f572369616c8d4/t/6447fff683b8400d1966b84b/1682440183448/BTB_+21st_CCLC_Local_Eval_Form_2021-2022.pdf
St. Mark Youth Enrichment	https://stmarkyouthenrichment.org/wp-content/uploads/2023/02/St.-Mark-Youth-Enrichment-21st-CCLC-Local-Evaluation-Form-2021-2022.pdf
Storm Lake CSD	https://drive.google.com/file/d/1BivCSdyp1p_MUP_0tkT19a6QmBlanEy_/view
Waterloo CSD	https://www.waterlooschools.org/educationalservices/files/2023/05/Local-Evaluation-form-2021-2022-REDO-1.pdf

End-of-year Survey

As a culminating evaluation instrument, a survey was sent to each grantee organization. The survey was completed by 18 of the 21 grantee organizations in Cohorts 12, 13, 14, 15 and 16. 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) give 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

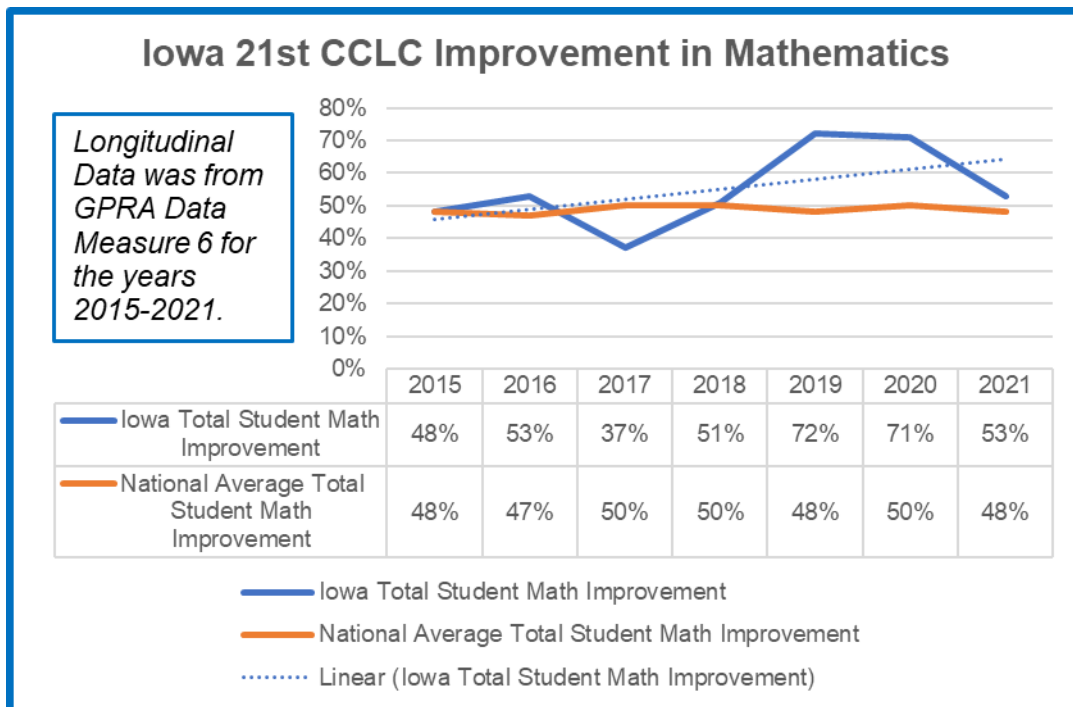
Program Findings

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.

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. These state evaluations are posted on the Iowa Department of Education website for public viewing (https://educateiowa.gov/pk-12/every-student-succeeds-act-essa/essa-guidance-and-allocations/title-iv-part-b-21st-century-community-learning-centers-resources#State_Evaluation). Local Evaluations are also used to improve the quality of the programs.

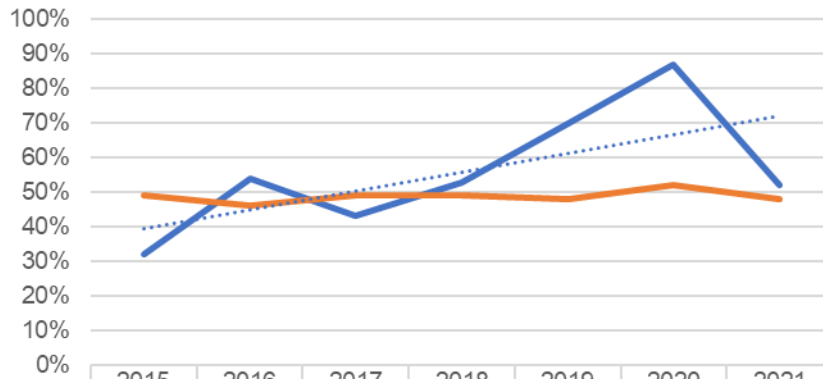
Local evaluations were prepared by grantees using a state mandated template that included demographic data, GPRA Measures data, center objectives data, partnerships information, parent involvement information, anecdotal information, sustainability plans, and recommendations for improvement of the local 21st CCLC programs. In addition to local evaluations, an End-of-Year Survey was completed by grantees. The 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 2021-2022 School Year still saw interruptions and delays due to the COVID-19 Pandemic. The pandemic continued to affect 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.

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



Iowa 21st CCLC Improvement in Reading

Longitudinal Data was from GPRA Data Measure 3 for the years 2015-2021.



	2015	2016	2017	2018	2019	2020	2021
Iowa Total Student Reading/English Improvement	32%	54%	43%	53%	70%	87%	52%
National Average Total Student Reading/English Improvement	49%	46%	49%	49%	48%	52%	48%

— Iowa Total Student Reading/English Improvement
 — National Average Total Student Reading/English Improvement
 Linear (Iowa Total Student Reading/English Improvement)

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 assist grantees and afterschool and summer programs in general. The Iowa Department of Education makes support available through operational guides, webinars, phone conferences, trainings, meetings and conferences and support visits.

In 2021-2022, Iowa developed a network of 424 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 20 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 five community of practice committees that guide the support work of the state. They are Communication, Evaluation, Family Engagement, New Grantee and Staff Transition, 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. Guides the annual survey, creates data collection templates, and reviews the relevance of the data they collect.
- Family Engagement. Provides outreach to parents about the program.
- New Grantee and Staff Transition. Started in the fall of 2020, this committee meets monthly to provide additional support for staff turnover.
- Professional Development (PD). Plans for 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 Best Practice webinars that are recorded and archived online (<https://www.iowa21cclc.com/best-practice-webinars>). During the COVID-19 Pandemic, the Iowa Afterschool Alliance also 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.

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. The Iowa Department of Education also monitors that subgrantees use the results of evaluations to refine, improve, and strengthen the program and to refine subgrantees' performance measures.
- R&R provides e-mail and phone support to local evaluators and grantees around the work of evaluation, and they often participate in the evaluation committee meetings.
- The 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 that will enable programs to provide a full meal. At risk children are often food insufficient and a full meal can contribute to higher attendance. Finally, program offerings are reviewed to ensure that children are engaged by the curriculum. When these three factors are addressed, attendance generally increases.
- 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 (2016-2017 through 2021-2022) Total Attendance Including Summer School

Grantee	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022
Allamakee CSD	366	922	372	348	281	311
Andrew CSD	198	172	151	164	**	161
Bettendorf CSD	313	272	316	286	68	137
Boys & Girls Club of the Cedar Valley	155	259	700	590	281	455
Boys & Girls Clubs of Central Iowa	**	**	**	160	146	124
Burlington CSD	983	1,217	900	481	318	436
Cedar Rapids CSD	582	746	728	585	-	454
Clinton CSD	490	255	372	366	182	184
Council Bluffs CSD	3,564	4,737	4,603	2,294	1,973	2,994
Des Moines CSD	3,609	2,887	2,023	1,978	894	1,191
Dubuque CSD	**	**	558	483	439	828
Fairfield CSD	**	**	101	171	121	40
Iowa City CSD	554	654	658	474	136	437
Maquoketa CSD	**	**	**	144	33	211
North Fayette Valley CSD	**	**	**	29	66	66
Oakridge Neighborhood Services	323	348	195	414	296	313
Oelwein CSD	887	715	155	569	694	740
Siouxland Human Investment Partnership	1,634	1,773	893	534	214	163
St. Mark Youth Enrichment	313	357	369	344	119	109
Storm Lake CSD	235	178	355	356	216	250
Waterloo CSD	**	**	368	497	241	257
Past Grantees	1345	1251	831	1115	604	**
Totals	15,551	16,743	14,648	12,382	7,322	9,861

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

**Grantee did not have a 21st CCLC Program during this school year.

As shown in the above table, Iowa 21st CCLC programs served a total of 9,861 students. The number of students served in 2021-2022 was more than 2020-2021. This increase seems to indicate that 21st CCLC attendance is improving after the decrease caused by the COVID-19 Pandemic. In 2020-2021, schools in Iowa were closed for part of the year and once open, volunteers were not allowed in the school buildings. As Bettendorf CSD stated in the 21st CCLC Local Evaluation for 2021-2022, “The program was able to resume back to normal after the two prior years of COVID and the protocols that were put in place during that time. The program is now running at our normal capacity and hours.”

To analyze attendance data further, the attendance for Iowa rural and urban centers is shown below for 2021-2022.

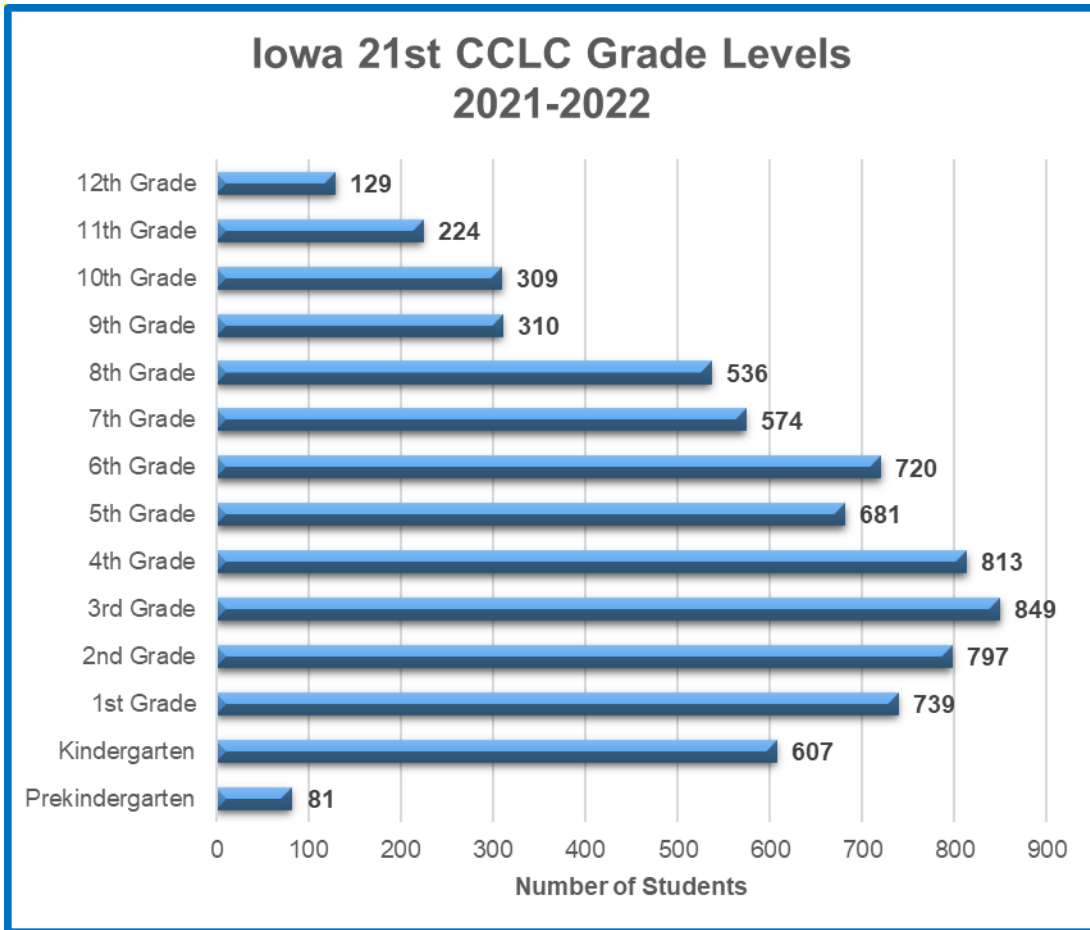
21st CCLC Attendance by Rural/Urban Centers

Grantees	Centers	Total	Grantee Average	Center Average
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	Attendance		Attendance	Attendance	
Rural	6	9	1529	255	170
Urban	15	68	8332	555	123

For 2021-2022, rural centers have more average attendees than urban centers. This variance has not been the same from year to year. More study on longitudinal data is needed to determine differences in rural/urban attendance.

Iowa 21st CCLC Centers served students in all grade levels, including Pre-K-8, the most crucial grade levels identified by the State of America's Children 2021 report. The Chart below shows the number of students served by grade level for the 2021-2022 School Year. The data also included Cedar Park CSD's Summer of 2021 Program since they have a Summer only program. Attendance for Pre-K-8 comprised 87% of the total students served.



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. The Every Student Succeeds Act (ESSA) requires that sub-grantees provide a list of partners and what activities they provide to the programs. For 2022 ESSA data collection, grantees reported a total of 334 partners (<https://www.iowa21cclc.com/21cclc-partners>).

Local Evaluations reported partners by contribution type. Vendor partners are paid for services, partial partners provide some type of discount for services, and full partners provide services at no cost. For 2021-2022, Iowa 21st CCLC programs had 62 Vendor, 107 Partial and 255 Full partners for a total of 424 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 424 Partners provided 601 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	7	4	5
Raise Funds	1	1	11
Provide Programming / Activity-Related Services	39	83	170
Provide Food	5	16	19
Provide Goods	3	7	50
Provide Volunteer Staffing	6	6	76
Provide Paid Staffing	12	31	25
Other	5	0	19
Total Services Provided	78	148	375

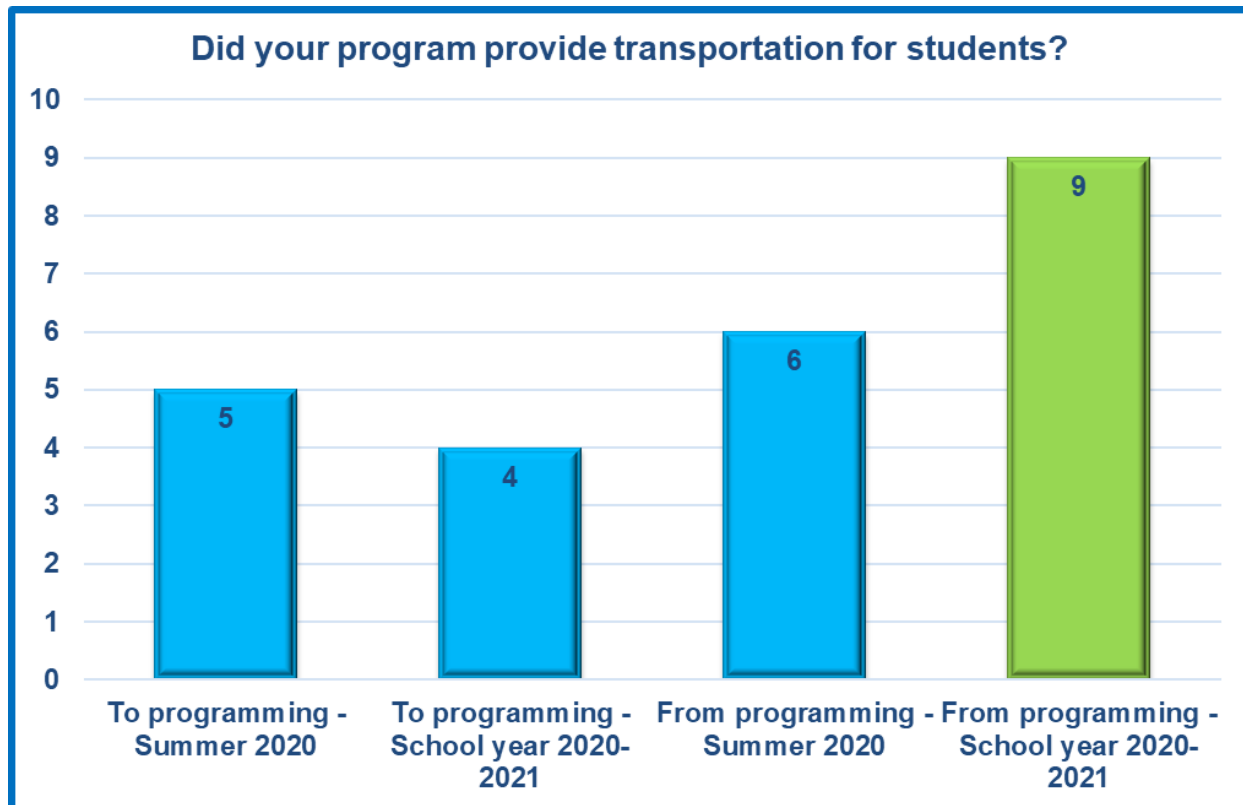
Many partners provided more than one type of service. The number of partners is always less than the Total Services Provided.

In 2021-2022, Iowa 21st CCLC grantees were supported by 424 community partners that provided support for programs in a wide variety of ways. The average number of partners was 20 per grantee.

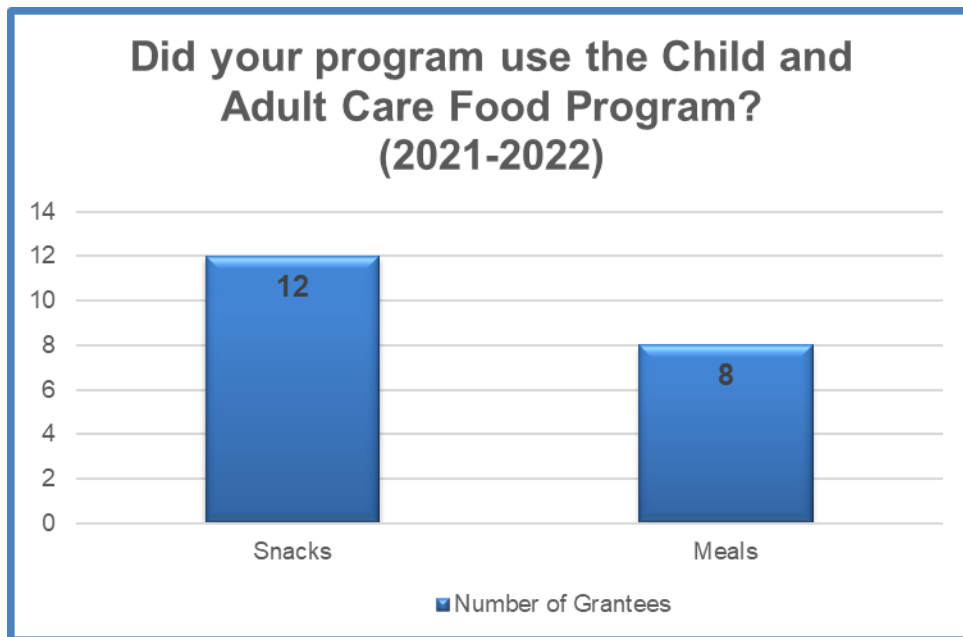
Grantee	Total Partners
Allamakee CSD	40
Andrew CSD	25
Bettendorf CSD	13
Boys & Girls Club of the Cedar Valley	9
Boys & Girls Clubs of Central Iowa	19
Burlington CSD	23
Cedar Rapids CSD	8
Clinton CSD	42
Council Bluffs CSD	37
Des Moines CSD	22

Dubuque CSD	10
Fairfield CSD	11
Iowa City CSD	12
Maquoketa CSD	11
North Fayette Valley CSD	5
Oakridge Neighborhood Services	54
Oelwein CSD	10
Siouxland Human Investment Partnership	12
St. Mark Youth Enrichment	35
Storm Lake CSD	22
Waterloo CSD	4
TOTALS	424

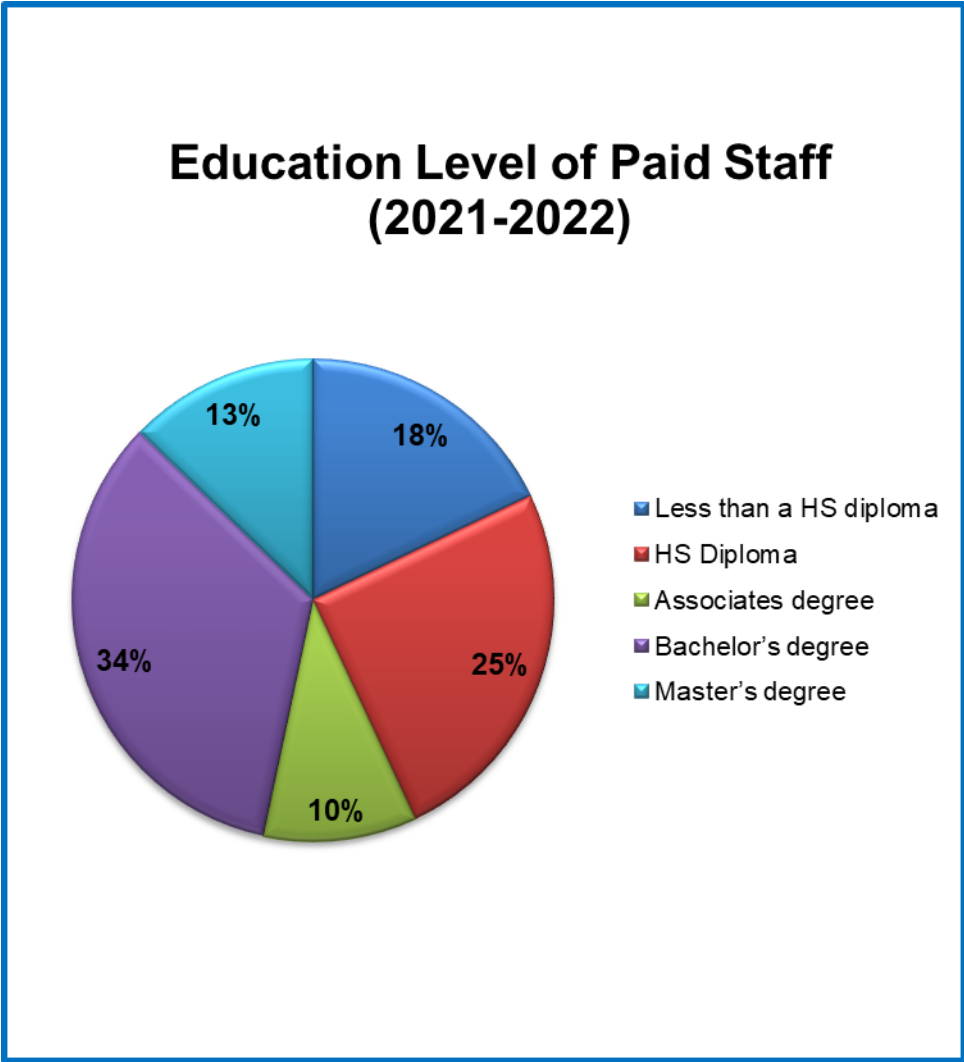
Transportation. The End-of-Year Survey provided data on transportation. Of the 21 21st CCLC Programs, 18 responded to the survey. During the 2021-2022 school year, seven 21st CCLC Programs provided transportation and 12 did not provide transportation. (*Data from End-of-Year Survey*). **One lingering effect of the COVID-19 Pandemic is a shortage of bus drivers across Iowa.**



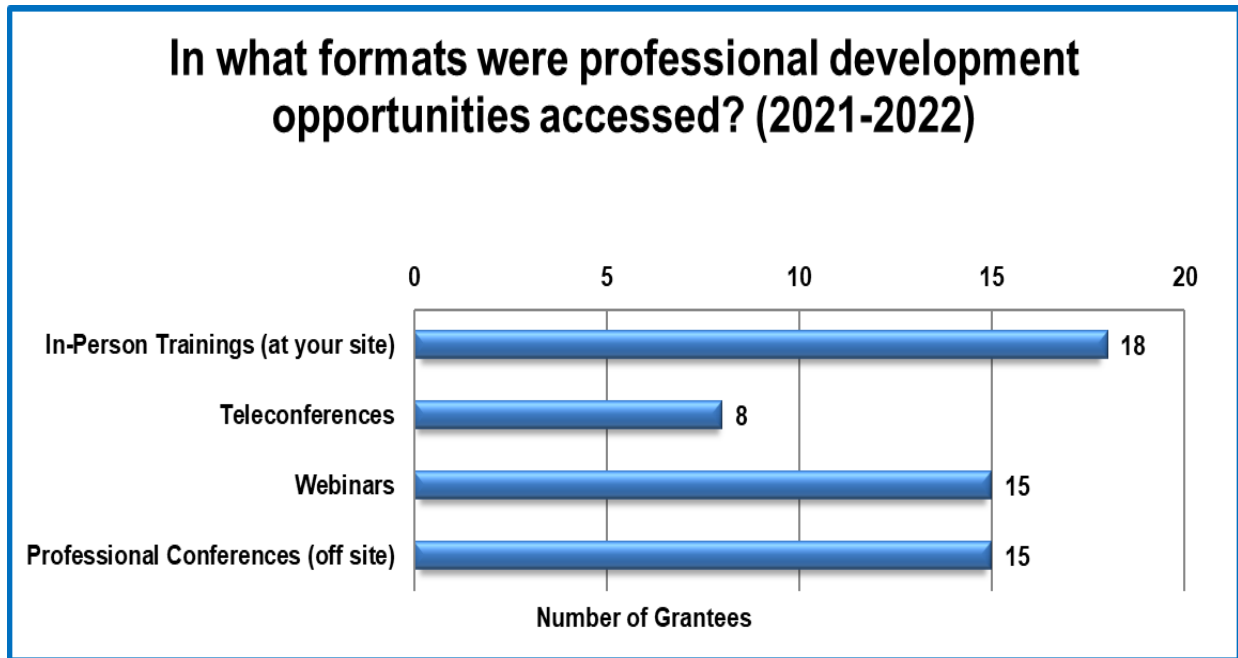
All Iowa 21st CCLC organizations provided snacks or full meals for students. As seen in the chart below, eight of the organizations used the Child and Adult Food Care Program (CAFCP) for meals and twelve of the organizations used the CAFCP for snacks. All the organizations not using CAFCP for snacks or meals reported their snacks and/or meals met or exceeded USDA guidelines (*data from End-of-Year Survey*). The total responses do not total 21 (the total 21st CCLC Grantees) because three grantees did not respond to the survey. One of the 18 grantees that did participate in the survey did not respond to the question on meals.



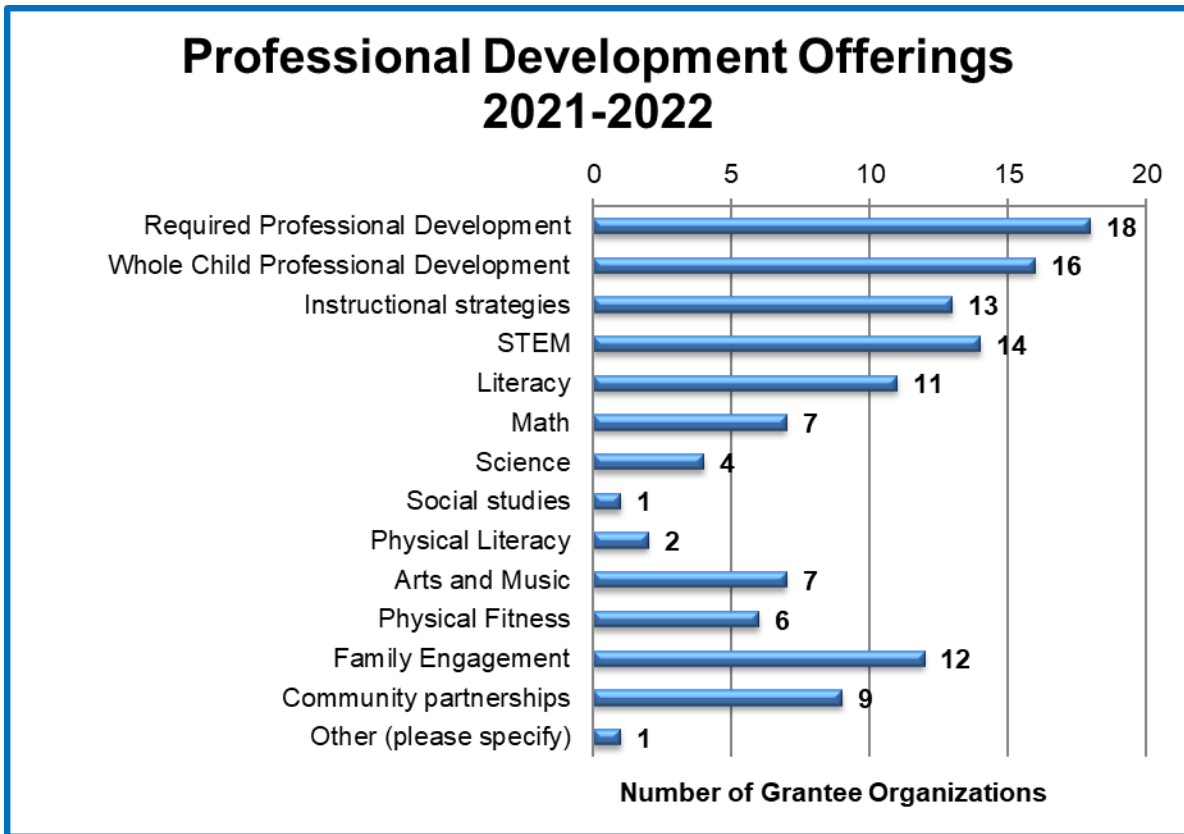
Staffing and Professional Development. A key component of any educational program is the staff and to improve the effectiveness of the staff efforts, appropriate professional development is required. The 18 21st CCLC organizations responding to the End-of-Year Survey indicated they had a total of 918 paid staff, of which 429 are certified teachers. As illustrated in the chart below, 34 percent of paid staff had a Bachelor's degree and 13 percent of paid staff had a Master's degree. Additionally, 10 percent of paid staff had an Associate's degree and 25 percent of paid staff had a high school diploma. Thirteen percent of paid staff had less than a high school diploma. (*End-of-Year Survey data*).



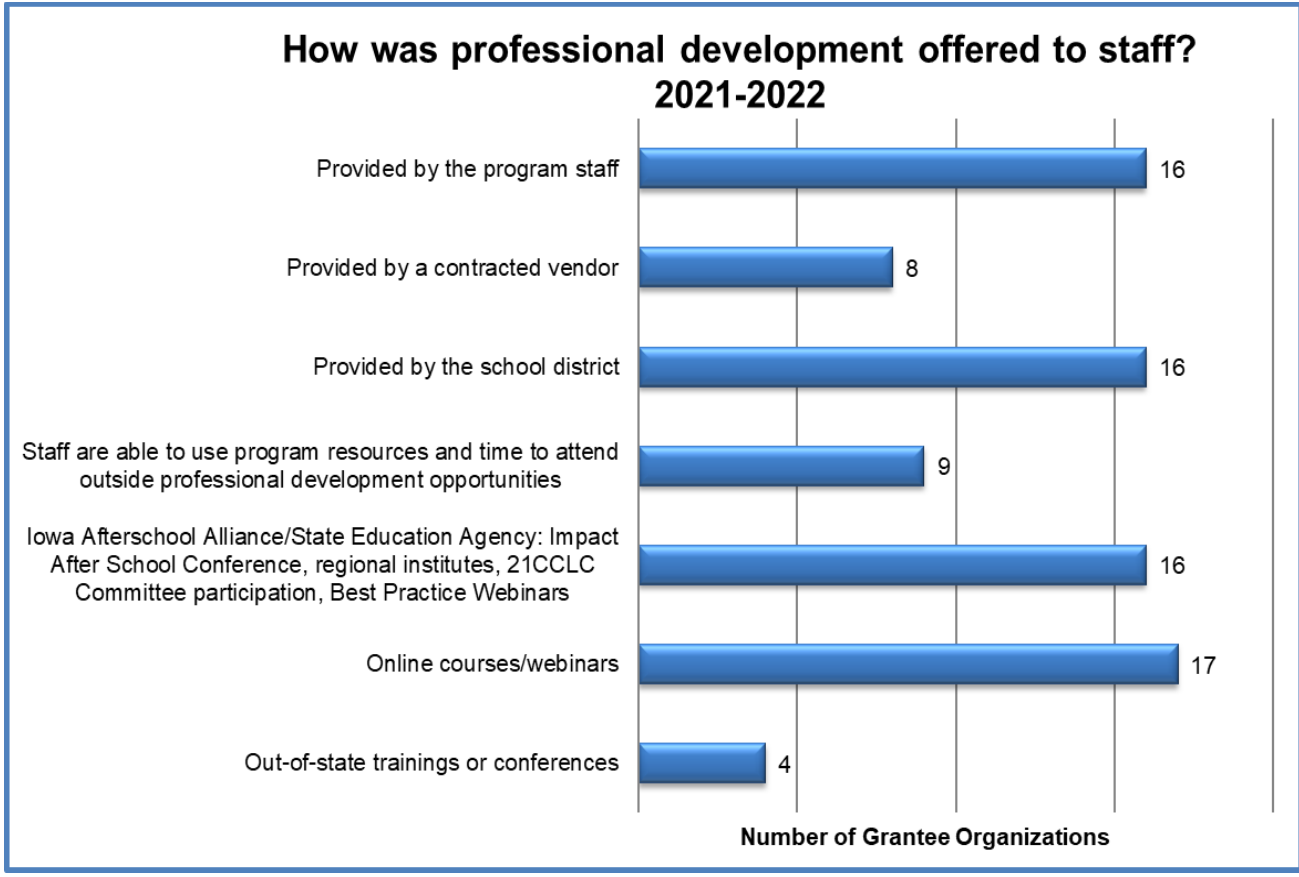
All grantees provided professional development opportunities for center staff. In-person trainings were utilized by 18 of them and 15 organizations used webinars. Fifteen organizations used professional conferences and teleconferences were used by eight organizations (*End-of-Year Survey data*).



All Iowa 21st CCLC grantee organizations provided Professional Development offerings for center staff. A variety of professional development topics were provided by grantee organizations. *Required Professional Development: required by District or law (site logistics such as blood borne pathogens, mandatory child abuse reporting, building safety, etc.)* was offered by all 18 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 16 organizations. Professional development opportunities in *Instructional Strategies (Academic and Enrichment Opportunities)* were 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*. One program offered CPR First Aid training (*End-of-Year Survey data*).

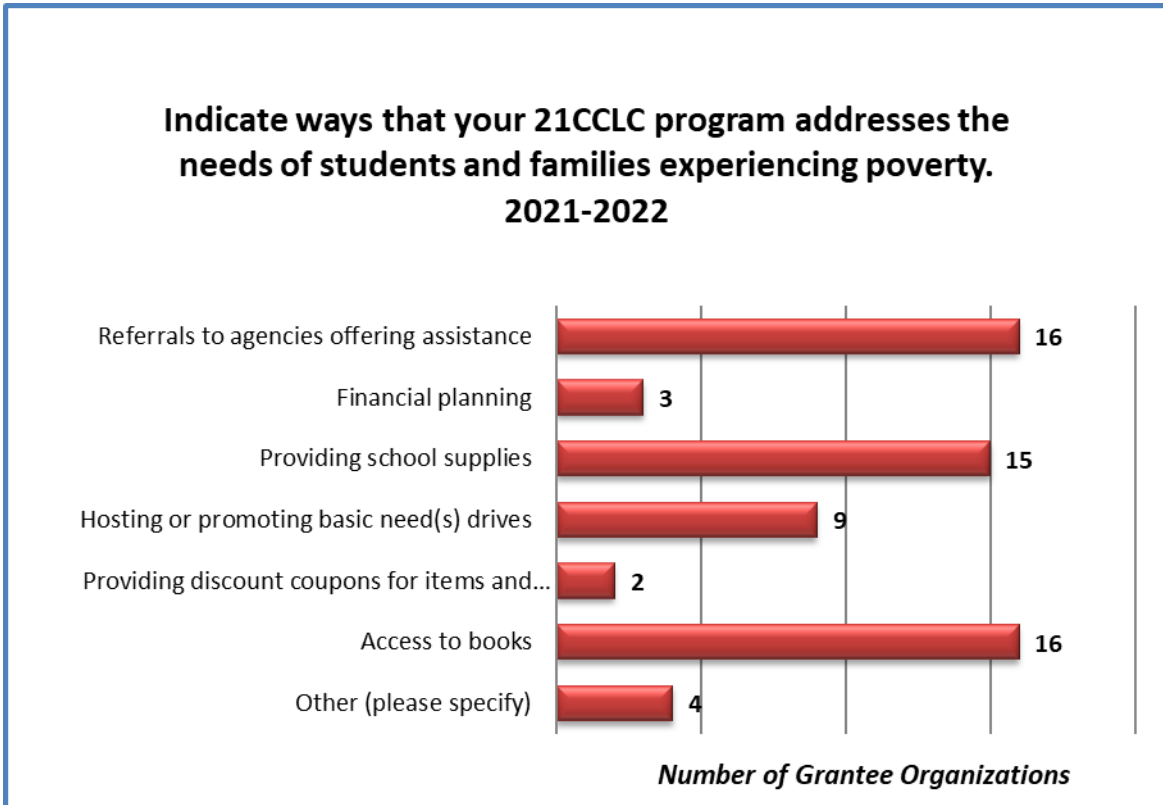


Professional development is offered to staff in a variety of ways. School districts provided training for 16 of the 21st CCLC Programs and 16 of the 21st CCLC Programs utilized staff to provide training. Sixteen grantees used the Iowa Afterschool Alliance/State Education Agency Impact After School Conference, 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*).

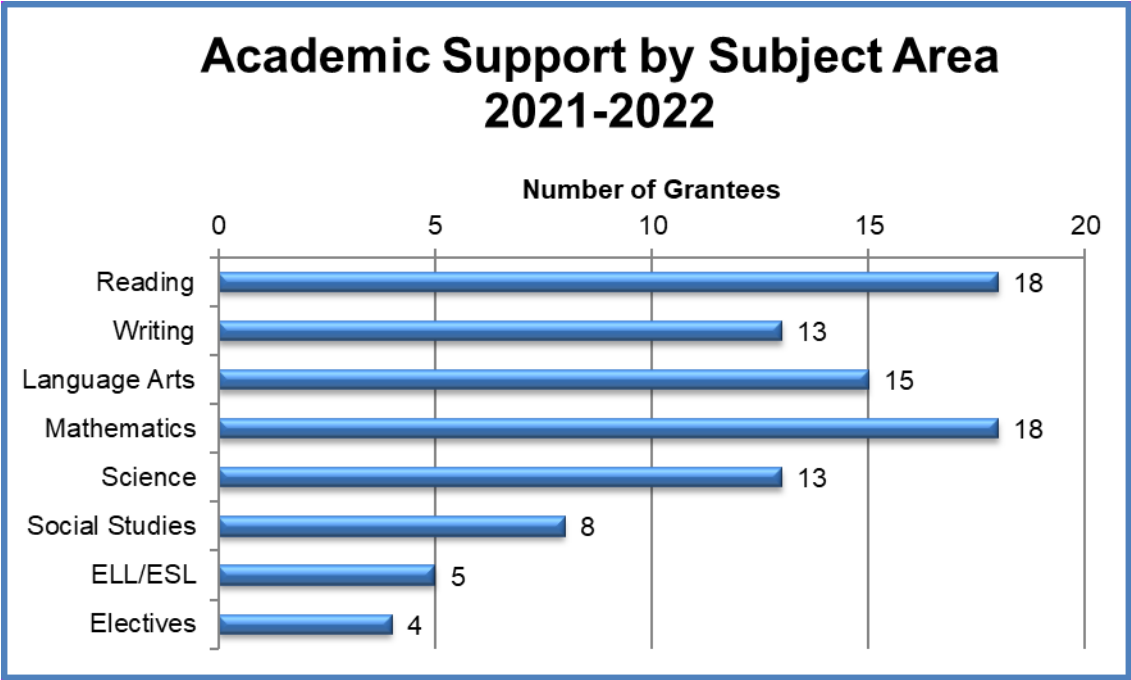


Provided Support. The 21st CCLC programs in Iowa offered support for families experiencing poverty as well as providing a variety of academic support mechanisms for students. The chart below is a summary of support. Sixteen grantee organizations referred students and families experiencing poverty to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

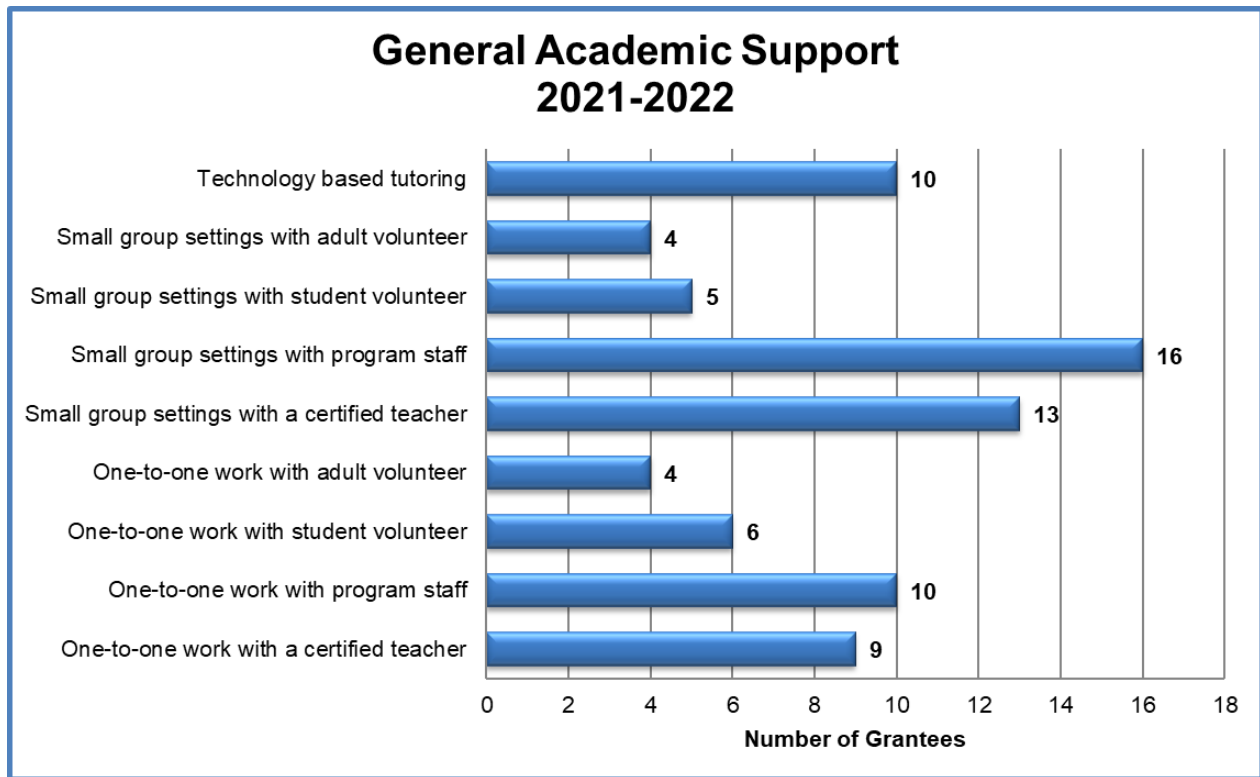
- Daily snacks and food from Dollar Fresh & field trip meals.
- Caring Closets to provide household needs along with monthly food banks.
- Providing meals during family nights.
- Snacks, meals, food.



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 18 grantee organizations responding to the End-of-Year Survey provided academic support in Mathematics and Reading, 13 grantee organizations provided academic support in Writing, 15 grantee organizations provided academic support in Language Arts, and 13 grantee organizations provided academic support in science. In addition, eight grantee organizations provided academic support in Social Studies, five grantee organizations provided academic support in ELL/ESL and four grantee organizations provided academic support in Electives. (*End-of-Year Survey data*).

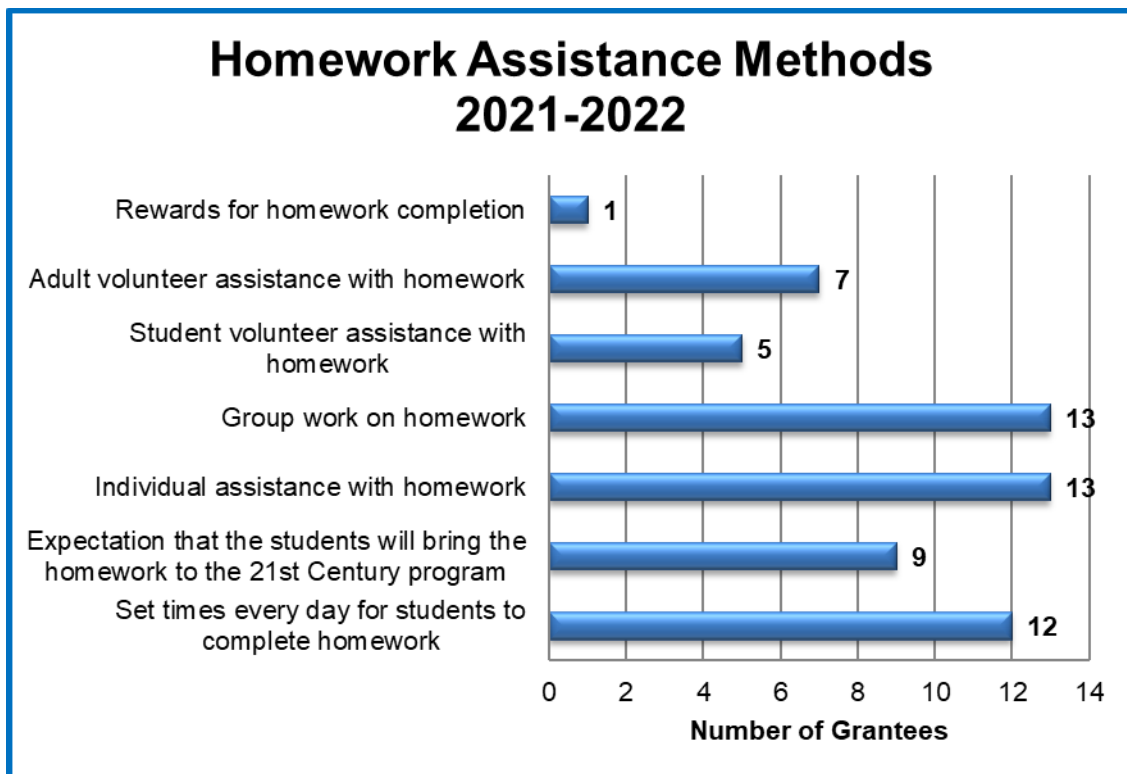


Iowa 21st CCLC Programs provided academic support. The chart below summarizes the types of academic support offered. Academic support was offered in three ways. Small group settings were used by up to 16 of the grantee organizations, one-to-one work was used by up to 10 of the grantee organizations and technology-based tutoring was used by 10 of the grantee organizations. (*End-of-Year Survey data*):



As part of the 21st CCLC Program, 14 of the 18 grantee organizations responding to the end-of-year survey provided homework assistance. One program is a summer program only. Ways homework assistance was provided included the following (*End-of-Year Survey data*):

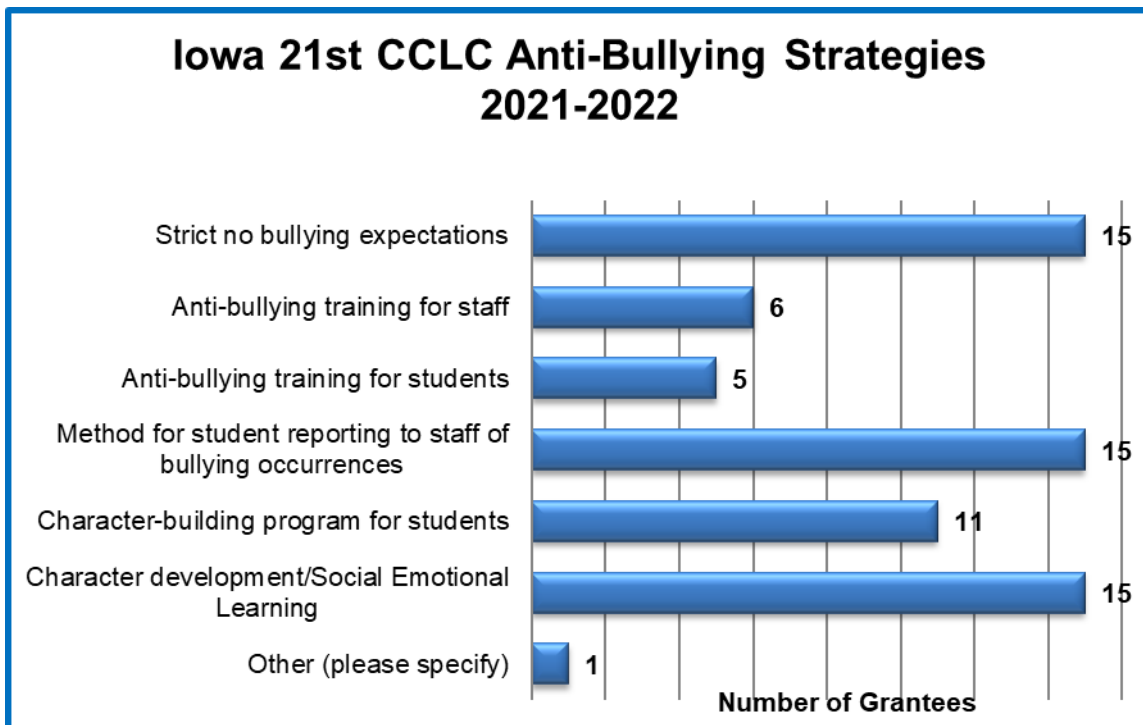
- Twelve of the respondents set times every day for students to complete homework.
- Nine of the respondents have expectations that the students will bring the homework to the 21st Century program.
- Thirteen programs provide individual assistance with homework.
- Thirteen programs provide group work on homework.
- Five programs have student volunteer assistance with homework.
- Seven programs have adult volunteer assistance with homework.
- One program has rewards for homework completion.



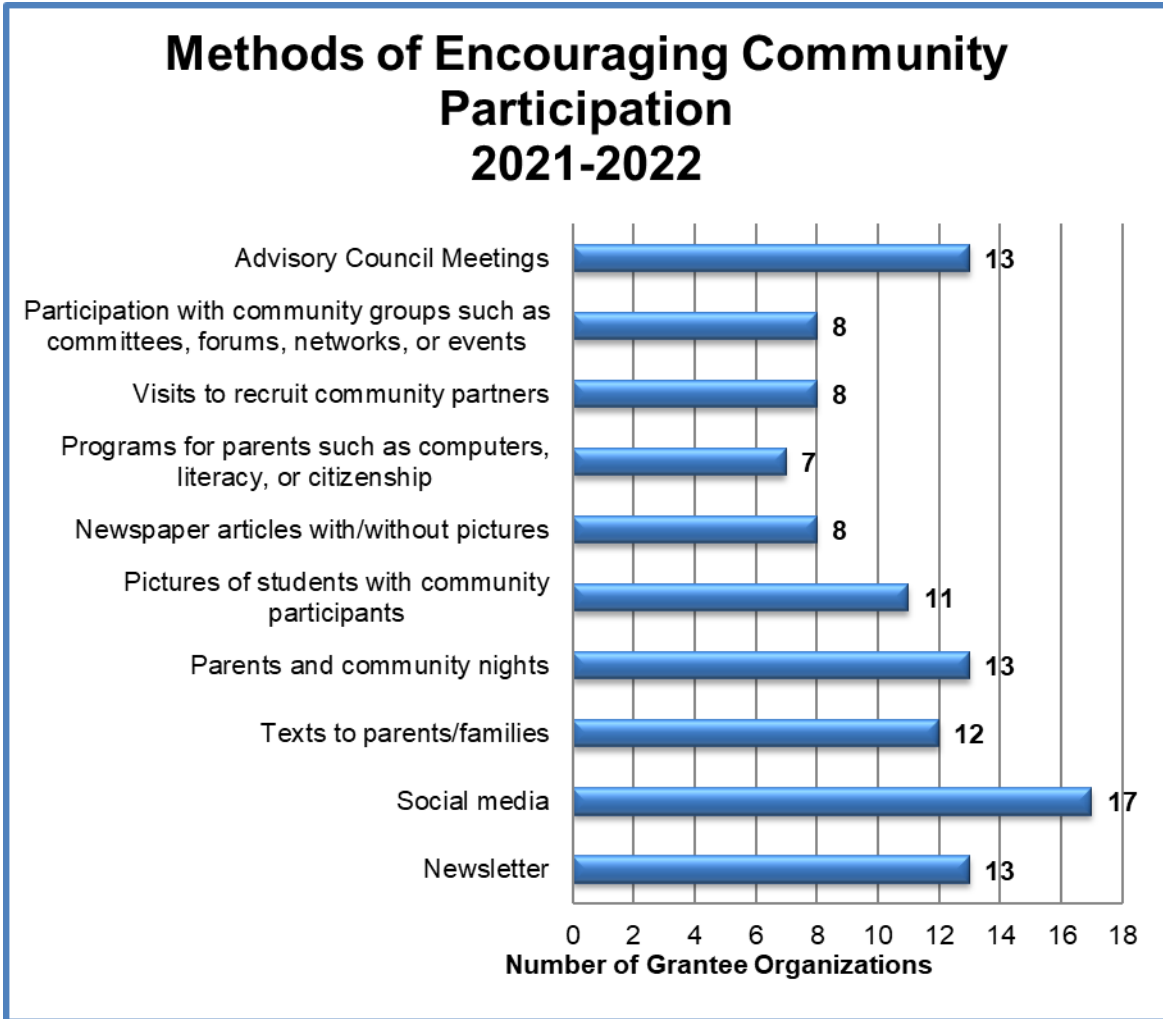
Student Behavior. To help facilitate positive behavior changes in students, all 21 Iowa 21st CCLC programs have activities and strategies as part of their curriculums. Grantee organizations were asked how they encouraged students' motivation to learn. Of the 18 Grantees responding to the End-of-Year Survey, 17 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 2018-2019, 22 percent of 12-18-year-old students reported having been bullied at school during the school year including 5.2 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 18 organizations responding to the End-of-Year Survey have anti-bullying strategies in place. (*End-of-Year Survey data*).

- Fifteen organizations have strict no bullying expectations.
- Six organizations have anti-bullying training for staff.
- Five organizations have anti-bullying training for students.
- Fifteen organizations have a method for student reporting to staff of bullying occurrences.
- Eleven organizations have a character-building program for students.
- Fifteen organizations have a program for character development/Social Emotional Learning.
- One Program uses the Leader in Me leadership program.

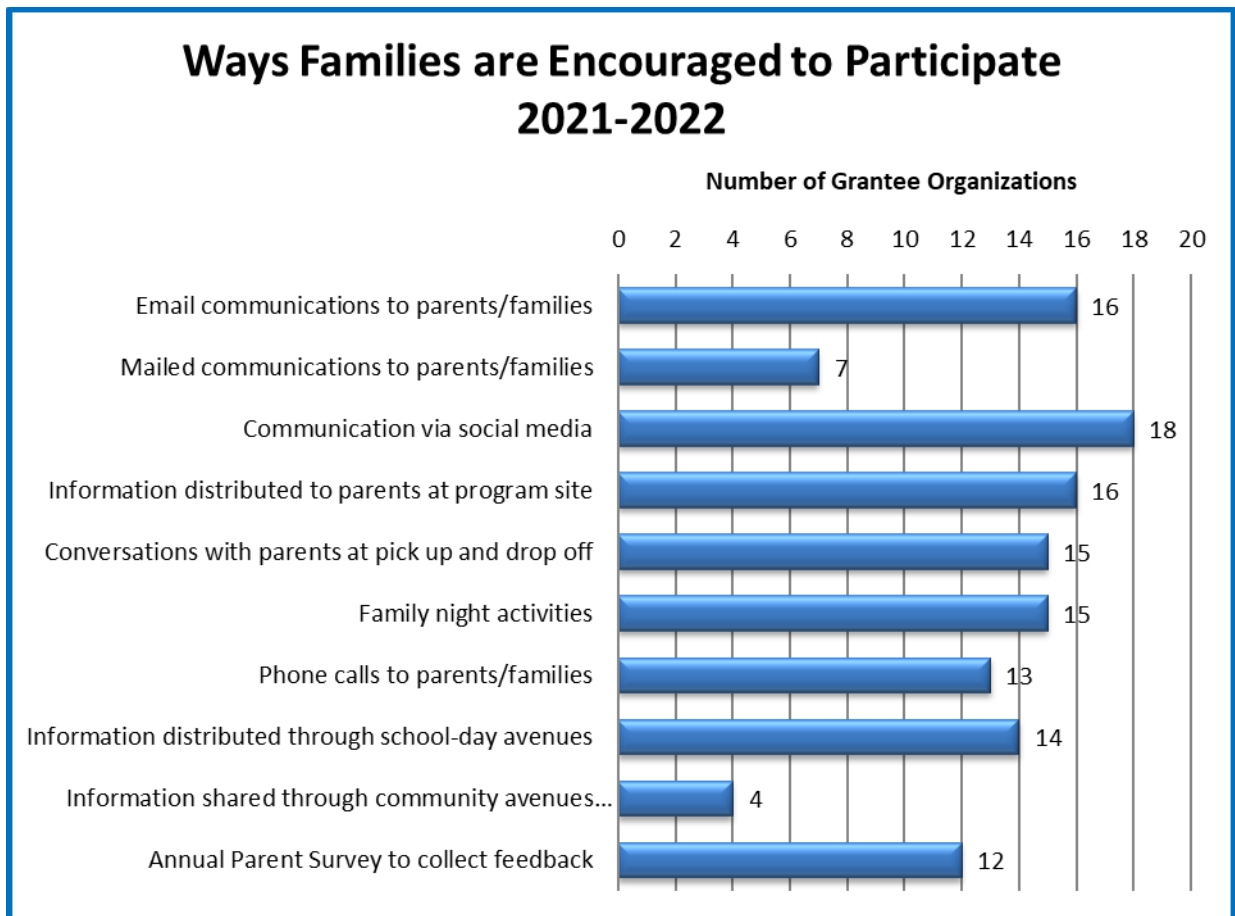


Parent and Community Participation. Participation in 21st CCLC programs by parents and community members is encouraged by all grantee organizations. A balanced variety of methods was used to encourage community participation. Methods varied from Parent and Community Nights (13 grantee organizations) to Advisory Council Meetings (13 organizations). All methods can be seen in the chart below (*End-of-Year Survey data*).



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

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



Program Objectives

For 2021-2022, The US Department of Education implemented five new objectives that 21st CCLC grantee organizations are required to measure. These five performance indicators follow the Government Performance and Results Act (GPRA) and help give a picture of program success. Grantee organizations also used local objectives to provide a mechanism for program success based on local needs.

GPRA Measures

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

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

The data used for the GPRA Measures was from the Summer and Fall of 2021 and the Spring of 2022.

Iowa 21st CCLC GPRA Measures Summary for 2021-2022

Grantee	GPRA 1A Reading	GPRA 1B Math	GPRA 2 GPA	GPRA 3 Attendance	GPRA 4 Behavior	GPRA 5 Engagement
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	Progress	Progress				
Allamakee CSD	72%	61%	54%	100%	No Data	No Data
Andrew CSD	95%	96%	No Data	90%	100%	95%
Bettendorf CSD	91%	91%	No Data	69%	100%	91%
Boys & Girls Club of the Cedar Valley	72%	68%	68%	42%	91%	No Data
Boys & Girls Clubs of Central Iowa	75%	69%	20%	57%	No Data	No Data
Burlington CSD	85%	91%	39%	71%	50%	98%
Cedar Rapids CSD	9%	13%	No Data	No Data	No Data	No Data
Clinton CSD	66%	79%	No Data	89%	No Data	85%
Council Bluffs CSD	74%	87%	70%	52%	93%	37%
Des Moines CSD	93%	84%	No Data	88%	No Data	90%
Dubuque CSD	21%	24%	29%	73%	72%	96%
Fairfield CSD	98%	96%	No Data	33%	100%	85%
Iowa City CSD	88%	79%	No Data	95%	100%	53%
Maquoketa CSD	95%	71%	No Data	71%	No Data	79%
North Fayette Valley CSD	13%	0%	No Data	100%	No Data	50%
Oakridge Neighborhood Services	31%	35%	100%	41%	No Data	No Data
Oelwein CSD	27%	14%	25%	48%	100%	100%
Siouxland Human Investment Partnership	84%	82%	88%	69%	67%	85%
St. Mark Youth Enrichment	50%	50%	No Data	100%	No Data	94%
Storm Lake CSD	64%	64%	93%	84%	100%	100%
Waterloo CSD	88%	75%	No Data	0%	0%	100%
Iowa State Totals	59%	59%	50%	70%	82%	87%

Organizations did not report data for all measures. For some organizations (Andrew CSD, for example), they provided an elementary program only and thus did not have secondary data for GPRA Measure 2. Many

districts do not utilize in-school suspensions (Clinton CSD, for example) and GPRA Measure 4 did not apply. For details on each Grantee’s GPRA measures, see the Grantees Section of this report.

GPRA Measure 1A – Reading Progress. For reading, 59 percent of students in grades 4-8 participating in 21st CCLC programming during the school year and summer demonstrated growth in reading and language arts on state assessments.

GPRA Measure 1B – Math Progress. For math, 59 percent of students in grades 4-8 participating in 21st CCLC programming during the school year and summer demonstrated growth in mathematics on state assessments.

GPRA Measure 2 – Academic Achievement - GPA. For GPA, 50 percent of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 demonstrated an improved GPA.

GPRA Measure 3 – School Day Attendance. For attendance, 70 percent of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year demonstrated an improved attendance rate in the current school year.

GPRA Measure 4 – Behavior. For behavior, 82 percent of students in grades 1-12 attending 21st CCLC programming during the school year and summer experienced a decrease in in-school suspensions compared to the previous school year.

GPRA Measure 5 – Teacher Survey. For engagement in learning, 87 percent of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher- reported engagement in learning.

Local Objectives

In addition to the 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 2021-2022, grantees were asked to report on not more than five objectives per cohort. For the 21 grantees included in this evaluation period (2021-2022), a total of 148 objectives were listed. Many grantees used the same objectives for each cohort, but objective ratings varied. For this reason, each cohort was listed as having its own set of objectives for this overall analysis. Overall success of the Iowa 21st CCLC Centers seems positive with 87 percent of objectives were either met or progress was made toward meeting the objectives. Only two local objectives were not met and no progress was made toward the objectives. Seventeen percent of objectives were rated as unable to measure, mainly due to a cyber event at Des Moines CSD. 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	5	5	0	0	0
Andrew CSD	5	5	0	0	0
Bettendorf CSD	5	5	0	0	0
Boys & Girls Club of the Cedar Valley	9	3	0	0	6
Boys & Girls Clubs of Central Iowa	4	1	2	1	0
Burlington CSD	8	6	2	0	0

Cedar Rapids CSD	5	5	0	0	0
Clinton CSD	10	7	3	0	0
Council Bluffs CSD	9	8	1	0	0
Des Moines CSD	20	3	6	1	10
Dubuque CSD	5	4	1	0	0
Fairfield CSD	5	4	0	0	1
Iowa City CSD	12	4	8	0	0
Maquoketa CSD	4	2	2	0	0
North Fayette Valley CSD	3	2	1	0	0
Oakridge Neighborhood Services	5	2	3	0	0
Oelwein CSD	4	1	3	0	0
Siouxland Human Investment Partnership	15	6	9	0	0
St. Mark Youth Enrichment	8	8	0	0	0
Storm Lake CSD	5	5	0	0	0
Waterloo CSD	2	2	0	0	0
Totals	148	88	41	2	17

Best Practices

For the 2021-2022 Iowa 21st CCLC State Evaluation, grantees were asked to provide a list of best practices in local evaluations.

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

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

Below are examples of best practices selected from local evaluations.

Program Operations

“In the 2021-2022 school year, staff were continued to be trained in Conscious Discipline. The Conscious Discipline Brain State Model recognizes three basic brain/body/mind states likely to produce certain behaviors. Intentional, state-specific responses enable access to advanced skills. Conscious Discipline empowers staff to be conscious of brain-body states in themselves and children. It then provides staff with the practical skills needed to manage thoughts, feelings, and actions. All staff who begin the program are provided with a handbook, mentored, and provided an introduction to Conscious Discipline. There is a designated Support Staff person at each site who specializes in Conscious Discipline and can work to help with behavior, self-regulation, and executive skill development of our students.

*With this ability to self-regulate, they are then able to teach children to do the same. By doing this, they help children who are physically aggressive (survival state) or verbally aggressive (emotional state) become more integrated so children can learn and use problem-solving skills (executive state). **The first year of implementation of Conscious Discipline resulted in an 89.5% reduction in students’ behaviors resulting in office referrals during the afterschool hours**” (Burlington CSD).*

“Professional Development (PD) helped staff continue to enforce and provide a safe and orderly environment. Healthy nutritional snacks are provided during the program. The program continues to monitor and assess program improvement. Report card grades are used to review student progress in school and the Youth Program Quality Assessment (YPQA) is used to check the quality of all three sites. Both assessments are used to improve the program. Examples include improving student activities that relate directly to academic goals such as homework help, utilizing activities to help students work together in cooperative learning circles and discussing what is needed to have a productive team, establishing norms regarding how participants should interact with each other, an emphasis on why service learning is important by giving back to the community, individuals, organizations or others, and showing empathy and kindness to those who are in need” (Oakridge Neighborhood Services).

“Success stories involved including as many students as possible in our programming vs. not including students with significant behavioral or academic needs. This meant ensuring that we had appropriate staff, and we also hired special education teachers to assist with specialized programming. It was a win-win! Teachers also spent time focusing specifically on individual student needs and differentiating instruction to support kids. Students were progress monitored weekly, and we had specific data to drive our instruction” (Waterloo CSD).

Community and Parental Involvement

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

“The Bike Rodeo (bicycle safety) programming provided important safety education in a format that was highly engaging for students and well-attended. This activity provided hands-on training and education in bicycle safety and skills. Further, it involved multiple businesses/organizations and community members, demonstrating to students the commitment of a caring community to their safety and well-being” (Fairfield CSD).

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

“Lastly, to increase program interest and attendance, HAP personnel incorporated various communication methods. Coordinators posted program updates to social media and to the new interactive bulletin board at OMS. This board communicated daily updates pertaining to progress towards HAP goals, informational notes for students to grab, and more. Daily intercom announcements also provided information about new HAP offerings as well as reminders of ongoing opportunities. Social media, mostly the Husky Adventures Facebook page, was an important tool to promote upcoming camps. Many students and parents (N=826 as of 11/29/2022) “like” the Husky Adventures Facebook page and engage with comments and questions. Social media outlets also provide recent pictures of students participating in camps as a way to spread awareness of HAP and to promote excitement” (Oelwein CSD).

“Implementation of site-specific food banks and caring closets to address hunger and essential needs insecurity. In partnership with the Food Bank of Siouxland, Hunt, Bryant, and Irving Elementary schools were able to offer monthly food banks to support food insecurity needs. Caring Closets were implemented at all 21st CCLC sites after feedback from parents and families indicating that the need for basic everyday needs and non-perishable items were high. BTB utilizes all the following methods and strategies to ensure weekly informal and formal monthly communication with families: student progress notes, parent communication notes, phone calls, text messages, emails, social media posts, bulletin board postings, and monthly newsletters” (Siouxland Human Investment Partnership).

Objectives

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

“In the past year a local objective related to social-emotional learning was added, consistent with the PiECES framework of utilizing Conscious Discipline. Tracking this over time will provide important data to assess how the program is helping students to progress in their social-emotional learning. Two measures are used to assess this: an item from a teacher report and an item from the student survey. The objective is that 50% of students will demonstrate improved social-emotional development as assessed by teacher and student surveys. Tabulating both cohorts together, the teacher survey found that 56% of students assessed as needing to improve in getting along well with other students demonstrated improvement over the year” (Burlington CSD).

“For best practices, the Clinton Community School’s Student Adventures program chooses to highlight its engagement of students in the larger community. Because all schools in the District have “early out” Wednesdays, extra Student Adventures program hours have allowed the District to provide students with a

'field trip' within the community every Wednesday. These enrichment activities can be educational, recreational, or community-service-based. The Student Adventures Program Director shares that engaging students in the services and activities available to them through their own community helps bond students to the community by allowing them to interact with a wide variety of caring adult role models. Examples of weekly field trips include visits to museums, a library reading program, the recycling center, the jail, fire stations, pond life, and a dairy farm. In addition, children were introduced to karate, gymnastics, pottery, canoeing, and a host of other positive activities. The opportunity to engage in such a wide variety of interesting and engaging activities not only attracts students to the program, but keeps them coming, which is evidenced in the regular attendance data for the Student Adventures programs. In addition, community partners for these activities get to know our students and our students get to know and trust adults throughout the community" (Clinton CSD).

"Another example of a best practice implemented in the CBCSD 21st CCLC programming would be our commitment to growth within the VEX robotics program district wide. Starting in 2016, a local champion of robotics, Christy Arthur, began piloting robotics programs in a few buildings with a small group of interested students. Over the last 8 years, thanks to partnering with 21CCLC as well as receiving additional grant funding through the Iowa Step Up Grant, we have expanded to having Robotics programs in 13 out of 15 schools within the district. The 21st CCLC schools have been a major part of robotics growth as we have had the funding and structure to build these programs into after school clubs. Students have experienced immense growth throughout the competitions associated with VEX robotics and all schools have experienced an increase in program participation in recent years" (Council Bluffs CSD).

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

"Mark Twain BASP staff utilized strategies to peak program interest, create a fun environment, increase attendance, and encourage positive behavior among attendees. Best practices included inviting attendees to bring their friends to tutoring for extra support or homework help. Staff also offered prizes for daily program attendance and engaged in friendly competitions with students; students earned points by following school building expectations (be responsible, safe, and kind), and with enough points, they could win a staff-funded party" (Iowa City CSD).

"We have a range of students from Kindergarten to fifth grade. Our school has been practicing Leader In Me. We try to extend that language and practice throughout all that we do. One of the most beneficial things we were able to do is allow our older students to be the leaders and "teacher." It was a great confidence boost for our older struggling students to still be able to sit down with our younger students and be able to be the expert and teach them. We also allow all our students the opportunity to have jobs such as snack helper, line leader, teacher assistant, etc. They really do enjoy having jobs. These leadership and teaching roles allowed students to be more confident and aware. They started getting the work done (as they couldn't participate in it unless they had taken care of themselves first). Homework completion went up according to teachers, 17% from the previous year" (North Fayette Valley CSD).

"Based on positive correlations between contact with nature and academic achievement, program coordinators implemented designated outdoor time during HAP. After school, students received a snack and went outdoors for 10 – 15 minutes before heading to their Husky Adventure camp. Outside activities are incorporated daily in summer school as well; in supervised groups, students walk to the pool or the park" (Oelwein CSD).

"Center-based and Club Learning. The center-based learning at the elementary level and club-based learning at the middle school level has become best practice and is applied to all sites. A schedule with student voted lead activities is created and utilized to guide the learning across activities from week to week and month to month. These activities include arts and crafts, journaling, cooking club, coding, and homework help. This type of learning promotes multiple areas of the student learning process and helps to meet needs and preferences. This best practice is shown by the very positive quality and satisfaction ratings by students in the program" (Siouxland Human Investment Partnership).

“With social emotional learning integrated throughout the program the students are encouraged to attend regularly because they feel heard and safe when they are at the program. The St. Mark staff works to maintain consistent, clear expectations for students every day. Program sites are built to have a culture where every day is a new day and consequences rarely carry over day-to-day unless necessary. The staff has regular, daily family meetings with the group and with individual students to ensure behavioral issues are kept at a minimum and parents are aware of them when they do arise at the program. Students know they can go to staff if they need help with something and they learn the skills to work through their own problems” (St. Mark Youth Enrichment).

COVID-19 Coping Mechanisms

During the COVID-19 Pandemic, Oakridge Neighborhood Services and the Boys and Girls Clubs were able to remain open providing food, materials, and support for the needs of children despite contact limitations.

“The impact of the Best Practices used by the program encourages students to become regular attendees at school. This has been especially important in light of the challenges presented by the pandemic. The impact of Best Practices builds self-confidence and a thirst for learning. This is due to the relationship-building and the hands-on experiences which help young people become more confident in their educational process” (Oakridge Neighborhood Services).

“In a time of extraordinary challenges during the Covid-19 Pandemic, the young people we serve needed Boys and Girls Club of Central Iowa more than ever. Club Staff can continue serving youth by developing, delivering, and supporting positive youth development at a distance, the concept was called “Virtual Club.” “Virtual Club,” and the delivery of distance-based programming for members, took many forms. Outlined below are the three primary models for delivering a Virtual Club experience to members. These models are:

Take Home Activities - Club Staff equipped parents, caregivers, and members with take-home activities to complete on their own. This model was low-cost and quick to create.

Media-Based Engagement – Club staff recorded conversations, activities, tours and other material to distribute through electronic means. This model was relatively low-cost and helped retain the connection between Club Staff and members.

Live Virtual Engagement - Club staff brought members into a live online environment to deliver programming, conduct activities, play games, and socialize. This was the most sophisticated of models because real-time program instruction allowed for Club members to engage in academic” (Boys and Girls Club of Central Iowa).

“COVID-19 restricted any outside visitors from entering the building, and many in-person interactions and partnerships were strained due to safety precautions. As the COVID-19 threat lessened, program staff aimed to restrengthen community reach within the program and find innovative ways to increase program access for families. As restrictions lifted, staff sought partnerships with local groups including the neighborhood association, local churches, and immigrant support groups. These partnerships allowed staff to host events outside of school closer to where most families live. To ensure families could participate in these events, other efforts to increase accessibility included having translators at the events and making sure program staff were available to provide resources and help with transportation. At these events, staff registered families for the program and for school, allowing staff to connect with families and help them overcome barriers to accessibility in supporting their child’s education. When staff could not meet with parents, they sent information home about community events and other opportunities” (Iowa City CSD).

Summary and Recommendations

Summary

The Iowa 21st CCLC Program for 2021-2022 was impacted in two separate ways. First, recovery efforts from the COVID-19 Pandemic continued. Students were able to return to the program in person and parents were allowed back in the school buildings. Interestingly, it was noted that many parents had gotten used to waiting in their cars and this habit continued in 2021-2022. Second, Programs reported that students had lost ground on academic progress and providing targeted assistance was implemented to help students regain the progress they had lost. Staff shortages caused by the COVID-19 Pandemic included not only 21st CCLC Staff but also district bus drivers. Despite these challenges, the Iowa 21st CCLC Programs continued to serve and meet the needs of students, meeting the overall US Department of Education mandates.

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local academic standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children (U.S. Department of Education).

For 2021-2022, the Iowa 21st CCLC State Evaluation examined 21 grantee organizations with a total of 77 centers. The 77 centers served 9,861 total students (Grantees identified as being in Cohorts 12, 13, 14, 15, and 16). The number of students served in 2021-2022 was 2,539 (35%) more students than the number served in 2020-2021, indicating that attendance is recovering after the COVID-19 Pandemic. Iowa 21st CCLC centers provided programs for all grade levels. The Iowa 21st CCLC programs were supported by 424 partners, 362 of them providing services at no charge or with a discount.

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 47 percent of staff members had a Bachelor's or Master's degree.

The 2021-2022 21st CCLC programs in Iowa had a total of 148 Local Objectives and 87 percent of them were met or made progress toward the local objective. Progress was not made on two objectives and seventeen objectives were reported as not measured. Ten local objectives were not measured due to a cyber event impacting data for Des Moines CSD.

Parents supported the 21st CCLC Program. Some centers were unable to hold multiple parent events, but parental involvement was strong throughout the 21st CCLC Programs. Andrew-Easton Valley held 11 parent events with over 500 parents attending. Bettendorf CSD held six family events. Burlington CSD held 25 family events with 125 parents involved over the course of the school year. Oakridge Neighborhood Services focused on providing Family and Workforce Programs including health clinics and literacy activities. These programs served 2,642 people. The Oelwein 21st CCLC Program held seven family engagement events. The St. Mark Youth Enrichment 21st CCLC Program held six family engagement events and over 500 individuals attended in total.

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



"We are eating better at the afterschool program than at home" (Allamakee CSD Students).



"The students loved going on the early out Wednesday field trips. I liked how the students got the opportunity to go places they normally wouldn't get to experience outside of school!" (Andrew CSD 3rd Grade Teacher).



“Our daughter absolutely loves the Rock-It Academy! She looks forward to going to school in the morning, and is disappointed when she has to leave every day. The activities keep her engaged and learning while having fun. I don't know what we'd do without Rock-It” (Bettendorf CSD Parent).



“My daughter was able to continue her learning over summer break which will be helpful for the upcoming school year.” (Cedar Rapids 21st CCLC Parent).



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



“The 21st Century program has helped us bring our program to hundreds of new students! Partnering directly with the schools has eliminated several barriers to access and allowed us to meet families and students where they need us. DMPS staff have gone above and beyond to ensure we can provide the best program possible for their kids!” (Des Moines CSD 21st CCLC Partner).



“It is a joy bringing our K-9's in for a demo with the students during LEAP. The kids' faces always seem to light up when they see our K-9's. I also enjoy the opportunity to see the kids in a different atmosphere from some of my daily encounters as a police officer” (Dubuque CSD 21st CCLC Partner).



“The after-school program is such an asset to the community. It's a great opportunity for kids to meet other peers and engage in creative activities. The environment is welcoming and fun for the kids. My child enjoys his time in the program and is excited about the activities offered. As a full-time working parent, we are grateful for the after-school supervision of our child” (Fairfield CSD 21st CCLC Parent).



“Thanks to the great success of this program, and the responsiveness of the team to student and family needs, we now have more applicants than we can accommodate. This, more than any other metric of our success, is an indication to me that our program is fulfilling its goals” (Fairfield CSD 21st CCLC Advisory Board Member).



“The Before and After school program was an amazing thing for our children. It was a place for them to be creative as well as a place to extend their learning academically and socially. It was a great opportunity for them to be in a safe, educational environment to continue to grow while we were at work. The fun experiences they shared with us being a part of the program were very uplifting to hear” (Maquoketa CSD 21st CCLC Parent).



“It is a beautiful environment where staff not only look out for the students, but also each other. It is a true example of a community working together” (Des Moines CSD Teacher commenting on Oakridge Neighborhood Services).



“My child has a hard time making friends, and through Husky Adventures, he has made some friends. The relationships built with other kids, that is priceless” (Oelwein CSD 21st CCLC Parent).



“Beyond the Bell is able to meet a critical need in the Siouxland area and provide not only safe programming with enrichment and learning activities but community support and programs as well” (Siouxland Human Investment Partnership 21st CCLC Partner).



“I love TC! I wish we could have TC on the weekends too!” (Storm Lake CSD 21st CCLC Student).



“I have witnessed the transformation of ‘Y.C.’ go from an awkward, shy student to a smiling, outgoing, and more confident student that is excited about being here. ‘Y.C.’ has told me many times how many friends he has after school and how cool Tornado Club is!” (Storm Lake CSD Teacher).

Recommendations

For 2021-2022, 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 Iowa Department of Education should continue to monitor that subgrantees use the results of evaluations to refine, improve, and strengthen the program and to refine subgrantees' performance measures.
2. The Evaluation Committee should review and update the End-of Year Survey to reflect the new GPRA Attendance and Academic Measures. In addition, some questions may be removed to make the survey less cumbersome for program directors.
3. Confusion on the new GPRA Attendance seemed evident. Additional information on how to determine hours of attendance should be added to the training sessions and the Local Evaluation Form.
4. The importance of providing snacks and/or meals to students became evident during the COVID-19 Pandemic. The Local Evaluation Form should be edited to capture more detailed information on what types of food programs are provided (i.e., snacks, full meals, weekend backpacks, etc.).
5. Partnerships are an integral part of after-school programs. The Local Evaluation Form should be edited to add more focus on partners, especially partner types and how to determine in-kind value of partner contributions.
6. A system of reminders should be implemented based on the Local Evaluation Timeline. This system would help ensure that grantees capture the data needed for the Local Evaluation.
7. Training and support for Local Evaluations should continue as the Iowa Department of Education directs. Support includes webinars, written guidelines and video training.
8. 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.
9. Local Evaluators should be required to attend Local Evaluations Training. This was especially important with the change in GPRA Measures for 2021-2022 and will continue to be so for 2022-2023.
10. 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 training. Program Directors should review the work of the Local Evaluator before submitting the Local Evaluation to the Iowa Department of Education.
11. 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 provided funding to 22 grantee organizations operating 80 centers in 2021-2022 with \$9,953,707. This amount included carry over funds from 2020-2021 because of the COVID-19 Pandemic. The grants allowed grantees to serve 9,861 children. This state evaluation for 2021-2022 examined grantees identified as being in Cohorts 12, 13, 14, 15, and 16. New grantees do not report evaluation data until they have completed one year of operations. *Data provided by Iowa DOE.*

Iowa 21st CCLC Grantees and Centers Table

Organization	Cohort	Centers
Allamakee CSD	12	Waukon Middle School
Andrew CSD	16	Andrew Elementary School
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)
	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
	13	Highland Elementary School
	15	Bunger and Carver Middle Schools and Lincoln Elementary School
Burlington CSD	12	Black Hawk, Grimes, and Sunnyside Elementary Schools
	14	Aldo Leopold and Edward Stone Middle Schools and North Hill Elementary School
Cedar Rapids CSD	16	Harrison Elementary, Johnson Elementary, and Van Buren Elementary Schools
Clinton CSD	13	Jefferson, Bluff, and Eagle Heights Elementary Schools
	16	Whittier Elementary School
Council Bluffs CSD	12	Carter Lake and Roosevelt Elementary Schools
	13	Bloomer and Edison Elementary Schools
	15	Rue and Franklin Elementary Schools and Wilson Middle School
	16	Abraham Lincoln and Thomas Jefferson High Schools and Longfellow Elementary School
Des Moines CSD	12	Capitol View, King, and Monroe Elementary Schools
	13	Garton, Hillis, River Woods, and Willard Elementary Schools
	14	Park Avenue, Jackson, and South Union Elementary Schools
	15	Stowe and Brubaker Elementary Schools
	16	Cattell, Howe, and Lovejoy Elementary Schools
Dubuque CSD	13	George Washington and Thomas Jefferson Middle School
Fairfield CSD	13	Pence Elementary School
Iowa City CSD	12	Hills Elementary School
	13	Mark Twain Elementary School
	15	Kirkwood Elementary School
	16	Archibald Elementary School
Maquoteka CSD	14	Briggs and Cardinal Elementary Schools
North Fayette Valley CSD	14	Valley Elementary School
Oakridge Neighborhood Services	15	The Variety Center on Oakridge Neighborhood Campus, Edmunds Elementary School, and Oakridge Community Center on Oakridge Neighborhood Campus.

Oelwein CSD	14	Oelwein Middle School and Wings Park Elementary School
Siouxland Human Investment Partnership (SHIP)	14	Hunt Elementary School
	15	Irving Elementary School and North Middle School
	16	Bryant Elementary School
St. Mark Youth Enrichment	13	Dyersville Elementary School
	14	Audubon, Lincoln, and Marshall Elementary Schools
Storm Lake CSD	13	Storm Lake Elementary School
	14	Storm Lake Middle School
Waterloo CSD	13	Irving and Lowell Elementary Schools

Below is a synopsis of each Iowa 21st CCLC program in Cohorts 12, 13, 14, 15, and 16. 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 five new GPRA Measures for 2021-2022 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 COVID-19 Pandemic/Unexpected Data section where applicable. Then there is a short discussion of partnerships and parent involvement followed by the objectives section. The objectives section includes 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 is next and at the end of each grantee organization section is a summary of the local organization's 21st CCLC Program. Last are quotes from the Local Evaluation that give some anecdotal insight into the success of the Program.

Allamakee CSD

Allamakee CSD 21st CCLC Notable Facts:

GPRA Measures

- **72% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- 61% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- 54% of students in grades 7-8 and 10-12 with data demonstrated an improved GPA. (GPRA Measure 2 – Academic Achievement – GPA).
- **100% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- GPRA Measure 4 – Behavior compared number of students assigned in-school suspension over two years. No students were assigned in-school suspensions, so this measure does not apply.
- No students were in Grades 1-5, so GPRA Measure 5 – Teacher Survey did not apply.

Attendance

- The 21st CCLC Program served 277 students during the 2021-2022 School Year.
- 105 students (38%) attended for more than 270 hours.
- 102 students (37%) were identified as FRPL.

Partnerships and Local Objectives

- **The 21st CCLC Program had 40 partners supporting the 21st CCLC Program that provided \$19,820 in in-kind value.**
- **The 21st CCLC Program met all five local objectives.**



Students engaged in a painting activity.

Overview and Attendance.

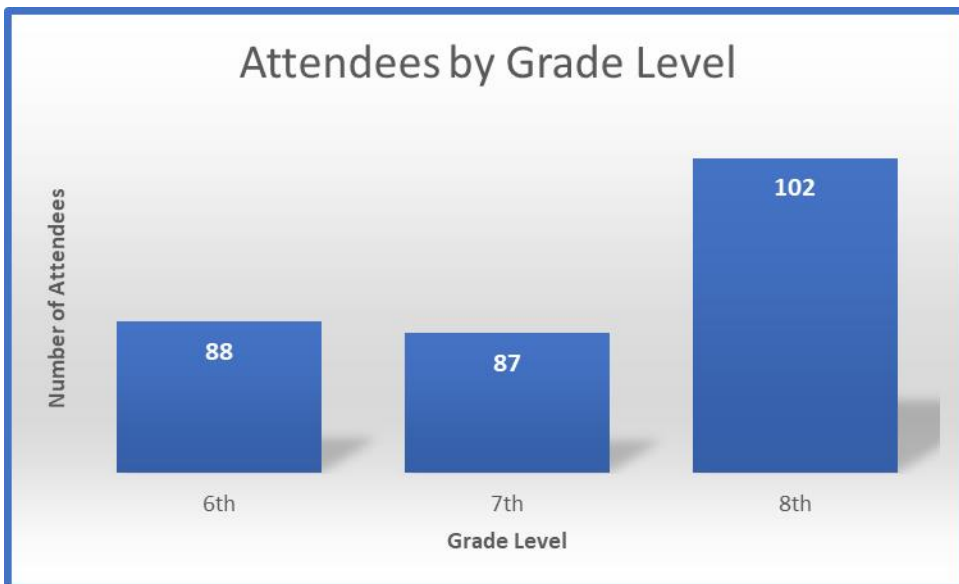
Allamakee CSD had one center for its 21st CCLC Program in Cohort 12 called Community Connections. The Center was located at Waukon Middle School.

The Allamakee 21st CCLC Program served a total of 277 students in grades 6-8 and 105 or 38 percent of them attended 270 hours or more. For 2021-2022, 37 percent of the total students served were identified as FRPL. For the summer, the program served a total of 34 students. Community Connections had 40 partners

supporting the program. Partners provided \$19,820 in in-kind services. There were four parent events with 70 parents attending. In addition, 21 parents attended parent advisory meetings and/or parent teacher conferences.

Allamakee CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Allamakee CSD	Cohort 12	40	Waukon Middle School	277	105
TOTALS		40		277	105



Effects of COVID-19 Pandemic

I think we are still recovering from COVID 19, and people are still wary of the new variants. Some practices that happened due to COVID 19 are tending to continue such as sanitization; use of hand sanitizers and table cleaning which are good. Some people still tend to stay away from large groups, and parents weren't allowed in the building in the past so they would text their child to come out to the car or call the afterschool phone so we noticed less contact there. I think it became a convenience to wait in the car instead of coming into the building. Some good and bad things are a result of COVID 19 and everyone is adjusting to it in their own way and we need to respect that. (Local Evaluation).

Partnerships.

Allamakee CSD 21st CCLC was supported by 40 partners. Allamakee CSD estimated that the in-kind value provided by the partners totaled \$19,820. The 40 partners included 182 individuals providing a variety of services. Twenty-three partners (161 individuals) provided services including evaluation, funding, programming, food, goods, and volunteers.

Highlights of donations include students, parents, teachers, businesses, and other community members giving time for interviews which helps in the evaluation process; high school students volunteering with homework help and clubs; conservation during summer programming time; and local business giving us discounts to participate in experiential learning activities. (Local Evaluation).



Students panning for gold on a field trip.

Parent Involvement.

Community Connections held three parent events (45 parents), Parent Advisory Meetings (5 parents) and two rounds of Parent Teacher Conferences (31 parents). Events included the Sixth Grade Orientation (7 parents), School Play (24 parents), and Family Bowling (14 parents). Allamakee used a variety of communication methods such as e-mail, phone calls, website calendars, surveys, bulletin boards, newspaper articles, meetings, and person-to-person when parents pick up students.

Allamakee CSD reported that 107 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students working on science activity making slime.

Objectives.

GPRA Measures

For the 2021-2022 School Year, new GPR

A measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRA measures.

<i>GPR</i> A Measure	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRA Measure 1A – Reading Progress	257	186	72%
GPRA Measure 1B – Math Progress	252	153	61%
GPRA Measure 2 – Academic Achievement - GPA	57	31	54%
GPRA Measure 3 – School Day Attendance	26	26	100%
GPRA Measure 4 – Behavior	0	0	No Data
GPRA Measure 5 – Teacher Survey	0	0	No Data

Allamakee CSD had data for three of the five GPR

A Measures. For GPRA Measure 1A – Reading Progress, 72 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 61 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement - GPA, 54 percent of students in grades 7-8 with data improved their GPA. For GPRA Measure 3 – School Day Attendance, 100% of students with data in grades 6-8 improved their attendance rate.

GPR

A Measure 4 utilizes in-school suspensions to report student behavior. No students in the Allamakee CSD 21st CCLC Program were assigned in-school suspension for both the 2020-2021 and 2021-2022 school years and there was no data to report.

GPR

A Measure 5 used data from Teacher Surveys for students in grades 1-5. The Allamakee CSD 21st CCLC Program only served students from grades 6-8 and there was no data to report.

Students learning how to use a kayak.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. Community Connections reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with program satisfaction ratings by students and parents and one objective dealt with parent involvement.

- At least 50% of students assessed through Formative Assessment System for Teachers or FAST (reading) and attending 30 or more times will reach benchmarks. *Met the stated objective.*
- At least 50% of students assessed through Formative Assessment System for Teachers or 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 surveys or individual or group interviews. *Met the stated objective.*



Students making cookies as part of a cooking class.

Sustainability.

Allamakee CSD has a sustainability plan in place that will allow the afterschool program to continue if 21st CCLC funds are discontinued. A major part of the plan is the *Long-Range Capacity Building: Allamakee County Foundation for Afterschool Programming. This Foundation has money set-aside for the needs of afterschool programs; it can be added to by anyone as a tax deduction and draws interest on the account (Local Evaluation).* In addition, Allamakee CSD used at-risk funds to fund the elementary program. Partnerships would continue to be a part of the afterschool program and provide programming, food, funds, and goods.

Allamakee CSD Summary.

Allamakee CSD participated in Cohort 12 for the 21st CCLC Program during the 2021-2022 grant period. The Program had one center at Waukon Middle School called Community Connections. For 2021-2022, 277

students were served, and 37 percent were students identified as FRPL. In addition, Community Connections served 34 students in the summer of 2020. Allamakee CSD had 40 partners for the 21st CCLC Program that provided an in-kind value of \$19,820. Four parent events were held and a total of 70 parents attended. The Allamakee CSD reported data for four GPRA Measures and showed improvement in all four. Two of the GPRA Measure were not applicable to the Community Connections Program. All five of the Local Objectives were met. A sustainability plan is in place that will allow the program to continue if 21st CCLC Funds are discontinued.



“This is the most fun I have ever had in my life.” (21st CCLC Program Student).



“The afterschool program helped to improve our overall culture and student commitment to school.” (Allamakee CSD Middle School Principal).



“I feel that the district continuing programming after the grants have finished is a major plus. The measured success indicates growth and value of the activities” (21st CCLC Partner).



“I would have to change schools if they didn’t have 10th hour (afterschool)” (21st CCLC Parent).

Andrew – Easton Valley CSDs

Andrew and Easton Valley CSDs 21st CCLC Notable Facts:

GPRA Measures

- **95% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **96% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **90% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- **100% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- **100% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 161 students during the 2021-2022 School Year.
- 28 students (17%) attended for more than 270 hours.
- 64 students (40%) were identified as FRPL.

Partnerships and Local Objectives

- **The 21st CCLC Program had 25 partners supporting the 21st CCLC Program that provided \$26,650 in in-kind value.**
- **The 21st CCLC Program met all five local objectives.**



Students engaged in science activity.

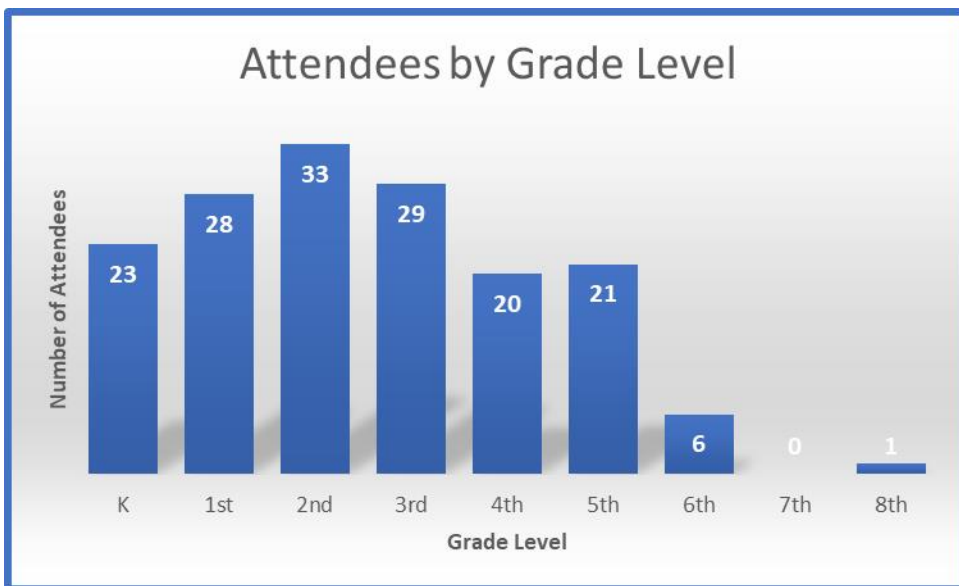
Overview and Attendance.

Andrew CSD collaborated with Easton Valley CSD on the 21st CCLC Program. These two districts are small rural districts and one center in Cohort 16 served students from both districts. Called Leader Education After School Program (LEAP), the Center was located at Andrew Elementary School.

The Program served a total of 161 students in grades K-6 and 28 or 17 percent of them attended 270 hours or more. For 2021-2022, 40 percent of the total students served were identified as FRPL. Partners provided \$26,650 in in-kind services. Eight parent events were held at Andrew Elementary School and three parent events were held at Easton Valley Elementary School with a total of 596 parents attending.

Andrew and Easton Valley CSDs 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Andrew CSD	Cohort 16	25	Andrew Elementary School	161	28
TOTALS		25		167	28



Effects of COVID-19 Pandemic/Unexpected Data

The Easton Valley Elementary location found reading fluency, reading comprehension, and math facts and applications had lower achievement rates caused by the COVID 19 pandemic. These identified learning gaps were addressed by the program. The program leaders implemented reading nights and book nights for our students during the winter months. The program had comic book night which the students enjoyed and were engaged with. The program also sent home two different family literacy packets to all program students. The first packet was the book “Oh the Places You’ll Go” by Dr. Seuss along with a game for the family to play together. The second packet sent home was “Wonkey Donkey” and “The Betty White Book” along with another family game. These activities were meant to engage families in reading and math. Additionally, program partners are helping to provide exposure for students to increase their vocabulary and overall ability to relate to information. Several partners are reading a book prior to doing the activity the partner has planned for the students to help with this. The local bank did a great activity where they talked to students about money and did different activities to count money. The program leaders and classroom teachers also are working on math facts and trying to integrate them in ways that get them moving. A fun activity for the younger students is Bingo, which helps with number recognition and saying the numbers. The program and teachers also coordinated

efforts around the comic book night where together various comic books were used to increase student engagement.

Andrew Elementary location found a reading fluency and reading comprehension learning gap caused by the COVID 19 pandemic. Teachers created reading groups (based on age and level) to read books together, discuss what is happening in the books, and rediscover a love for reading. Program partners helped the students by expanding their vocabulary and knowledge in their topics during their planned activities. Reading comprehension is also caused by the students' lack of exposure to things such as knowledge of farming, banking, money, cooking/baking, what nutrition facts mean, and so on. The program activities by partners were identified to address this issue. The program leaders also created reading groups and coordinated activities with classroom teachers so additional time was created during their school day. Teachers and program leaders also coordinated efforts regarding math facts. A fun activity incorporated for the younger students was Bingo, which helps with number recognition and saying the numbers.

Partnerships.

The Andrew-Easton Valley 21st CCLC Program had 25 partners. The Program estimated that the in-kind value provided by the partners totaled \$26,650. Most of the program partners provide extended learning activities for participating students. 84% of the partners provide programming and activity related services (Local Evaluation).



Students learning how to track and identify animals at the Jackson County Interpretive Center.

Parent Involvement.

The Andrew-Easton Valley 21st CCLC Program had a total of 11 parent events. Andrew Elementary School held eight events and Easton Valley Elementary School held three parent events. A total of 221 parents attended events at Andrew Elementary School and 375 parents attended events at Easton Valley Elementary School.

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

The Andrew-Easton Valley 21st CCLC Program reported that 293 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students participating in an experiment to learn how whales keep warm with their blubber.

Objectives.

GPRAs Measures

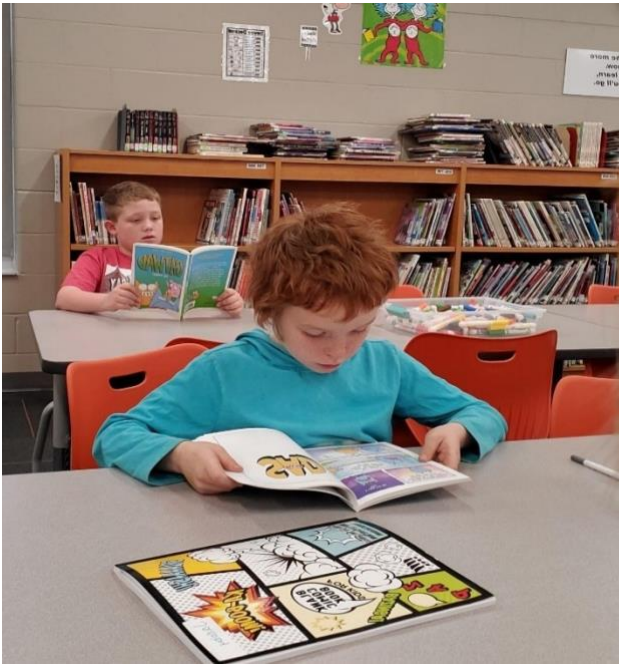
For the 2021-2022 School Year, new GPRAs measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRAs measures.

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	160	152	95%
GPRAs Measure 1B – Math Progress	160	153	96%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	90	81	90%
GPRAs Measure 4 – Behavior	85	85	100%
GPRAs Measure 5 – Teacher Survey	160	152	95%

The Andrew-Easton Program had data for four of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 95 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 96 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 did not apply since the program was for elementary students. Only one student from 8th grade attended and this student did not meet the criteria for GPRAs Measure 2.

For GPRAs Measure 3 – School Day Attendance, 90% of students with data in grades 4-8 improved their

attendance rate. For GPRA Measure 4 – Behavior, 100% of students improved their behavior as measured by in-school suspensions. utilizes in-school suspensions to report student behavior. For GPRA Measure 5 – Teacher Survey, 95% of students improved in teacher-reported engagement in learning.

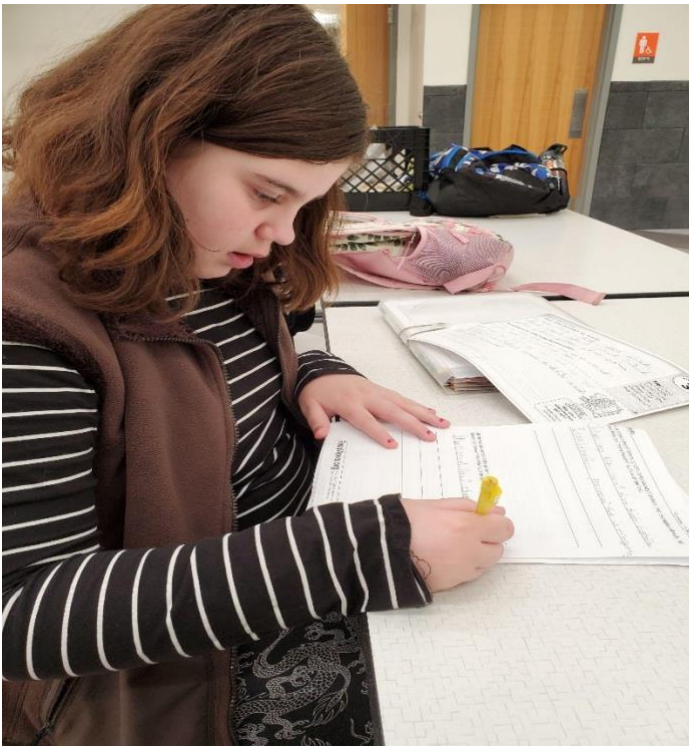


Student reading a graphic novel.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with family engagement and one objective dealt with student leadership. All five objectives were met.

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



Student receiving help with homework.

Sustainability.

The Andrew-Easton Valley 21st CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21st CCLC funds are discontinued by utilizing district general funds, Federal Title I funds, Iowa K-3 Funding funds, Dropout Prevention Funding, and fees paid by parents. *“...continuing to build new relationships and sustain current partners adds value to the program because students find these experiences engaging and beneficial”* (Local Evaluation).

The Andrew-Easton Valley 21st CCLC Program Summary.

The Districts participated in Cohort 16 for the 21st CCLC Program during the 2021-2022 grant period. Andrew CSD collaborated with Easton Valley CSD to provide a 21st CCLC Program in Cohort 16. Called Leader Education After School Program (LEAP), the Center was located at Andrew Elementary School. For 2021-2022, 161 students in grades K-6 and grade 8 attended and 40 percent of the total students served were identified as FRPL. Partners provided \$26,650 in in-kind services. Eight parent events were held at Andrew Elementary School and three parent events were held at Easton Valley Elementary School with a total of 596 parents attending.

The Districts reported data for four GPRA Measures and showed improvement in all four measures. One Measure was not applicable because it addressed secondary students and the Program only had one eighth grade student. A sustainability plan is in place and will enable the Program to continue once 21st CCLC funds are not available.



“Students loved the opportunity for hands-on activities that LEAP offered. For a program in its first year, I think it went well and I am excited to see how it goes in the future.”
(Elementary Teacher).



“I like to come to LEAP because I get to have a good time in a safe place and my parents can work late.”
(21st CCLC Student).



“The program provides a safe and educational place for kids to go after school and during the summer.” (21st CCLC Partner).



“(My child) loves coming to LEAP. He is learning new things in a fun atmosphere. He also gets valuable interaction time with other students.” (21st CCLC Parent).

Bettendorf CSD

Bettendorf CSD 21st CCLC Notable Facts:

GPRA Measures

- **91% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **91% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- 69% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- **100% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- **91% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 91 students during the 2021-2022 School Year.
- **76 students (84%) attended for more than 270 hours.**
- 45 students (49%) were identified as FRPL.

Partnerships and Local Objectives

- **The 21st CCLC Program had 13 partners supporting the 21st CCLC Program that provided \$99,500 in in-kind value.**
- **The 21st CCLC Program met all five local objectives.**



Students engaged in reading activity.

Overview and Attendance.

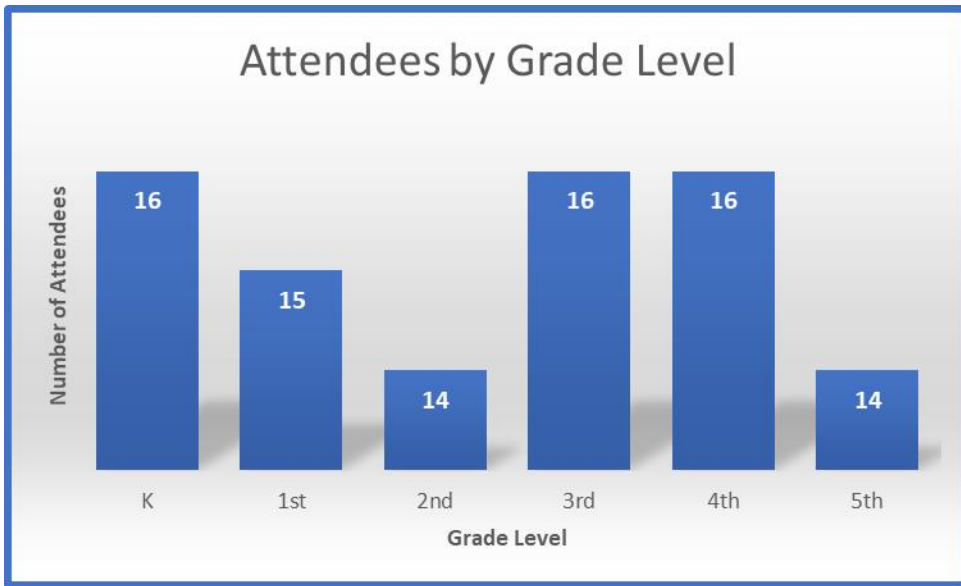
Bettendorf CSD had one 21st CCLC Center for Cohort 14. Called the Rock-It Academy, the Center was located at Neil Armstrong Elementary School.

The Program served a total of 91 students in grades K-5 and 76 or 84 percent of them attended 270 hours or more. For 2021-2022, 49 percent of the total students served were identified as FRPL. Partners provided

\$99,500 in in-kind services. Bettendorf CSD had eight parent meetings and/or events at Neil Armstrong Elementary School and an average of 56 parents attended parent events.

Bettendorf CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Bettendorf CSD	Cohort 14	13	Neil Armstrong Elementary School	91	76
TOTALS		13		91	76



Effects of COVID-19 Pandemic

The program did not have any unexpected data. The program was able to resume back to normal after the two prior years of COVID and the protocols that were put in place during that time. The program is now running at our normal capacity and hours.

Partnerships.

The Bettendorf CSD 21st CCLC Program had 13 partners. The Program estimated that the in-kind value provided by the partners totaled \$99,500. *“Partner support is vital to the program because students experience learning that is different and beyond the classroom” (Local Evaluation).*



Students engaged in science activity with Family Museum representative Mr. Glenn.

Parent Involvement.

The Bettendorf 21st CCLC Program held two parent feedback meetings and six family events. Twelve parents attended feedback meetings. Family events included:

- 94 parents attended literacy night.
- 46 parents attended the family game night.
- 40 parents attended the first family museum night.
- 34 parents attended the second family museum night.
- 64 parents attended family jump night at Elevate Trampoline Park.
- 60 parents attended family swim night.

The Bettendorf 21st CCLC Program communicated with parents using Facebook, emails, phone calls, personal interaction, and flyers. In addition, program leaders and staff talk directly with parents during daily pickup of students.

The Bettendorf 21st CCLC Program reported that 122 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Family Game Night.

Objectives.

GPRA Measures

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

<i>GPR Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPR Measure 1A – Reading Progress	35	32	91%
GPR Measure 1B – Math Progress	35	32	91%
GPR Measure 2 – Academic Achievement - GPA	0	0	No Data
GPR Measure 3 – School Day Attendance	13	9	69%
GPR Measure 4 – Behavior	1	1	100%
GPR Measure 5 – Teacher Survey	75	68	91%

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

For GPR Measure 3 – School Day Attendance, 69% of students with data in grades 4-8 improved their attendance rate. For GPR Measure 4 – Behavior, 100% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to one student. For GPR Measure 5 – Teacher Survey, 91% of students improved in teacher-reported engagement in learning.



Students interacting with therapy dogs from the Quad City Canine Assistance Network.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with parent involvement and one objective dealt with service learning by students. All five objectives were met.

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

- At least 30 program children participate in service-learning projects and at least 80% of program children attend field trips to community partner sites. *Met the stated objective.*



Students participating in a service-learning project.

Sustainability.

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

To promote the overall sustainability of Rock-It Academy, the Advisory Committee and community stakeholders ensure the program continues to:

- *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.*

Bettendorf Community Schools continues to sustain the program by utilizing its resources to efficiently operate the program:

- *Providing school facilities to house the Rock-It Academy,*
- *Provide curriculum and support for instructional practices,*
- *Financial support and advocacy, and*
- *Coordinate extended learning program costs within the district to create cost efficiencies.*

(From the Local Evaluation.)

Bettendorf 21st CCLC Program Summary.

Bettendorf CSD participated in Cohort 14 for the 21st CCLC Program during the 2021-2022 grant period with one center. Called Rock-It Academy, the Center was located at Neil Armstrong Elementary School. For 2021-2022, the Program served 91 students in grades K-5 and 49 percent of the total students served were identified as FRPL. Partners provided \$99,500 in in-kind services. Six parent events and two parent feedback meetings were held at Neil Armstrong Elementary School. An average of 56 parents attended the parent events and 12 parents attended the feedback meetings.

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



“Rock-It has been an amazing program for Neil Armstrong. I have seen students grow both academically and socially through their experiences at Rock-It. Students are able to participate in activities like games, team-building, and art that showcase their talents and interests. My students are always excited to go to Rock-It and cannot wait to share with me their planned activities for the day.” (Second Grade Teacher).



“I loved when we went to the zoo. At Rock-It I like when the teacher picks someone to be a quiet helper to make sure all the kids are quiet when sharing. I also like making crafts.” (21st CCLC Student).



“We LOVE the rocket program!! We have been involved in other after school daycare programs but nothing compares to all the opportunities our children get from Rocket!” (21st CCLC Parent).



“My favorite memory was the field trips that we went on. The zoo field trip was so fun. I also love that we get to see the therapy dogs every month.” (21st CCLC Student).



“Rock-It Academy has been absolutely fantastic for our little learner! She has grown in so many ways through the various programs and activities they have offered. She not only has improved in her academic skills through learning games and focused programming but she has excelled in so much more such as social exchanges, responsibility, stewardship, friendship and more.” (21st CCLC Parent).

Boys & Girls Clubs of Cedar Valley

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

GPRA Measures

- **72% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- 68% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- 68% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).
- 42% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- **91% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- No teacher surveys were conducted so there was no data for GPRA Measure 5.

Attendance

- The 21st CCLC Program served 145 students during the 2021-2022 School Year.
- 109 students (75%) attended for more than 270 hours.
- **134 students (92%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 9 partners supporting the 21st CCLC Program that provided \$89,938 in in-kind value.**
- The 21st CCLC Program had nine local objectives and met three of them.



Students engaged in art activity.

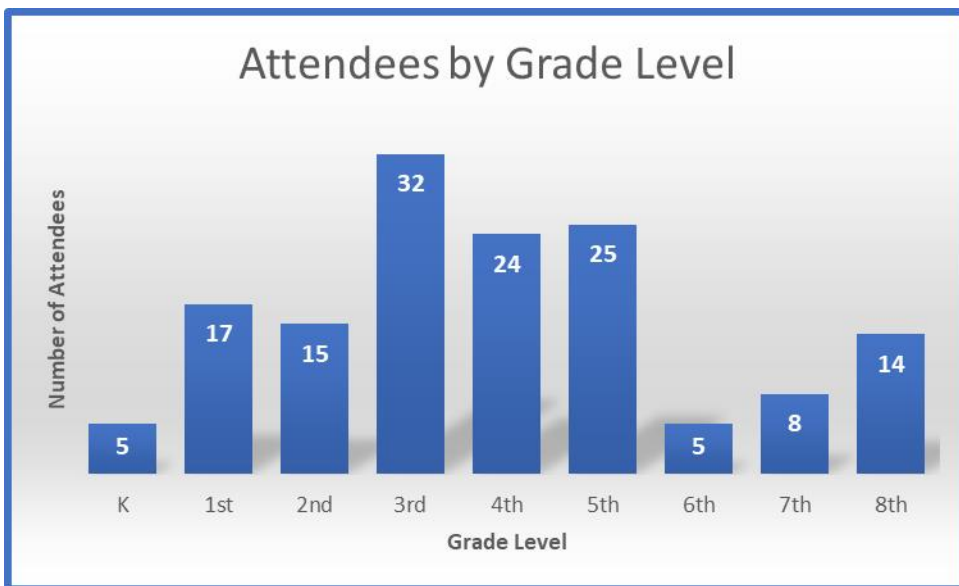
Overview and Attendance.

Boys & Girls Clubs of the Cedar Valley had five 21st CCLC Centers in Cohorts 12, 13 and 15. The five centers served students from Cunningham, Highland, Bunger Middle, Carver Middle and Lincoln Elementary Schools.

The Program served a total of 145 students during the 2021-2022 school year in grades K-8 and 109 or 75 percent of them attended 270 hours or more. For 2021-2022, 92 percent of the total students served were identified as FRPL. In addition, the Boys & Girls Club served a total of 310 students during the Summer of 2021. Partners provided \$89,938 in in-kind services. Boys & Girls Clubs of the Cedar Valley had five parent events over the 2021-2022 school year as well as a literacy event each month.

Boys & Girls Clubs of the Cedar Valley 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Boys & Girls Clubs of the Cedar Valley	Cohort 12	9	Cunningham Elementary School	38	29
Boys & Girls Clubs of the Cedar Valley	Cohort 13	9	Highland Elementary School	38	28
Boys & Girls Clubs of the Cedar Valley	Cohort 15	9	Bunger Middle, Carver Middle, and Lincoln Elementary Schools	69	52
TOTALS		9		145	109



Partnerships.

The Boys & Girls Clubs of the Cedar Valley 21st CCLC Program had nine partners. Six of the partners are full partners and the Program estimated that the in-kind value provided by these six partners totaled \$89,938. The Program reported that “*The number of volunteer staff varies each week, but the total number of regular volunteers is approximately 85. That number includes program volunteers, board members, and parent volunteers*” (Local Evaluation).



Students doing hands-on activity with Woodruff Construction volunteers.

Parent Involvement.

The Boys & Girls Clubs of the Cedar Valley 21st CCLC Program held multiple parent events during the 2021-2022 School Year. The number of parents attending each event was not reported. Below is a list of parent events including attendance numbers where known.

- Back to School Bash – Number of parents not reported but approximately 200 backpacks of school supplies provided by were handed out to students free of charge.
- Two 21st CCLC Committee Meetings were held. Three parents attended in December of 2021 and two parents attended in April of 2022.
- Literacy programs (called Little People University) were held the first Saturday of each month. Attendance numbers were not reported.
- A basketball event was held in January. Attendance numbers were not reported.
- Family Literacy Night in March had 35 parents attend.

The Boys & Girls Clubs of the Cedar Valley 21st CCLC Program has an informational calendar on its website. In addition, the Program used flyers, Facebook, and in-person meetings as parents picked up children to communicate with parents.

The Boys & Girls Clubs of the Cedar Valley 21st CCLC Program reported that nine family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students doing an activity with Green Iowa AmeriCorps volunteer.

Objectives.

GPRM Measures

For the 2021-2022 School Year, new GPRM measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<i>GPRM Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRM Measure 1A – Reading Progress	131	94	72%
GPRM Measure 1B – Math Progress	131	89	68%
GPRM Measure 2 – Academic Achievement - GPA	81	55	68%
GPRM Measure 3 – School Day Attendance	48	20	42%
GPRM Measure 4 – Behavior	11	10	91%
GPRM Measure 5 – Teacher Survey	0	0	No Data

The Boys and Girls Club of the Cedar Valley 21st CCLC Program had data for four of the five GPRM Measures. For GPRM Measure 1A – Reading Progress, 72 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRM Measure 1B – Math Progress, 68 percent of students in grades 4-8 with data improved their performance in mathematics.

For GPRM Measure 2 – Academic Achievement - GPA, 68 percent of students in grades 7-8 and 10-12 improved their GPA. For GPRM Measure 3 - School Day Attendance, 42 percent of students improved their attendance. For GPRM Measure 4 – Behavior, 91% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. For GPRM Measure 5, no data was reported since the Boys and Girls Club of the Cedar Valley 21st CCLC Program did not administer teacher surveys.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Boys and Girls Club of the Cedar Valley 21st CCLC Program reported nine total objectives and provided methodology and justifications for objective ratings for each objective. Five of the objectives dealt with student achievement, two of the objectives dealt with communication and two objectives dealt with student engagement. Three of the objectives were met and three of the objectives were not measured. Cohorts 12 and 15 had the same three objectives and Cohort 3 had three objectives.

- Increase academic achievement. *Cohorts 12 and 15 – Met the stated objective.*
- Increase student, parent, and school staff communication to improve student success. *Cohorts 12 and 15 – Unable to measure the stated objective.*
- Increase student, parent, and school staff communication to improve student success. *Cohorts 12 and 15 – Unable to measure the stated objective.*
- Increase student attachment to education, their peers, adults, and the community. *Cohorts 12 and 15 – Unable to measure the stated objective.*
- Daytime teachers will report that at least half of the 21st CCLC participants improve academically as evidenced by annual surveys. *Cohort 13– Unable to measure the stated objective.*
- 21st CCLC participants literacy and math scores will increase over the year and summer as evidenced by student report card and standardized test scores. *Cohort 13 – Met the stated objective.*
- For 21st CCLC participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency rate by the second year. *Cohort 13 – Met the stated objective.*

Sustainability.

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

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

(From the Local Evaluation.)

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

Boys & Girls Clubs of the Cedar Valley participated in Cohorts 12, 13 and 15 for the 21st CCLC Program during the 2021-2022 grant period. During the 2021-2022 school year, the Program served 145 students in grades K-8 and 92 percent of students were identified as FRPL. The summer program served a total of 310 students. During the school year, a total of five parent events were held but the total numbers of participants was not provided. Nine partners provide \$89,938 in in-kind value.

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



“I love going to Power Hour! Our teachers make it so much fun.” (21st CCLC Student).



“Selina really has come out of her shell since coming to the club. It used to be that she wouldn’t talk to anyone. Please keep doing whatever you are doing.” (21st CCLC Parent).



“(My child) seems to be acting out less at home as well as at school! You are making a difference in his life.” (21st CCLC Parent).



“We love our partnering with Boys & Girls Club and providing their members with hands-on experiences. They are always energetic and enthusiastic during programming.” (21st CCLC Partner).

Boys & Girls Clubs of Central Iowa

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

GPRA Measures

- **75% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- 69% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- 20% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).
- 57% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- The Boys & Girls Club of Central Iowa 21st CCLC Program served students from Des Moines CSD which does not utilize in-school suspensions. Therefore, no data was available for GPRA Measure 4 – Behavior.
- GPRA Measure 5 – Teacher Survey applies to students in grades 1-5. The Boys & Girls Club of Central Iowa 21st CCLC Program served students in grades 6-12 so no data was reported.

Attendance

- The 21st CCLC Program served 44 students during the 2021-2022 School Year.
- 7 students (16%) attended for more than 270 hours.
- **36 students (82%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 19 partners supporting the 21st CCLC Program that provided \$66,360 in in-kind value.**
- The 21st CCLC Program had four local objectives and met one of them.



A student receiving free vision screening.

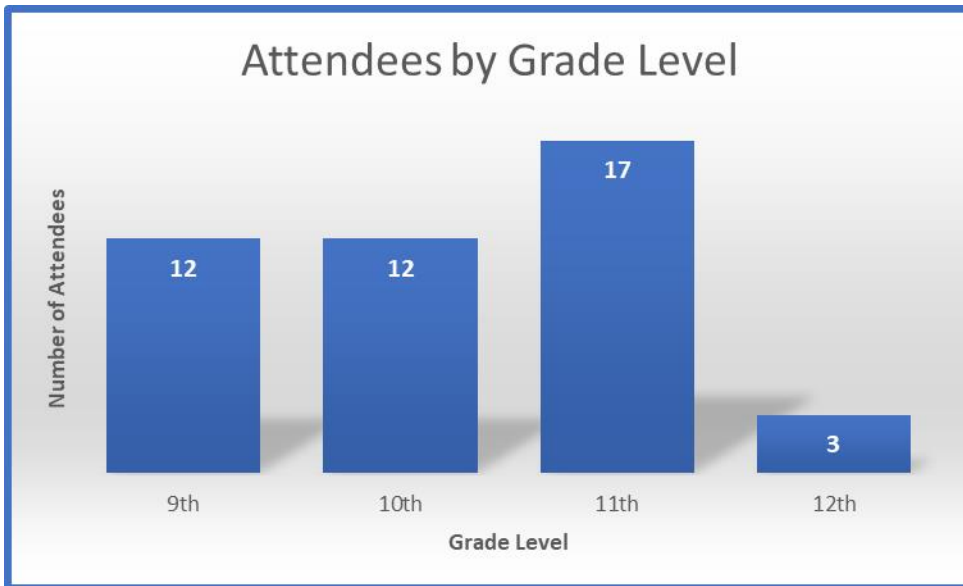
Overview and Attendance.

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

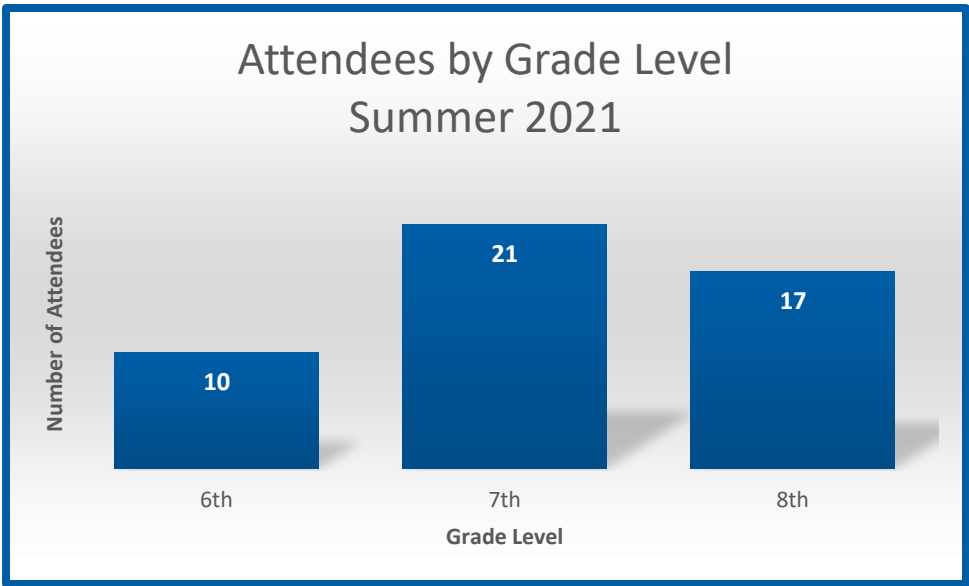
The Program served a total of 44 students during the 2021-2022 school year in grades 9-12 and 7 or 16 percent of them attended 270 hours or more. For 2021-2022, 82 percent of the total students served were identified as FRPL. In addition, the Boys & Girls Club served a total of 80 students during the Summer of 2021. Partners provided \$66,360 in in-kind services. Boys & Girls Clubs of Central Iowa had five family engagement events over the 2021-2022 school year that had a total of 41 parents in attendance.

Boys & Girls Clubs of Central Iowa 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Boys & Girls Clubs of Central Iowa	Cohort 15	19	E.T. Meredith Jr. Club (Serving East High School Youth at the East High School Flex Academy)	44	7
TOTALS		13		44	7



Cohort 14 served students in grades 6-8 during a summer only program.



Effects of COVID-19 Pandemic/Unexpected Data

Following the Covid-19 Global Pandemic, one of the biggest struggles for Boys & Girls Clubs of Central Iowa has been the lack of staff. The workforce shortage has impaired many businesses and organizations in the metro and throughout the nation, but an unexpected result that surprised our organization most was not meeting attendance objectives. Now that our Clubs are operating fully without Covid restriction, we expected to be at capacity and meeting objectives.

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

Partnerships.

The Boys & Girls Clubs of Central Iowa 21st CCLC Program had 19 partners. The Program estimated that the in-kind value provided by the partners totaled \$66,360.

The organization and youth served benefited greatly as a result of the 19 active partnerships. BGCCI is fortunate to have partners who offer more than just one type of contribution. Nearly every partner provided volunteers in some capacity, which increases the organization’s visibility in the community and the community’s investment in the organization.

Two of the partners helped BGCCI address food insecurity for attendees. This is a high-priority for Cohorts 14 and 15 since 71% of Burt Club members and 84% of E.T. Meredith Jr. Club members (school year and summer, combined) qualified for Free or Reduced-Price Lunches during the 2021 - 2022 school year. Not only did members receive two full meals and a snack while attending all-day Club programming, but additional food was sent home with students to ensure adequate nutrition outside of Club hours. (Local Evaluation).



Student engaged in Cooking Club activity.

Parent Involvement.

The Boys & Girls Clubs of Central Iowa 21st CCLC Program held five parent engagement events during the 2021-2022 School Year. A total of 41 parents attended these events. Parent events included:

- 9th Grade Orientation – 9 parents
- Bernie & Berniece Baker Club and E.T. Meredith Jr. Club Orientation – 15 parents
- E.T. Meredith Jr. Club Parent Orientation – 6 parents
- Drake University Family Tour 1 – 5 parents
- Youth of the Year at E.T. Meredith Jr. Club Information Session - 6 parents

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

The Boys & Girls Clubs of Central Iowa 21st CCLC Program reported that 41 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students engaged in STEM activity with Partner representative.

Objectives.

GPRM Measures

For the 2021-2022 School Year, new GPRM measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<i>GPRM Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRM Measure 1A – Reading Progress	48	36	75%
GPRM Measure 1B – Math Progress	48	33	69%
GPRM Measure 2 – Academic Achievement - GPA	5	1	20%

GPR Measure 3 – School Day Attendance	23	13	57%
GPR Measure 4 – Behavior	0	0	No Data
GPR Measure 5 – Teacher Survey	0	0	No Data

The Boys and Girls Club of Central Iowa 21st CCLC Program had data for three of the five GPR Measures. For GPR Measure 1A – Reading Progress, 75 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPR Measure 1B – Math Progress, 69 percent of students in grades 4-8 with data improved their performance in mathematics. The Program served students in grades 6-8 in the Summer of 2021 and GPR Measure 1A and 1B reflect data from these attendees.

For GPR Measure 2 – Academic Achievement – GPA, 20 percent of students in grades 7-8 and 10-12 improved their GPA. For GPR Measure 3 – School Day Attendance, 57% of students with data in grades 4-8 improved their attendance rate. For GPR Measure 4 no data was reported since the Program served students from the Des Moines CSD, and in-school suspensions are not used. For GPR Measure 5, no data was reported since the Boys and Girls Club of Central Iowa 21st CCLC Program did not serve students in grades 1-5.



Students engaged in the program “Skip the Trip” to help them earn their driving permits.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported four total objectives (two objectives per cohort) and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with student attendance and two objectives dealt with parent involvement. One of the objectives was met, two of the objectives were not met but progress was made toward the stated objective and one objective was not met and no progress was made toward the stated objective.

- 50% of Club participants will attend Club for 30 days or more. *Cohorts 14 and 15 – Did not meet but made progress toward the stated objective.*
- 50% of families with a child enrolled in Summer Club for the 2021-2022 school year, will attend at least one family engagement event. *Cohort 14 – Did not meet and no progress was made toward the stated objective. Cohort 15 - Met the stated objective.*



Students participating Latino Heritage Month event.

Sustainability.

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

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

The plan also goes on to say, "In addition to monetary engagement, we will seek to engage board members and volunteers more consistently, providing connection points for those in the community to better understand what we do and strengthening our relationships with Des Moines Public Schools (DMPS) and other strategic partnerships that afford us the opportunities to improve what we do."

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

(From the Local Evaluation.)

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

Boys & Girls Clubs of Central Iowa participated in Cohorts 14 and 15 for the 21st CCLC Program during the 2021-2022 grant period. Cohort 14 was a summer only program and Cohort 15 included summer and school year programs. During the 2021-2022 school year, the Program served 44 students in grades 9-12 and 82 percent of students were identified as FRPL. The summer program served a total of 80 students in grades 6-8 and 9-12. During the school year, a total of five family engagement events were held and 41 total parents attended. Nineteen partners provide \$66,360 in in-kind value.

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



"Our Club staff do an amazing job creating a positive environment our youth enjoy coming to everyday. It is a place where youth are comfortable being themselves. Seeing the trusting relationships between the kids, staff, and volunteers, just shows BGCCI has created a community that supports our youth and their futures. I am thankful I can be a small piece of that community." (Boys & Girls Club of Central Iowa Board Member).



“I like that we are able to get out into the world and to places, I’ve never been before, and probably wouldn’t have gone without Club.” (21st CCLC Student).



“Through opportunities and expectations, Boys & Girls Clubs has put our daughter on the path to becoming a productive, caring, and responsible individual. She is now a part of something bigger than what we could have imagined for her a year ago, all with the encouragement of staff and support of Boys & Girls Clubs.” (21st CCLC Parent).



“I enjoy coming to Club every day after school for so many different reasons. It provides me with a great opportunity to get my homework done and catch up on studying if I need to. It is a really fun place to hang out with your friends and make new friends you might not know. I highly recommend Club to others students to join and take advantage of all the opportunities we have. Very friendly staff are always open to talk to you, play games, and help with whatever you need. Boys and Girls Clubs has taught me to respect others and treat others how I want to be treated. Most of all, Club has taught me to have fun.” (21st CCLC Student).



“We love our partnering with Boys & Girls Club and providing their members with hands-on experiences. They are always energetic and enthusiastic during programming.” (21st CCLC Partner).

Burlington CSD

Burlington CSD 21st CCLC Notable Facts:

GPRA Measures

- **85% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **91% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- 39% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).
- 71% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- 50% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).
- **98% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 436 students during the 2021-2022 School Year.
- 18 students (4%) attended for more than 270 hours.
- **314 students (72%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 23 partners supporting the 21st CCLC Program that provided \$52,010 in in-kind value.**
- The 21st CCLC Program had 8 local objectives and met 6 of them.



Students playing Chess.

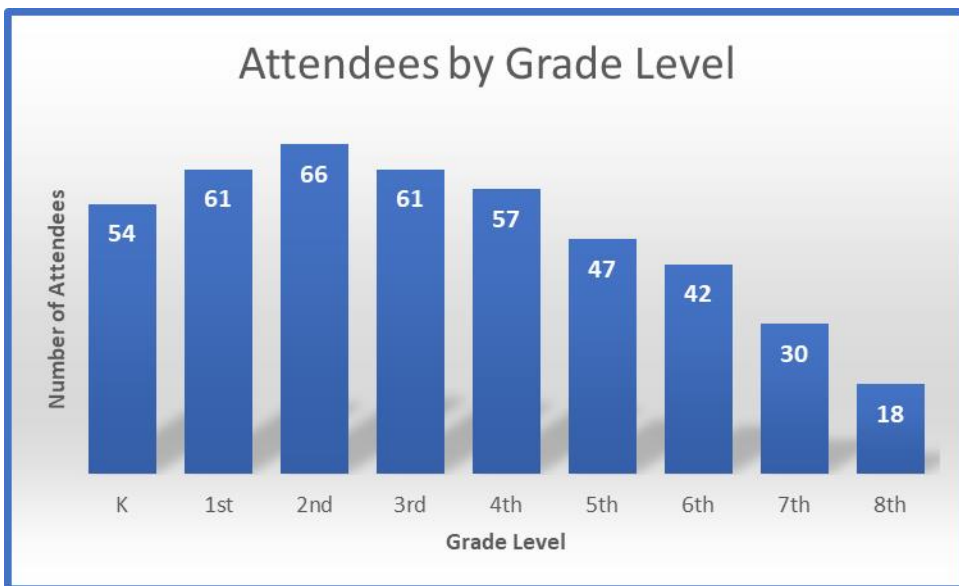
Overview and Attendance.

Burlington CSD had six 21st CCLC centers. Centers for Cohort 12 included Black Hawk, Grimes, and Sunnyside Elementary Schools. Centers for Cohort 14 included Aldo Leopold Intermediate, Edward Stone Middle and North Hill Elementary Schools. “The mission of the PiECES after School Program is to provide services after school that meet the needs of children and their families through academic, social and cultural opportunities that promote learning and self-esteem necessary for life-long success” (Local Evaluation).

Called Partners in Education, Community Educating Students (PiECES), the Burlington 21st CCLC Program served a total of 436 students in grades K-8 and 18 or 4 percent of them attended 270 hours or more. For 2021-2022, 72 percent of the total students served were identified as FRPL. Partners provided \$52,010 in in-kind services. Burlington CSD held 25 family engagement events and reported that “a total of 125 parents were involved over the course of the school year participating in the variety of PiECES events” (Local Evaluation).

Burlington CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Burlington CSD	Cohort 12	23	Black Hawk Elementary, Grimes Elementary, and Sunnyside Elementary Schools	225	5
Burlington CSD	Cohort 14	23	Aldo Leopold Intermediate, Edward Stone Middle, and North Hill Elementary Schools	211	13
TOTALS		23		436	18



Partnerships.

The Burlington CSD 21st CCLC Program had 23 partners. The Program estimated that the in-kind value provided by the partners totaled \$52,010. “These partners provide a comprehensive array of resources, including programming, staff, material resources, and programming space. The diversity of partners allows for a broad range of programming to appeal to the participants’ varied interests. This in turn ensures investment of both students and the partners in the success of the program” (Local Evaluation).



Students building benches with guidance from a partner volunteer.

Parent Involvement.

The Burlington 21st CCLC Program held 25 family engagement events with 125 parents involved over the course of the school year.

The Burlington 21st CCLC Program communicated with parents using email, phone calls, letters, flyers, and personal contact, depending upon parents' personal preference. In addition, "Newsletters are sent out by school day staff as well as District-wide newsletters that include PiECES programming information and family events" (Local Evaluation).

The Burlington 21st CCLC Program reported that 125 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Parent Engagement Event.

Objectives.

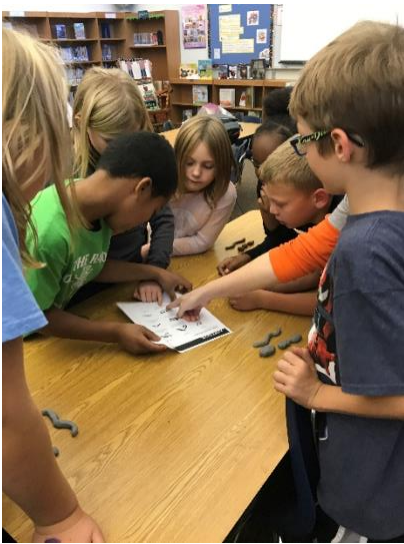
GPRA Measures

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

<i>GPR Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPR Measure 1A – Reading Progress	13	11	85%
GPR Measure 1B – Math Progress	11	10	91%
GPR Measure 2 – Academic Achievement - GPA	33	13	39%
GPR Measure 3 – School Day Attendance	66	47	71%
GPR Measure 4 – Behavior	6	3	50%
GPR Measure 5 – Teacher Survey	60	59	98%

The Burlington 21st CCLC Program had data for all five GPR Measures. For GPR Measure 1A – Reading Progress, 85 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPR Measure 1B – Math Progress, 91 percent of students in grades 4-8 with data improved their performance in mathematics. For GPR Measure 2 – Academic Achievement – GPA, 39 percent of students in grades 7-8 improved their GPA.

For GPR Measure 3 – School Day Attendance, 71% of students with data in grades 4-8 improved their attendance rate. For GPR Measure 4 – Behavior, 50% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to six students. For GPR Measure 5 – Teacher Survey, 98% of students improved in teacher-reported engagement in learning.



Students working together on a project.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported four objectives for each Cohort and provided methodology and justifications for objective ratings for each objective. Three of the objectives were the same for both cohorts. Two of the objectives dealt with student social-emotional development, two objectives dealt with enrichment activities, two objectives dealt with parent involvement and two objectives dealt with partnerships. Of the eight total objectives, six were met and two were not met but progress was made toward the stated objective.

- 50% of students will demonstrate improved social-emotional development as assessed by teacher and student surveys. *Met the stated objective for Cohorts 12 and 14.*
- Each participating PiCES school will provide a minimum of five enrichment activities, as measured by

the PiECES activities tracked in EZ reports. *Met the stated objective for Cohort 12.*

- 75% of parents will report greater involvement in their children's education as measured by parent evaluation surveys. *Met the stated objective for Cohorts 12 and 14.*
- The number of community partners will be maintained from the prior year. *Did not meet but made progress toward the stated objective for Cohorts 12 and 14.*
- Students will be exposed to a minimum of five enrichment activities as measured by the PiECES activities tracked in EZ reports. *Met the stated objective for Cohort 14.*



Students in a garden as part of an outdoor activity.

Sustainability.

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

The breadth and depth of investment the community has given in support of the PiECES program will ensure its continuation after grant funding has ended. Much of PiECES current programming is conducted by community members who are unpaid through 21st CCLC funding. Community partners contribute over \$50,000 in kind annually to the PiECES program. This investment by community members demonstrates the community commitment to the continuation of the PiECES program.

Since the creation of the original sustainability plan, deeper organizational capacity has been strengthened through the key partners who are committed to the success of the PiECES program. These partners will continue to offer resources and programming to the PiECES program regardless of external funding, which will allow for enrichment programming to be sustained beyond the existence of external funding.

(From the Local Evaluation.)

Burlington 21st CCLC Program Summary.

Burlington CSD participated in Cohorts 12 and 14 for the 21st CCLC Program during the 2021-2022 grant period with six centers. The PiECES Program served 436 students in grades K-8 and 72 percent of the total students served were identified as FRPL. Partners provided \$52,010 in in-kind services. Burlington CSD held 25 family engagement events and 125 parents participated in total.

Burlington CSD reported data for all five GPRA Measures and showed improvement in all five measures. A sustainability plan is in place that is based on community support and will enable the Program to continue once 21st CCLC funds are not available.



“It gives families peace of mind that their child is getting the care, socialization and activities while their parents are at work.” (21st CCLC Parent).



“We love that the staff works with the kids on discipline problems and problem solving.” (21st CCLC Parent).



“I’ve been working **PIECES** for less than half a year (4 months). It’s definitely been an adventure. I’ve always dreamed of working with children and to finally make it a reality, it sure has been life changing.” (21st CCLC Partner).



“94% of parents strongly believe the program is needed in our District and the other 6% agree it is needed.” (21st CCLC Local Evaluation).

Cedar Rapids CSD (Summer Only)

Cedar Rapids CSD 21st CCLC Notable Facts:

GPRM Measures

- 9% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRM Measure 1A – Reading Progress).
- 13% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRM Measure 1B – Math Progress).
- Cedar Rapids CSD 21st CCLC is a summer only program for students in grades K-4 so GPRM Measure 2 – Academic Achievement – GPA did not apply.
- Cedar Rapids CSD 21st CCLC is a summer only program for students in grades K-4 so GPRM Measure 3 – School Day Attendance did not apply.
- Cedar Rapids CSD 21st CCLC is a summer only program for students in grades K-4 so GPRM Measure 4 – Behavior measuring in-school suspensions did not apply.
- No data was reported for GPRM Measure 5 – Teacher Survey.

Attendance

- The 21st CCLC Program served 454 students during the 2021-2022 School Year.
- No students attended for more than 270 hours because Cedar Rapids CSD 21st CCLC is a summer only program.
- **361 students (80%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 8 partners supporting the 21st CCLC Program that provided \$395,453 in in-kind value.**
- **The 21st CCLC Program had 5 local objectives and met all of them.**



Students posing with the teacher.

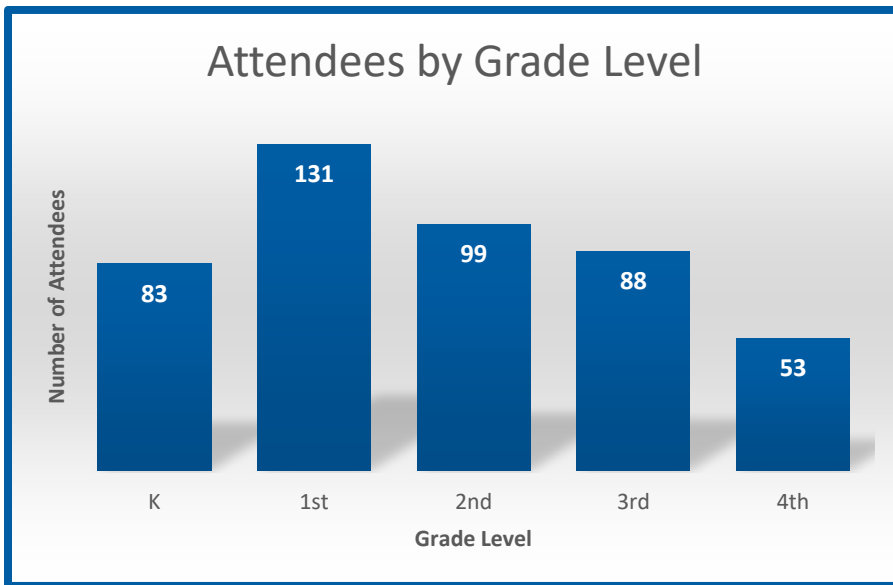
Overview and Attendance.

Cedar Rapids CSD had three 21st CCLC centers in Cohort 16. Called Kids on Course University (KCU), the three centers were at Harrison, Johnson and Van Buren Elementary Schools.

KCU was a summer only program and served a total of 454 students in grades K-4 and 80 percent of the total students served were identified as FRPL. Partners provided \$395,453 in in-kind services. Cedar Rapids CSD held one parent event at each site and a total of 223 parents attended.

Cedar Rapids CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Cedar Rapids CSD	Cohort 16	8	Harrison Elementary, Johnson Elementary, and Van Buren Elementary Schools	454	NA
TOTALS		8		454	NA



Partnerships.

The Cedar Rapids CSD 21st CCLC Program had eight partners. The Program estimated that the in-kind value provided by the partners totaled \$395,453. Students in the summer program receive two meals a day through the USDA Summer Feeding Program.

“Partnerships allowed students in the summer program, Kids on Course University, have high quality mentors, go on at least two field trips, learn about adult education opportunities, have food bags to address over the weekend and receive incentive rewards for attendance. All of these partners provided their services (totaling \$395,453) at no cost to the program or its participants.” (Local Evaluation).



Students working on ceramics with an AmeriCorps volunteer.

Parent Involvement.

The Cedar Rapids 21st CCLC Program held one parent event at each center. These outdoor events had 223 parents in attendance. The parent participation rate was 49 percent.

KCU offered a parent event at each site. Because of COVID restrictions, these were held outdoors and included a fitness challenge with activities, a free book (to tie in the literacy component), estimation activities, and a snack. Families had not been invited to attend an activity at school since March of 2020, which made these nights even more exciting for the students and families. Every family member was able to participate and engage in the activities and meet the staff of KCU. Community representatives such as the Cedar Rapids police department participated, and Kirkwood Community College was present at the event to assist parents in enrolling in literacy services.

(Local Evaluation).

The Cedar Rapids 21st CCLC Program reported that 223 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students engaged in activity with teacher.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	47	4	9%
GPRAs Measure 1B – Math Progress	47	6	13%
GPRAs Measure 2 – Academic Achievement - GPA	-	-	No Data
GPRAs Measure 3 – School Day Attendance	-	-	No Data
GPRAs Measure 4 – Behavior	-	-	No Data
GPRAs Measure 5 – Teacher Survey	-	-	No Data

The Cedar Rapids 21st CCLC Program had data for two GPRAs Measures. For GPRAs Measure 1A – Reading Progress, nine percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 13 percent of students in grades 4-8 with data improved their performance in mathematics.

The Cedar Rapids 21st CCLC Program is a summer only program and no data were available for GPRAs Measures 2 – 4.

For GPRAs Measure 5 – Teacher Survey, Cedar Rapids CSD reported that the survey questions were not applicable to GPRAs Measure 5 because the survey did not report on specific students.

Local Objectives

For the 2021-2022 School Year, the 21st CCLC Programs were asked to give details on not more than five Local Objectives. Cedar Rapids CSD 21st CCLC had five objectives for their Summer of 2021 Program. Three of the objectives were the same for both cohorts. One of the objectives dealt with academic achievement, one

objective dealt with physical fitness, one objective dealt with library access, one objective dealt with field trips and one objective dealt with parent participation. All five objectives were met.

- 60% of students will demonstrate growth in literacy and math. *Met the stated objective.*
- 100% of students will engage in organized physical fitness at least 200 minutes a week. *Met the stated objective.*
- 100% of students will have access to the school's library materials. *Met the stated objective.*
- 100% of students will attend field trips. *Met the stated objective.*
- 30% of KCU parents/guardians will attend Family Night. *Met the stated objective.*

Sustainability.

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

Diversity of funding and widespread community support makes the program sustainable and maximizes the impact of any 21stCCLC funds. In addition to individual donors, funding has been secured from the Greater Cedar Rapids Community Foundation. The ZJF (Zach Johnson Foundation) will continue to lead on-going fundraising efforts to tap the vast resources of the Cedar Rapids community to ensure the long-term success of this program.

(From the Local Evaluation.)

Cedar Rapids 21st CCLC Program Summary.

Cedar Rapids CSD had a summer only program for Cohort 16 for its 21st CCLC Program. Its three centers served a total of 454 students and 80 percent of the students were identified as FRPL. Partners provided \$52,010 in in-kind services. Cedar Rapids CSD held three parent events and 223 parents participated in total.

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



“Her (my child’s) reading improved greatly. She never wanted to leave. She loved being there.” (21st CCLC Parent).



“My child was excited to go every day. He told me he was learning in a fun way.” (21st CCLC Parent).



“I think it is a great opportunity for kids to grow even more. I would highly recommend.” (21st CCLC Teacher).



“Kids On Course University continues to have a positive impact on the students of CRCSD as well as the entire district.” (Cedar Rapids Director of Elementary Schools).

Clinton CSD

Clinton CSD 21st CCLC Notable Facts:

GPRA Measures

- **66% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **79% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **89% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- GPRA Measure 4 – Behavior. Clinton CSD does not use in-school suspensions, so this measure did not apply.
- **85% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 141 students during the 2021-2022 School Year.
- 22 students (16%) attended for more than 270 hours.
- **96 students (68%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 42 partners supporting the 21st CCLC Program that provided \$31,464 in in-kind value.**
- The 21st CCLC Program had ten objectives and met seven of them.



Students playing Chess.

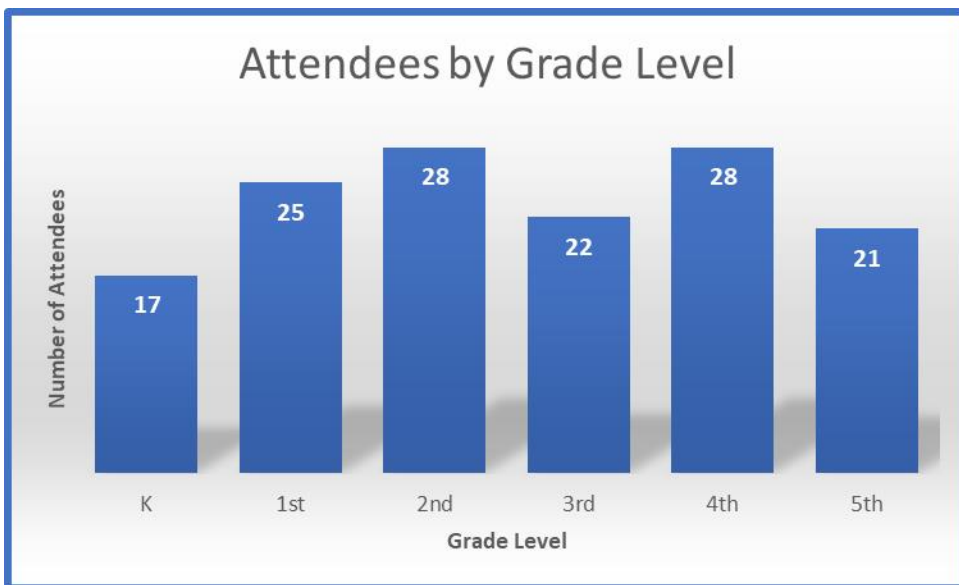
Overview and Attendance.

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

Called Student Adventures, the 21st CCLC Program served a total of 141 students in grades K-5 and 22 or 16 percent of them attended 270 hours or more. For 2021-2022, 68 percent of the total students served were identified as FRPL. In addition, forty-three total students attended the 21st CCLC Program during the summer of 2021. Forty-two partners provided \$31,464 in in-kind services. A variety of family-oriented activities were offered, and 34 families attended these events.

Clinton CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Clinton CSD	Cohort 13	42	Jefferson, Bluff, and Eagle Heights Elementary Schools	105	6
Clinton CSD	Cohort 16	42	Whittier Elementary School	36	16
TOTALS		42		141	22



Partnerships.

The Clinton CSD 21st CCLC Program had 42 partners. The Program estimated that the in-kind value provided by the partners totaled \$31,464. *“Each week in all schools, Wednesdays are early out days. Early out Wednesdays have provided the programs with the ideal opportunities to introduce students to a wide variety of community services and recreation opportunities that they might not have otherwise been able to partake in. When students feel attached or connected to their own community, that connection extends to the school itself which tends to result in higher academic achievement.” (Local Evaluation).*



Students on a field trip examining an aquarium.

Parent Involvement.

The Clinton CSD 21st CCLC Program reported that “*family-oriented activities took place at individual schools*” (Local Evaluation). A total of 34 families attended these events. The Local Evaluation did not include the number of events held.

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

The Clinton 21st CCLC Program reported that 101 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students on a hike.

Objectives.

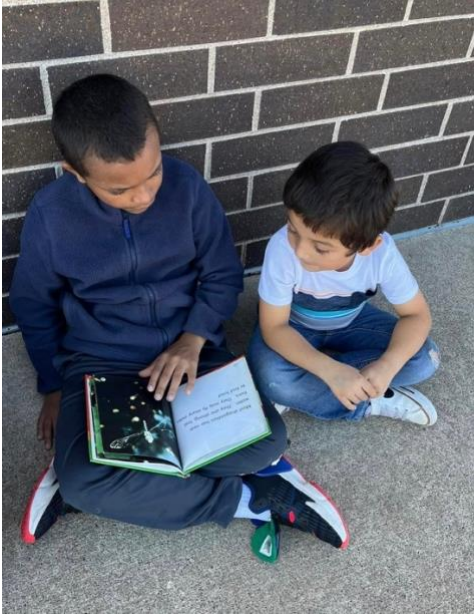
GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	44	29	66%
GPRAs Measure 1B – Math Progress	39	31	79%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	18	16	89%
GPRAs Measure 4 – Behavior	0	0	No Data
GPRAs Measure 5 – Teacher Survey	41	35	85%

The Clinton 21st CCLC Program had data for three of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 66 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 79 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 did not apply since the program was for elementary students.

For GPRAs Measure 3 – School Day Attendance, 89% of students with data in grades 4-8 improved their attendance rate. GPRAs Measure 4 – Behavior, did not apply since Clinton CSD does not utilize in-school suspension. For GPRAs Measure 5 – Teacher Survey, 85% of students improved in teacher-reported engagement in learning.



A student reading to another student.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives for each cohort (a total of ten objectives) and provided methodology and justifications for objective ratings for each objective. Four of the objectives dealt with academic assistance, four objectives dealt with student attitudes about school, and two objectives dealt with family literacy. Seven of the ten objectives were met and three were not met but progress was made toward the stated objective.

- 75% of parents will agree that their child's academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys. Cohorts 13 and 16 - *Met the stated objective.*
- 75% of regular attendees in the Student Adventures program will agree that they are doing better in school as measured by the student survey. Cohort 13 – *Did not meet but made progress toward the stated objective.* Cohort 16 - *Met the stated objective.*
- 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. Cohorts 13 and 16 - *Met the stated objective.*
- Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports. Cohorts 13 and 16 - *Met the stated objective.*
- 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records. Cohorts 13 and 16 - *Did not meet but made progress toward the stated objective.*



Students engaged in a STEM activity.

Sustainability.

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

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

(From the Local Evaluation.)

Clinton 21st CCLC Program Summary.

Clinton CSD participated in Cohorts 13 and 16 for the 21st CCLC Program during the 2021-2022 grant period with one center. Called Student Adventures, the five centers served a total of 141 students in grades K-5 and 68 percent of the total students served were identified as FRPL. Forty-three students attended the 21st CCLC Program during the Summer of 2021. Partners provided \$31,464 in in-kind services. Several parent events were held, and Clinton CSD reported a total of 34 families attended the events. The Local Evaluation did not indicate the total number of family events or how many parents attended each event.

Clinton CSD reported data for three GPRA Measures and showed improvement in all three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students and Measure 4 was not applicable because Clinton CSD does not use in-school suspensions. A sustainability plan is in place and will enable the Program to continue once 21st CCLC funds are not available.



Student petting goat while on field trip.



“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.” (First Grade Teacher).



“My favorite part of Student Adventures Program is that everyone is nice.” (21st CCLC Student).



“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 Parent).



“The After School Program is an awesome resource that parents, children and the whole community will continue to benefit from here in Clinton.” (21st CCLC Partner).



“I have been a Coordinator since October 10th and I am loving it. My confidence has grown. I have had parents/grandparents say they like how the program is now and that their children love going every day and that makes me so happy. I love seeing the kids get excited about learning. I love going to work every day!” (21st CCLC Program Coordinator).

Council Bluffs CSD

Council Bluffs CSD 21st CCLC Notable Facts:

GPRA Measures

- **74% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **87% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- **70% of students in grades 6-8 and 10-12 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).**
- **52% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- **93% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- **37% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- **The 21st CCLC Program served 2,308 students during the 2021-2022 School Year.**
- **168 students (7%) attended for more than 270 hours.**
- **1,613 students (70%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 37 partners supporting the 21st CCLC Program that provided \$291,510 in in-kind value.**
- **The 21st CCLC Program had 9 local objectives and met 8 of them.**



Students playing Chess.

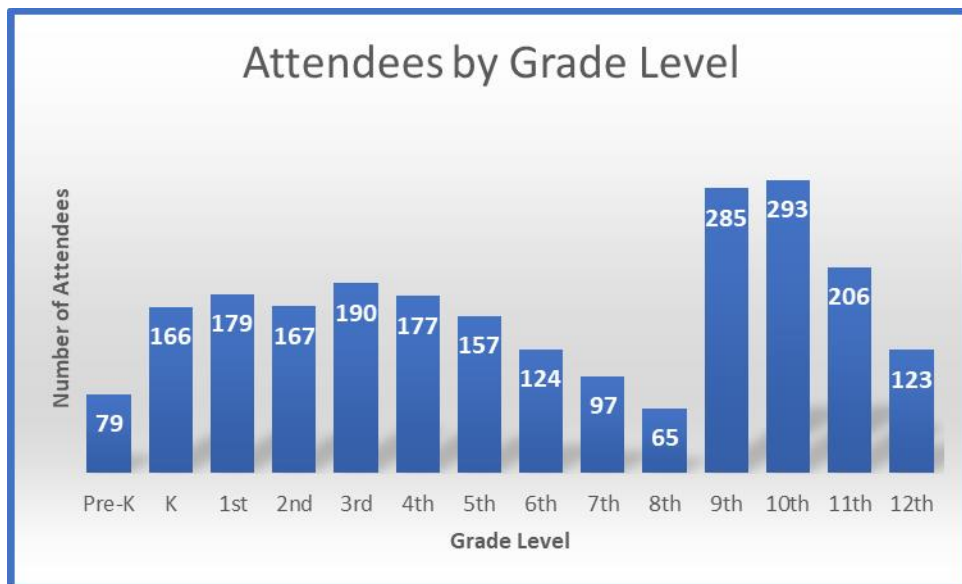
Overview and Attendance.

The Council Bluffs CSD 21st CCLC Program had ten centers in four cohorts for the 2021-2022 School Year. Centers for Cohort 12 were at Carter Lake and Roosevelt Elementary Schools. Centers for Cohort 13 were at Bloomer and Edison Elementary Schools. Centers for Cohort 15 were at Rue Elementary, Franklin Elementary, and Wilson Middle Schools. Centers for Cohort 16 were at Abraham Lincoln and Thomas Jefferson High Schools and Longfellow Elementary School.

The Council Bluffs 21st CCLC Program served a total of 2,308 students in grades Pre-K through 12th grade and 168 or 7 percent of them attended 270 hours or more. For 2021-2022, 70 percent of the total students served were identified as FRPL. Partners provided \$291,510 in in-kind services. Council Bluffs CSD held 11 parent engagement events and four quarterly parent advisory meetings at each center.

Council Bluffs CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Council Bluffs CSD	Cohort 12	37	Carter Lake and Roosevelt Elementary Schools	220	34
Council Bluffs CSD	Cohort 13	37	Bloomer and Edison Elementary Schools	332	38
Council Bluffs CSD	Cohort 15	37	Rue Elementary, Franklin Elementary, and Wilson Middle Schools	667	52
Council Bluffs CSD	Cohort 16	37	Abraham Lincoln and Thomas Jefferson High Schools and Longfellow Elementary School	1,089	44
TOTALS		37		2,308	168



Effects of COVID-19 Pandemic/Unexpected Data

Due to the lasting impact of COVID-19 Pandemic, we have continued to have a shortage of bus drivers within our school district which has hindered our ability to provide transportation to offsite field trips and opportunities. Due to this shortage, we have had to limit off campus opportunities and shift to primarily on-site programming only. Unfortunately, this has limited use by some of our community partners who

are unable to run their programs on site. The lack of access to transportation has primarily impacted our secondary schools as they historically have been able to offer engaging off campus opportunities each Monday, and this shortage drastically limited the amount of programming options available on Mondays.

As a response to this obstacle, we made efforts to provide smaller scale off-campus programs by utilizing district vans or asking for parent support with transportation for our high school students. This received reasonable success however did not prove to be sustainable as a long term solution due to the true need for grant sponsored transportation.

(Local Evaluation)

Partnerships.

The Council Bluffs CSD 21st CCLC Program had 37 partners. The Program estimated that the in-kind value provided by the partners totaled \$291,510.

“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 can serve has increased with organizations in this category. It also improves the quality of our programs because we can 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 can contribute experiences which typically would not have been a possibility for our students, staff, or their families.” (Local Evaluation).



Students in the Bloomer's Gentlemen Society participating in a parade.

Parent Involvement.

The Council Bluffs 21st CCLC Program held 11 parent engagement events as well as four quarterly parent advisory meetings at each center. Total numbers for each event were not reported. The Council Bluffs 21st CCLC Program communicated with parents using the district School Messenger system for emails and phone calls in English and Spanish. Other communication used was flyers, social media sites including school

websites, and personal contact. “An especially important recruitment event is the Open House Night at the very beginning of the school year for each 21st CCLC site. Our program staff had a table of registration forms, pamphlet information about 21st CCLC funding, and connect face-to-face with parents, students, school staff and other community organizations present” (Local Evaluation).

The Council Bluffs 21st CCLC Program reported that 105 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students participating in robotics tournament.

Objectives.

GPRM Measures

For the 2021-2022 School Year, new GPRM measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<i>GPRM Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRM Measure 1A – Reading Progress	656	484	74%
GPRM Measure 1B – Math Progress	673	585	87%
GPRM Measure 2 – Academic Achievement - GPA	376	262	70%
GPRM Measure 3 – School Day Attendance	272	141	52%
GPRM Measure 4 – Behavior	28	26	93%
GPRM Measure 5 – Teacher Survey	98	36	37%

The Council Bluffs 21st CCLC Program had data for all five GPRM Measures. For GPRM Measure 1A – Reading Progress, 74 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRM Measure 1B – Math Progress, 87 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRM Measure 2 – Academic Achievement – GPA, 70

percent of students in grades 7-8 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 52% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 93% of students improved their behavior as measured by in-school suspensions. For GPRA Measure 5 – Teacher Survey, 37% of students improved in teacher-reported engagement in learning.



Students working on craft project.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported nine total objectives and provided methodology and justifications for objective ratings for each objective. Cohorts 12, 13 and 15 each had the same two objectives. Cohort 16 also included these two objectives and had a third objective. One of these two objectives (four total) dealt with student behavior and the second objective (four total) dealt with student educational growth. The third objective for Cohort 16 dealt with student achievement. Of the eight total objectives, eight were met and one was not met but progress was made toward the stated objective.

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



Students participating in farm club.

Sustainability.

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

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

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

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

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

(From the Local Evaluation.)

Council Bluffs 21st CCLC Program Summary.

Council Bluffs CSD participated in Cohorts 12, 13, 15 and 16 for the 21st CCLC Program during the 2021-2022 school year. The ten centers served 2,308 students in grades K-8 and 70 percent of the total students served were identified as FRPL. Partners provided \$291,510 in in-kind services. Council Bluffs CSD held 11 family

parent engagement events and four quarterly parent advisory meetings at each center. Attendance numbers for the parent events were not reported.

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



“I stay after school at Credit Chasers at least once a week to get help on homework. I am so thankful we have teachers who stay late to help me keep my grades up!” (21st CCLC Student).



“The clubs I was in helped with my anxiety a lot and made it easier to meet new people.” (21st CCLC Student).



“I am so thankful for the programs that have been made available at our school thanks to 21CCLC. Students get so many unique experiences thanks to clubs, and it really does mean so much to the kids and families.” (Council Bluffs CSD Teacher).



“My student has improved tremendously academically, mentally, and emotionally due to the works of Edison and the staff. We are not from here and we have less than a handful of family members in the area, so the 21st Century clubs have allowed my child opportunities to be social and make friends.” (21st CCLC Parent).



“I love working with these programs and getting to see students connect the dots as they learn how to complete a new activity that might seem hard at first. Making STEM fun for students is something I am really passionate about.” (21st CCLC Partner).

Des Moines Independent CSD

Des Moines CSD 21st CCLC Notable Facts:

GPRA Measures

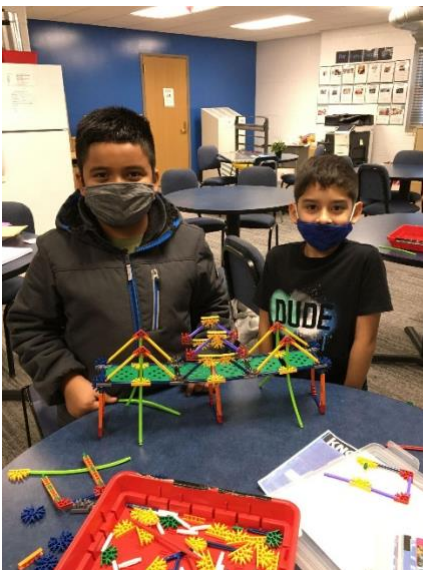
- **93% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **84% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **88% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- GPRA Measure 4 – Behavior. Des Moines CSD does not use in-school suspensions for elementary students, so this measure did not apply.
- **90% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 1,191 students during the 2021-2022 School Year.
- No students attended for more than 270 hours.
- **724 students (61%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 22 partners supporting the 21st CCLC Program that provided \$72,500 in in-kind value.**
- The 21st CCLC Program had 20 local objectives and met 3 of them.



Students working on a project using K'nex blocks.

Overview and Attendance.

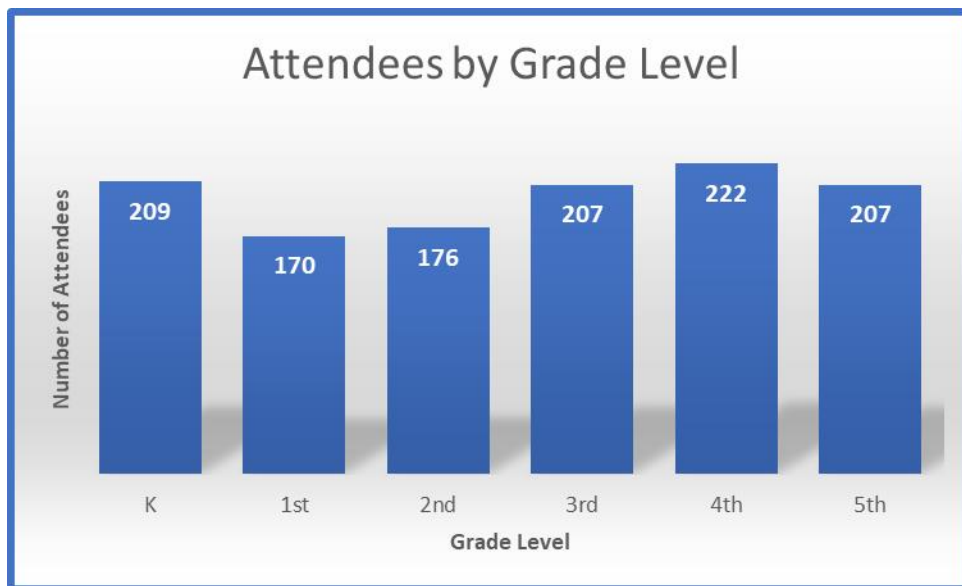
Des Moines CSD had fifteen 21st CCLC centers in five cohorts. Cohort 12 had centers at Capital View, Monroe, and King Elementary Schools. Cohort 13 had centers at Garton, Hillis, and River Woods, and Willard Elementary Schools. Cohort 14 had centers at Jackson, Park, and South Union Elementary Schools. Cohort

15 had centers at Brubaker and Stowe Elementary Schools. Cohort 16 had centers at Cattell, Howe, and Lovejoy Elementary Schools.

For 2021-2022, the Des Moines 21st CCLC Program served a total of 1,191 students in grades K-5. For 2021-2022, 61 percent of the total students served were identified as FRPL. The Program reported that 22 partners provided \$72,500 in in-kind services. The Local Evaluation stated that each center is expected to have four family nights per year. No specifics on events and attendance were given.

Des Moines CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Des Moines CSD	Cohort 12	22	Capital View, Monroe, and King Elementary Schools	161	0
Des Moines CSD	Cohort 13	22	Garton, Hillis, River Woods, and Willard Elementary Schools	343	0
Des Moines CSD	Cohort 14	22	Jackson, Park, and South Union Elementary Schools	364	0
Des Moines CSD	Cohort 15	22	Brubaker and Stowe Elementary Schools	130	0
Des Moines CSD	Cohort 16	22	Cattell, Howe, and Lovejoy Elementary Schools	193	0
TOTALS		22		1,191	0



Effects of COVID-19 Pandemic/Unexpected Data

The onset of COVID-19, which impacted two prior school years, required DMPS 21st CCLC staff to consistently go above and beyond to connect with families and ensure their needs were being met. Staff are still dealing with the aftermath of COVID-19 educational challenges from the pandemic. For example, DMPS continues to navigate the social and emotional needs of students, as well as learning loss. 21CCLC helps fill in the gap by providing extended learning time, showing community partnerships, and prioritizing student and parent engagement in education.

In addition to the barriers brought on by the navigation of COVID-19 and the return to in-person learning, DMPS 21CCLC leadership staff changed during the 2021-2022 school year. With the onboarding of new leadership, there have been many opportunities for learning and evaluating processes and systems associated with 21CCLC. Furthermore, DMPS was subject to a cyber-security attack in January 2023 which made accessing student information and survey data associated with the local evaluation quite difficult. DMPS 21CCLC leadership has handled these various challenges with grace and open mindedness to establish solutions and a course of direction which keep the focus of this important work on providing students and families access to meaningful out of school programs.

(Local Evaluation)

Partnerships.

The Des Moines CSD 21st CCLC Program had 22 partners. The Program estimated that the in-kind value provided by the partners totaled \$72,500. *“Community partnerships are integral to the success of the DMPS 21CCLC program. Partnerships benefit all involved by introducing programming to students regardless of barriers which include transportation, fees, and unique student and family circumstances.” (Local Evaluation).*

Parent Involvement.

The Des Moines CSD 21st CCLC Program reported that *“Each 21CCLC site is expected to conduct four family nights per year (one per quarter). These nights included opportunities for families to enjoy a meal together and engage in specialized events like skate nights, literacy and math nights. The relational nature of these events typically results in them being very well attended (80%+ of students/ parents attending).” (Local Evaluation).* Examples of family nights were given but information on individual programs and attendance were not included in the Local Evaluation.

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

The Des Moines 21st CCLC Program reported that 2,522 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students practicing soccer.

Objectives.

GPRM Measures

For the 2021-2022 School Year, new GPRM measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<i>GPRM Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRM Measure 1A – Reading Progress	373	346	93%
GPRM Measure 1B – Math Progress	375	316	84%
GPRM Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRM Measure 3 – School Day Attendance	382	335	88%
GPRM Measure 4 – Behavior	0	0	No Data
GPRM Measure 5 – Teacher Survey	460	413	90%

The Des Moines 21st CCLC Program had data for three of the five GPRM Measures. For GPRM Measure 1A – Reading Progress, 93 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRM Measure 1B – Math Progress, 84 percent of students in grades 4-8 with data improved their performance in mathematics. GPRM Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRM Measure 3 – School Day Attendance, 88% of students with data in grades 4-8 improved their attendance rate. GPRM Measure 4 – Behavior did not apply since Des Moines CSD does not utilize in-school suspensions for elementary students. For GPRM Measure 5 – Teacher Survey, 90% of students improved in teacher-reported engagement in learning.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program had the same four objectives for each cohort (a total of 20 objectives) and provided methodology and justifications for objective ratings for each objective. One of the objectives (four total) dealt with academic achievement support, one of the objectives (four total) dealt with educational enrichment activities, one of the objectives (four total) dealt with family literacy, and one of the objectives (four total) dealt with student engagement, attendance, and behavior.

- To provide high-quality, comprehensive out-of-school time academic support activities, aligned with district and state standards, enabling students to improve academically. Cohort 12, 13, and 15 – *Did not meet but made progress toward the stated objective*. Cohorts 14 and 16 – *Met 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. Cohort 12, 13, 14, 15 and 16 – *Unable to measure the stated objective*. This objective was to be measured with survey data. This data was lost due to a cyber security event at Des Moines CSD.
- To provide a high-quality family literacy program that promotes positive parent-child interactions, improves family engagement and supports students' academic success. Cohort 12, 13, 14, 15 and 16 – *Unable to measure the stated objective*. This objective was to be measured with survey data. This data was lost due to a cyber security event at Des Moines CSD.
- To increase student engagement and attendance in school and promote positive behavior outcomes for students in the program. Cohorts 12, 13 – *Did not meet but made progress toward the stated objective*.

Cohorts 14 and 16 – *Did not meet and made no progress toward the stated objective.* Cohort 15 – *Met the stated objective.*

Sustainability.

The Des Moines 21st CCLC Program has a formal sustainability plan that includes “*garnering broad-based community support via increased visibility and promotion, utilization of existing resources, building new partnerships, and creating new revenue streams*” (Local Evaluation).

Des Moines 21st CCLC Program Summary.

Des Moines CSD had 15 centers for the 21st CCLC Program during the 2021-2022 grant period. The fifteen centers served a total of 1,191 students in grades K-5 and 61 percent of the total students served were identified as FRPL. Twenty-two partners provided \$72,500 in in-kind services. Des Moines CSD reported that each center was expected to host four family nights per year but data on these events was not provided.

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



A student using sidewalk chalk for an art project.



“What I like about the clubs is that I get to learn a new thing and get to have a new experience every day!” (21st CCLC Student).



“You guys bring inspiration to us all so we can explore and learn new things.” (21st CCLC Student).



“One of the things that I have noticed with her is that she is always happy because she made more friends, apart from that, she is learning more things that help her intellectual development. She feels a lot of appreciation for you. Something that I have observed in her

that she is not as shy as she was before that means that century 21 helped her emotionally too, thank you!!!” (21st CCLC Parent).



“A student who has had a tough time being motivated during the school day made strong connections with the student workers in the basketball program offered here after school. His attendance, behavior and engagement during this program allowed him to experience success and develop positive peer relationships, which had been difficult for him during the regular school day.” (Des Moines Teacher).

Dubuque CSD

Dubuque CSD 21st CCLC Notable Facts:

GPRA Measures

- 21% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).
- 24% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- 29% of students in grades 7-8 and 10-12 with data demonstrated an improved GPA. (GPRA Measure 2 – Academic Achievement – GPA).
- **73% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- **72% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- **96% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 828 students during the 2021-2022 School Year.
- No students attended for more than 270 hours.
- **453 students (55%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 10 partners supporting the 21st CCLC Program that provided \$8,600 in in-kind value.
- The 21st CCLC Program had five local objectives and met four of them.



21st CCLC Students Math Counts Team.

Overview and Attendance.

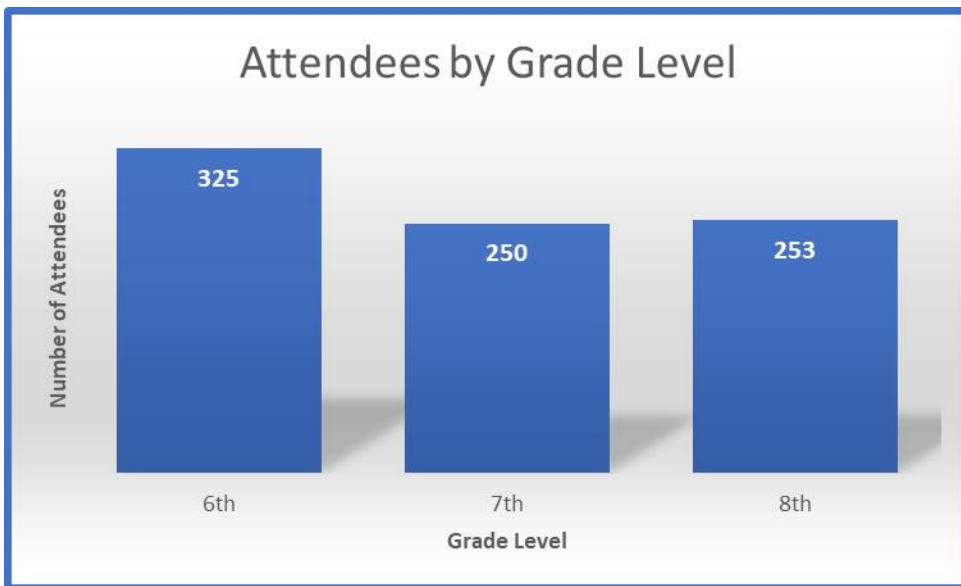
The Dubuque CSD 21st CCLC Program had two centers in Cohort 13. The centers were located at George Washington and Thomas Jefferson Middle Schools.

The Dubuque 21st CCLC Program was called LEAP (Literacy Education and Project Based Learning Program) served a total of 828 students in grades 6-8. No students attended for 270 hours or more. For 2021-2022, 55

percent of the total students served were identified as FRPL. LEAP had 10 partners supporting the program and the partners provided \$8,600 in in-kind services. The Program sponsored two parent events during open houses. No attendance numbers were provided in the Local Evaluation.

Dubuque CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Dubuque CSD	Cohort 13	10	George Washington and Thomas Jefferson Middle Schools	828	0
TOTALS		10		828	0



Effects of COVID-19 Pandemic

The COVID-19 pandemic had a significant impact on the program. We continue to work to add more partners able to offer programming for our students, but we have found many of our school day teachers now wanting to be involved with providing programming, as they see the value for students. (Local Evaluation).

Partnerships.

Dubuque CSD 21st CCLC was supported by 10 partners. Dubuque CSD estimated that the in-kind value provided by the partners totaled \$8,600. All 10 partners provided programming and activity-related services.

Partnerships have created a diverse offering of interests and possibilities for middle schoolers. Partners have a passion for the program they offer, allowing students to think about and experience things that would likely be unavailable to them otherwise. (Local Evaluation).



Students with gifts made for local senior home residents.

Parent Involvement.

LEAP had two parent events during an open house for incoming 6th graders and a second open house for all grade 6-8 students and families. Although no attendance numbers were provided, Dubuque CSD did report that about 300 families requested information about the 21st CCLC Program during the two open houses. Dubuque CSD communicated with parents using the LEAP website, flyers, an electronic student mailbag and personal talks with parents at the open houses.

Dubuque CSD reported that 15 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



A student is the Chef of the Day during a cooking activity.

Objectives.

GPRM Measures

For the 2021-2022 School Year, new GPRM measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<i>GPRM Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRM Measure 1A – Reading Progress	828	173	21%
GPRM Measure 1B – Math Progress	828	199	24%
GPRM Measure 2 – Academic Achievement -	503	146	29%

GPA			
GPR Measure 3 – School Day Attendance	249	181	73%
GPR Measure 4 – Behavior	173	125	72%
GPR Measure 5 – Teacher Survey	828	798	96%

Dubuque CSD had data for all five GPR Measures. For GPR Measure IA – Reading Progress, 21 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPR Measure 1B – Math Progress, 24 percent of students in grades 4-8 with data improved their performance in mathematics. For GPR Measure 2 – Academic Achievement - GPA, 29 percent of students in grades 7-8 with data improved their GPA. For GPR Measure 3 – School Day Attendance, 73% of students with data in grades 6-8 improved their attendance rate.

For GPR Measure 4 – Behavior, 72% of students improved their behavior as measured by in-school suspensions. For GPR Measure 5 – Teacher Survey, 96% of students improved in teacher-reported engagement in learning.



Students working on craft project.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. LEAP reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with student participation and one objective dealt with increasing partnerships. Four of the objectives were met and one was not met but progress was made toward the stated objective.

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



Students make cookies as part of a baking class.

Sustainability.

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

Dubuque CSD Summary.

Dubuque CSD participated in Cohort 13 for the 21st CCLC Program during the 2021-2022 grant period. The Program had two centers at George Washington and Thomas Jefferson Middle Schools called LEAP. For 2021-2022, 828 students were served, and 55 percent were students identified as FRPL. Dubuque CSD had 10 partners for the 21st CCLC Program that provided an in-kind value of \$8,600. LEAP participated in two school open houses, but no attendance data was provided. The Dubuque CSD reported data for all five GPRA Measures and showed improvement in all five. LEAP had five Local Objectives and met four of them. A sustainability plan is in place that will allow the program to continue if 21st CCLC Funds are discontinued.



“LEAP has always been fun for me, especially Student Ambassadors. I am very thankful that we have had the opportunity and funding to do it. It is fun and it brings me joy and I get to bring other people joy too. I am very thankful for LEAP.” (21st CCLC Program Student).



“For me LEAP is a place where I can calm down and do stuff I enjoy, and it doesn’t cost money.” (21st CCLC Program Student).



“I think LEAP is an awesome program that not only has fun activities, but it also teaches life skills like cooking. I think it’s great they sometimes go on cool field trips and get to know a diversity of students they may never get to hang out with otherwise and learn from. There are always lots of choices of a variety of activities they can join. All around wonderful program! I wish they had something like this when I was in school” (Dubuque CSD Teacher).



“I think LEAP provides a great incentive for my daughter to listen and follow through at school. She loves the cooking opportunities provided through the LEAP program” (21st CCLC Parent).

Fairfield CSD

Fairfield CSD 21st CCLC Notable Facts:

GPRA Measures

- **98% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **96% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- 33% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- **100% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- **85% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 159 students during the 2021-2022 School Year.
- 12 students (8%) attended for more than 270 hours.
- 62 students (39%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 11 partners supporting the 21st CCLC Program that provided \$1,175 in in-kind value.
- The 21st CCLC Program had five local objectives and met four of them.



Students creating obstacle courses and trying out other's courses.

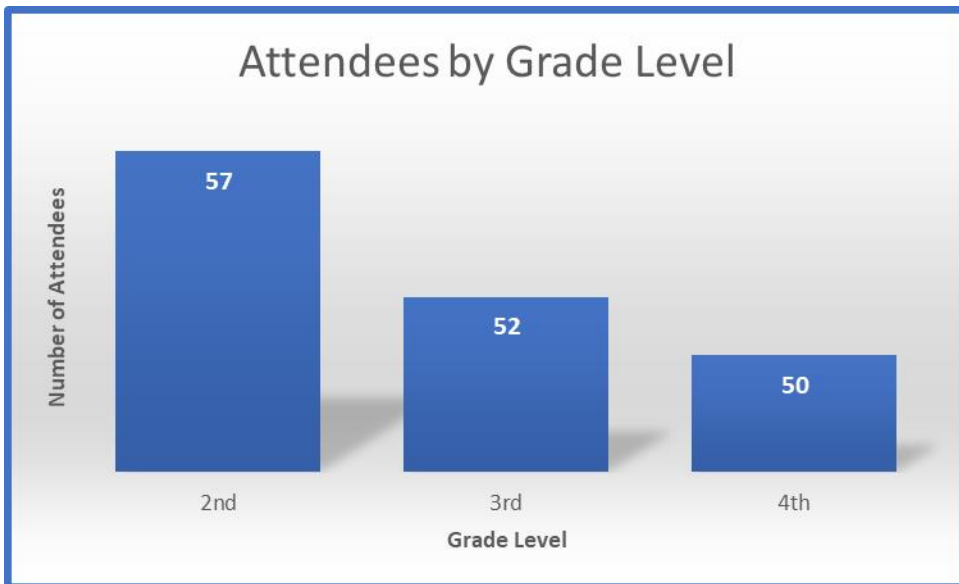
Overview and Attendance.

Fairfield CSD had one 21st CCLC Center for Cohort 13. Called the Character and Community Program, the Center was located at Pence Elementary School. “*The after-school program’s daily structured activities include a snack, physical exercise, homework completion/tutoring time, and academic enrichment activities*” (Local Evaluation).

The Program served a total of 159 students in grades 2-4 and 12 or 8 percent of them attended 270 hours or more. For 2021-2022, 39 percent of the total students served were identified as FRPL. Partners provided \$1,175 in in-kind services. Fairfield CSD had three parent events at Pence Elementary School and a total of 150 parents attended these events.

Fairfield CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Fairfield CSD	Cohort 13	11	Pence Elementary School	159	12
TOTALS		11		159	12



Effects of COVID-19 Pandemic/Unexpected Data

As noted throughout the report, an unexpected challenge this year was the difficulty in finding staff for CCP. The program is in high demand by Pence students and parents. Due to staff shortages, CCP had to reduce enrollment to 20 students per grade level (per day) to maintain a reasonable staff/student ratio. When parents were informed of the need to reduce enrollment, they responded positively – many withdrew their children knowing that other families were in greater need. However, the staffing challenges did hamper efforts to further develop the program this year. By keeping enrollments to the current limits next year, greater efforts will be devoted to program and staff development (Local Evaluation).

Partnerships.

The Fairfield CSD 21st CCLC Program had 11 partners. The Program estimated that the in-kind value provided by the partners totaled \$1,175. “*The commitment among business owners and service clubs to assist the school district in providing enriching, educational experiences for students is evident. These employers also*

recognize that the availability of high-quality programming for young children, outside of regular school hours, makes this community a good place to live and to work” (Local Evaluation).



Students exploring the properties of electricity with Snap Circuit Kits.

Parent Involvement.

The Fairfield 21st CCLC Program held two family engagement nights. In addition, the Program partnered with the Title I Reading program for an additional parent night. Fairfield CSD reported that a total of 150 parents participated in these events.

The Fairfield 21st CCLC Program communicated with parents using e-mail and paper copies of the information in the e-mails if requested.

The Fairfield 21st CCLC Program reported that 150 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Family Game Night.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	46	45	98%
GPRAs Measure 1B – Math Progress	46	44	96%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	15	5	33%
GPRAs Measure 4 – Behavior	1	1	100%
GPRAs Measure 5 – Teacher Survey	65	55	85%

The Fairfield 21st CCLC Program had data for four of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 98 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 96 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 did not apply since the program was for elementary students.

For GPRAs Measure 3 – School Day Attendance, 33% of students with data in grades 4-8 improved their attendance rate. For GPRAs Measure 4 – Behavior, 100% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to one student. For GPRAs Measure 5 – Teacher Survey, 85% of students improved in teacher-reported engagement in learning.



Students carving pumpkins.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with academic achievement, two objectives dealt with student attendance and one objective dealt with student behavior. Four of the local objectives were met and

one was unable to be measured.

- 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 grade 2-4 disciplinary referrals. *Unable to measure the stated objective.*



Students solving puzzles to open locks on a breakout box.

Sustainability.

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

CCP Sustainability actions from the original grant application included:

- *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 grants/funds for programming materials, i.e., Trojans Unite parent group, local businesses, and service organizations.*
- *Focus acquisition of in-kind district contributions to the program: copier, accounting, payroll, general supplies, and materials, building care, occasional transportation, food service.*

(From the Local Evaluation.)

Fairfield 21st CCLC Program Summary.

Fairfield CSD participated in Cohort 13 for the 21st CCLC Program during the 2021-2022 grant period with one center. Called the Character and Community Program (CCP), the Center was located at Pence Elementary School. For 2021-2022, the program served 159 students in grades 2-4 and 39 percent of the total students served were identified as FRPL. Partners provided \$1,175 in in-kind services. Three total parent events were held at Pence Elementary School with a total of 150 parents attending all events.

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



“The after-school Program provides an educational and safe environment for students. Students are always expressing their excitement for the program and anticipating what activities will be provided at the end of their day!” (AEA Speech Teacher).



“My daughter really enjoys the after-school program. She loves the activities and the fact that they get to do different things each day. The staff always gets involved and has a good time with the kids.” (21st CCLC Parent).



“The after-school program is such an asset to the community. It's a great opportunity for kids to meet other peers and engage in creative activities. The environment is welcoming and fun for the kids. My child enjoys his time in the program and is excited about the activities offered. As a full-time working parent, we are grateful for the after-school supervision of our child.” (21st CCLC Parent).



“The after-school program serves a great need in our community! It's great to see youth being able to participate in this program to gain more education, help with homework, or just even to unwind after school before going home.” (21st CCLC Partner).

Iowa City CSD

Iowa City CSD 21st CCLC Notable Facts:

GPRA Measures

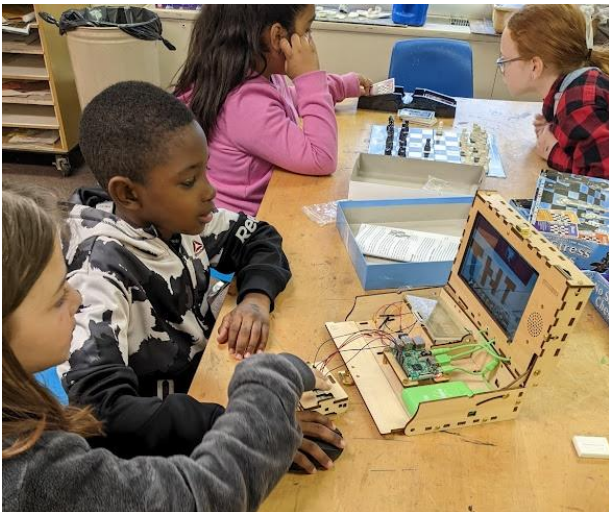
- **88% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **79% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **95% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- **100% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- 53% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).

Attendance

- The 21st CCLC Program served 231 students during the 2021-2022 School Year.
- 129 (67%) of students attended for more than 270 hours.
- **156 students (68%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$11,125 in in-kind value.
- The 21st CCLC Program had 12 local objectives and met 4 of them.



Students practicing coding and playing chess.

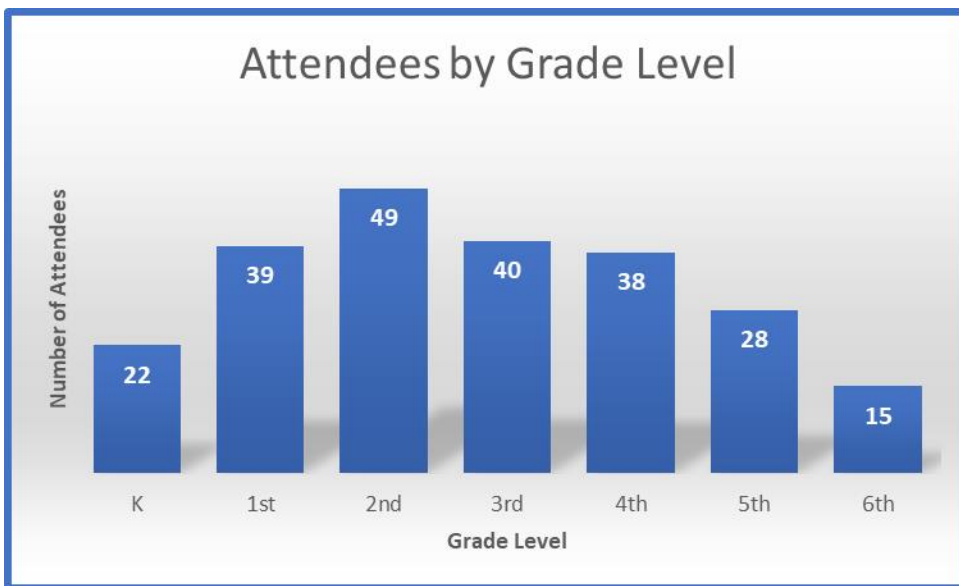
Overview and Attendance.

Iowa City CSD had four 21st CCLC centers, one center for each of four cohorts. The Cohort 12 center was at Hills Elementary School, the Cohort 13 center was at Mark Twain Elementary School, the Cohort 15 Center was at Kirkwood Elementary School, and the Cohort 16 center was at Archibald Elementary School.

For 2021-2022, the 21st Iowa City CCLC Program served a total of 231 students in grades K-6. For 2021-2022, 156 (68 percent) of the total students served were identified as FRPL. In addition, the 21st CCLC Program served 206 students during the Summer of 2021. The Program reported that 12 partners provided \$11,125 in in-kind services. One parent event was held at two of the centers and a total of 168 family members attended the two events. Two centers did not hold any parent events due to Pandemic restrictions.

Iowa City CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Iowa City CSD	Cohort 12	12	Hills Elementary School	47	34
Iowa City CSD	Cohort 13	12	Mark Twain Elementary School	60	11
Iowa City CSD	Cohort 15	12	Kirkwood Elementary School	59	35
Iowa City CSD	Cohort 16	12	Archibald Elementary School	65	49
TOTALS		12		231	129



Effects of COVID-19 Pandemic/Unexpected Data

COVID-19 prevented program staff from recommending educational Kirkwood Community College classes to parents to limit exposure to virus transmission. Therefore, no data were collected to assess literacy and employment skill development specified in local objective three (The majority of families will [...] increase their own literacy and employment skills). The program director plans to resume class recommendations in the future. The CEA is currently collaborating with the director and program coordinators to develop an appropriate survey to assess parents' skill development for future evaluations.

(Local Evaluation)

Partnerships.

The Iowa City CSD 21st CCLC Program had 12 partners. The Program estimated that the in-kind value provided by the partners totaled \$11,125. “Most partnerships (67%) provided programming or activity-related services. Examples of activities included STEM lessons, health lessons, tennis lessons, and art lessons. Fifty-four percent of partners provided goods to the program, including books, knitting materials, tennis equipment, 3D printing materials, and materials to supplement STEM lessons.” (Local Evaluation).



Student participating in Bike Club.

Parent Involvement.

The Iowa City CSD 21st CCLC Program had two family events for the 2021-2022 School Year. Cohort 12 at Hills Elementary School held a Family Literacy Night where 110 family members attended. Cohort 16 at Archibald Elementary School held a talent show for students and 58 family members attended. Cohorts 13 and 15 did not hold any family events due to Pandemic restrictions not allowing parents and outside community members in the school buildings.

The Iowa City 21st CCLC Program communicated with parents using phone calls to families, e-mail, letters, flyers, and personal contact when parents picked up students.

The Iowa City 21st CCLC Program reported that 168 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



A student practicing rhythm on drums.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	75	66	88%
GPRAs Measure 1B – Math Progress	76	60	79%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	38	36	95%
GPRAs Measure 4 – Behavior	3	3	100%
GPRAs Measure 5 – Teacher Survey	184	97	53%

The Iowa City 21st CCLC Program had data for four of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 88 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 79 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRAs Measure 3 – School Day Attendance, 95 percent of students with data in grades 4-8 improved their

attendance rate. For GPRA Measure 4 – Behavior, 100 percent of students improved their behavior as measured by in-school suspensions, but it should be noted that the data only applied to three students. For GPRA Measure 5 – Teacher Survey, 53 percent of students improved in teacher-reported engagement in learning.



Students practicing coding in a STEM activity.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program had the same three objectives for each cohort (a total of 12 objectives) and provided methodology and justifications for objective ratings for each objective. One of the objectives (four total) dealt with academic achievement support, one of the objectives (four total) dealt with students discovering new interests and making good choices, and one of the objectives (four total) dealt with family support and literacy.

- 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. Cohort 12, 13, 15 and 16 – *Did not meet but made progress toward the stated objective.*
- The majority of students will have discovered new interests and will acquire the knowledge and skills necessary through BASP programs and PBIS to make safe and healthy choices. Cohort 12, 13, 15 and 16 – *Met the stated objective.*
- The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills. Cohort 12, 13, 15 and 16 – *Did not meet but made progress toward the stated objective.*



Students completing an arts and crafts activity.

Sustainability.

The Iowa City 21st CCLC Program has a formal sustainability plan that includes:

Goals for sustainability include maintenance of effective staff retention and partnership resources.

Efforts for staff retention are aimed at ongoing professional development. Staff are trained in program curricula, including LLI, SOAR, Alouds, and Mastering Basic Math Facts. Other professional development opportunities are encouraged and provided by the Coordinator of Extended Day Learning. Professional development topics include Positive Behavioral Intervention Supports (PBIS), cultural competency, effective partner engagement strategies, positive youth development, and data-driven evaluation.

To ensure partner resources are conducive to program sustainability, all partners agree to work towards the same mission:

- *Incorporate learning and outcomes-based standards into program activities.*
- *Engage in effective communication about needs and resources.*
- *Discuss and incorporate best educational and socioemotional practices.*
- *Generate financial flow into the program.*
- *Keep accurate student records to support summative and formative program evaluation efforts.*

(Local Evaluation).

Iowa City 21st CCLC Program Summary.

Iowa City CSD had four centers for the 21st CCLC Program during the 2021-2022 school year. The four centers served a total of 231 students in grades K-5 and 68 percent of the total students served were identified as FRPL. Additionally, the Program served 206 students during the Summer of 2021. Twelve partners provided \$11,125 in in-kind services. Two of the centers held a parent event and two centers were unable to host a parent event due to Pandemic restrictions.

Iowa City CSD reported data for four GPRA Measures and showed improvement in all four measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. A sustainability plan is in place with the goal of continuing after-school programs without 21st CCLC Funding.



Students learning about structural engineering.



“I have seen my son make a lot of progress, and he also really likes school.” (21st CCLC Parent).



“The program is very important to us because it helps my daughter's personal development, and she is very happy to attend and be able to learn with you. We are very satisfied with the work you do. Thank you very much for your support with our children.” (21st CCLC Parent).



“Children that were shy, not wanting to participate in anything, are now participating and learning, as well as enjoying the activities.” (21st CCLC Staff Member).

Maquoketa CSD

Maquoketa CSD 21st CCLC Notable Facts:

GPRA Measures

- **95% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **71% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- **71% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- The Program did not have data on in-school suspensions so GPRA Measure 4 – Behavior was not reported.
- **79% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 155 students during the 2021-2022 School Year.
- 58 (37%) of students attended for more than 270 hours.
- **93 students (60%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 11 partners supporting the 21st CCLC Program that provided \$62,554 in in-kind value.**
- The 21st CCLC Program had 4 local objectives and met 2 of them.



Students doing STEM activity on electricity.

Overview and Attendance.

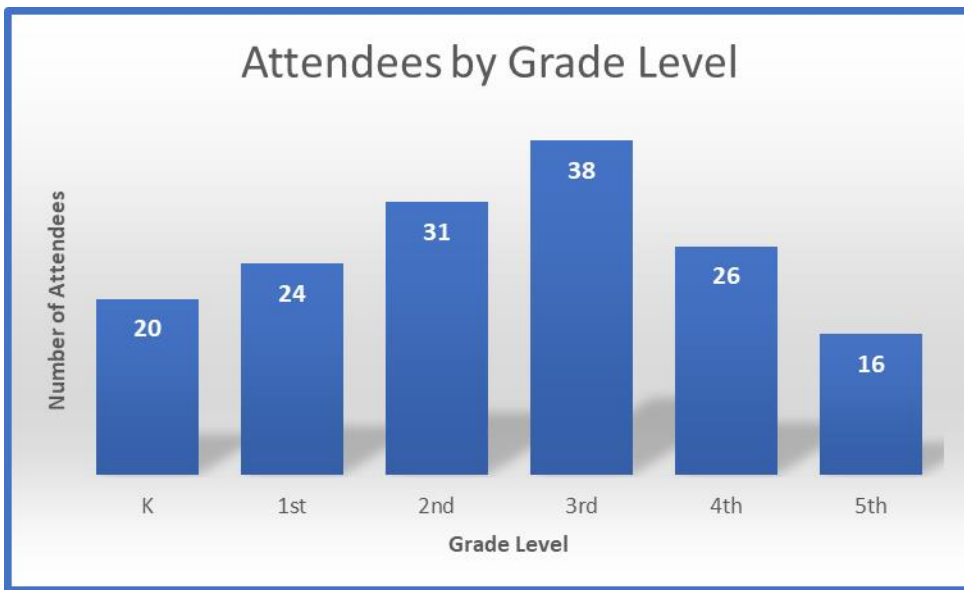
Maquoketa CSD had two 21st CCLC centers in Cohort 14 located at Briggs and Cardinal Elementary Schools.

Called the Little Cardinals Out of School Adventures (Lil' Cards), for 2021-2022, the Program served a total of 155 students in grades K-5. For 2021-2022, 93 (60 percent) of the total students served were identified as FRPL. In addition, the 21st CCLC Program served 56 students during the Summer of 2021. Maquoketa CSD reported that 11 partners supported the 21st CCLC Program and provided \$62,554 in in-kind services. Due to a

change in program leaders, data on parent meetings was lost but Maquoketa estimated that two parent events were held with a total of 340 parents attending.

Maquoketa CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Maquoketa CSD	Cohort 14	11	Briggs and Cardinal Elementary Schools	155	58
TOTALS		11		155	58



Effects of COVID-19 Pandemic/Unexpected Data

The pandemic has been the unexpected event that has hindered the program's operations. The data gathering has been difficult because the school day and program day have not always operated according to the desired routine.

The 2021-2022 program leader did not complete the school year because she was on maternity leave. The program leader did not return for the 2022-2023 school year. Portions of this report's information and data were reconstructed from the prior program leader's memory and the new program leaders did estimate a few data points.

(Local Evaluation)

Partnerships.

The Maquoketa CSD 21st CCLC Program had 11 partners. The Program estimated that the in-kind value provided by the partners totaled \$62,554. *"The Maquoketa Community School District integrated existing community partnerships with parents, community stakeholders, volunteers, social services agencies, and community organizations. Partners have directly and indirectly provided a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs, which reinforce and complement the regular academic program of participating students"* (Local Evaluation).



Students participating in playing strategy board games.

Parent Involvement.

A change in program leadership caused data on parent meetings in 2021-2022 to be lost. The Maquoketa CSD 21st CCLC Program estimated that two family events were held during 2021-2022. Approximately 230 parents attended a Carnival Event and approximately 120 parents attended a Game Night. In addition, the Program estimated that 42 family members served as volunteers during the Summer of 2021.

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

The Maquoketa 21st CCLC Program reported that 230 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students working on Halloween project.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	42	40	95%
GPRAs Measure 1B – Math Progress	42	30	71%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	45	32	71%
GPRAs Measure 4 – Behavior	0	0	No Data
GPRAs Measure 5 – Teacher Survey	135	106	79%

The Maquoketa 21st CCLC Program had data for three of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 95 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 71 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRAs Measure 3 – School Day Attendance, 71% of students with data in grades 4-8 improved their attendance rate. For GPRAs Measure 4 – Behavior, Maquoketa CSD reported that “*applicable student data*” was not available. For GPRAs Measure 5 – Teacher Survey, 79% of students improved in teacher-reported engagement in learning.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Maquoketa CSD 21st CCLC Program had four objectives and provided methodology and justifications for objective ratings for each objective. One of the objectives dealt with academic achievement, one of the objectives dealt with student attendance, one of the objectives dealt with student enrichment, and one of the objectives dealt with family literacy. Two of the objectives were met and two were not met but progress was made toward the stated objectives.

- 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. *Did not meet but made progress toward the stated objective.*
- The rate of absenteeism will decrease by 2%. *Did not meet but made progress toward the stated objective.*
- All students will demonstrate growth in at least one of the 7 Habits (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 day social/emotional learning needs as a continuation from the school. *Met the stated objective.*
- 100% of students’ families will be more engaged in their children’s reading activities and support reading at home and seek out community reading activities. *Met the stated objective.*

Sustainability.

The Maquoketa 21st CCLC “*program leaders and Stakeholder Advisory Group are holding regular program meetings to continually assess, identify/implement improvements, and develop sustainability strategies (Local Evaluation).*” The Program has five sustainability expectations as listed below.

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.*

(Local Evaluation).

Maquoketa 21st CCLC Program Summary.

Maquoketa CSD had two centers for the 21st CCLC Program during the 2021-2022 grant period. The centers served a total of 155 students in grades K-5 and 60 percent of the total students served were identified as FRPL. Additionally, the Program served 56 students during the Summer of 2021. Eleven partners provided \$62,554 in in-kind services. Data on parent events was lost but program leaders estimated there were two parent events with a total of 340 parents attending.

Maquoketa CSD reported data for three GPRA Measures and showed improvement in all three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. For measure 4, no “*applicable student data*” was available. A sustainability plan is in place with the goal of continuing after-school programs without 21st CCLC Funding.



“I liked the Mondays because we got to do Science.” (21st CCLC Student).



“I was thrilled to be able to provide yoga lessons to Cardinal students who participated in the after-school program this last spring. I warmed my heart to see the students excited about yoga and how good they were at calming their minds and bodies. I saw students being more helpful, more patient, and more compassionate towards each other.” (21st CCLC Counselor and Yoga Instructor).



“It’s a fantastic program that engages kids in fun learning activities.” (21st CCLC Parent).



“The Before and After school program was an amazing thing for our children. It was a place for them to be creative as well as a place to extend their learning academically and socially. It was a great opportunity for them to be in a safe, educational environment to continue to grow while we were at work. The fun experiences they shared with us being a part of the program were very uplifting to hear.” (21st CCLC Parent).



“The program is a fun, interactive space for students to go where parents know their kids are safe while learning and enjoying themselves. The students experience activities they

can't typically enjoy during a school day that enhance their learning while working on Leader-in-Me knowledge and expanding their leadership skills.” (21st CCLC Program Director).

North Fayette Valley CSD 21st CCLC Notable Facts:

GPRA Measures

- 13% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPR
- No students in grades 4-8 with data exhibited growth in Mathematics. (GPR
- GPR
- **100% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPR**
- No students in the 21st CCLC Program had in-school suspensions in the 2020-2021 School Year, so GPR
- 50% of students in grades 1-5 improved their engagement in learning. (GPR

Attendance

- The 21st CCLC Program served 37 students during the 2021-2022 School Year.
- 6 (16%) attended for more than 270 hours.
- 13 students (35%) were identified as FRPL.

Partnerships and Local Objectives

- The 21st CCLC Program had 5 partners supporting the 21st CCLC Program that provided \$4,000 in in-kind value.
- The 21st CCLC Program had 3 local objectives and met 2 of them.



Students engaged in STEM activity using circuit sets.

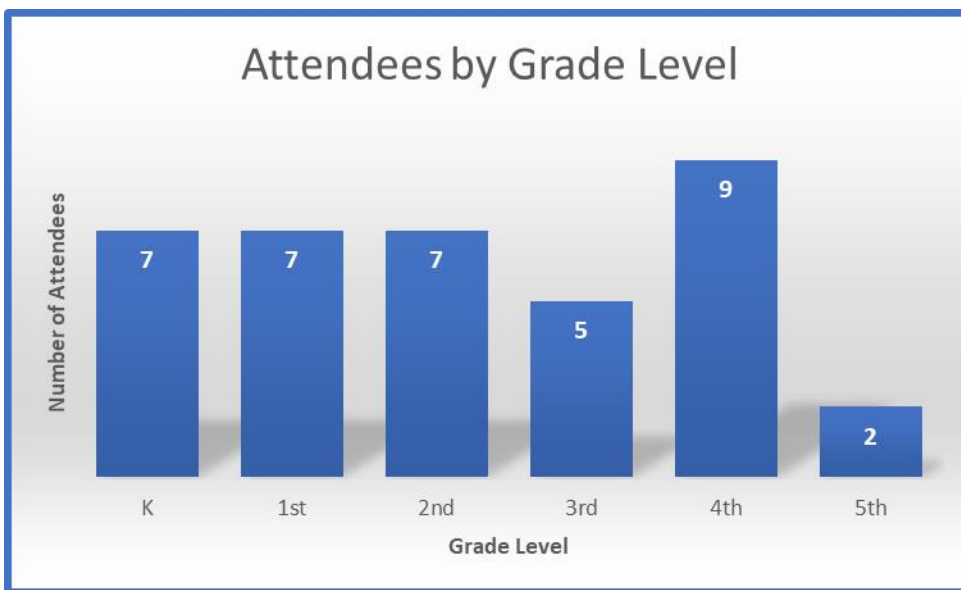
Overview and Attendance.

North Fayette Valley CSD had one 21st CCLC center for Cohort 14 at Valley Elementary School. For 2021-2022, the 21st North Fayette Valley CCLC Program served a total of 37 students in grades K-5. For 2021-2022, six (thirteen percent) of the total students served were identified as FRPL. In addition, the 21st CCLC Program served 29 students during the Summer of 2021. The Program reported that 5 partners provided \$4,000 in in-

kind services. One family engagement event was held but no attendance data was provided by the Local Evaluation.

North Fayette Valley CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
North Fayette Valley CSD	Cohort 14	5	Valley Elementary School	37	6
TOTALS		5		37	6



Effects of COVID-19 Pandemic/Unexpected Data

It seems like the pandemic has had some lingering challenges that stick with the program. While we are able to work together without restrictions and masks, staffing remains a big issue. We were able to slightly increase wages last year, however, we spent a great deal of effort finding constant staff. We were eventually able to find someone to take us through the rest of the year and into the summer. We continue to search for a constant presence in the lead teacher role.

(Local Evaluation)

Partnerships.

The North Fayette Valley CSD 21st CCLC Program had 5 partners that provided an in-kind value of \$4,000. Four of the partners provided programming and related services and one partner provided food for the Program.



Partner with students during snowshoes activity.

Parent Involvement.

The North Fayette Valley CSD 21st CCLC Local Evaluation reported one family engagement night held with the Title program where the 21st CCLC Program had a booth to inform parents about the afterschool program. No attendance data was provided.

The North Fayette Valley 21st CCLC Program communicated with parents using Facebook, phone calls, and face-to-face during pick up time.

The North Fayette Valley 21st CCLC Program reported that 148 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students engaged in science activity collecting bugs.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	8	1	13%
GPRAs Measure 1B – Math Progress	8	0	0%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	5	5	100%
GPRAs Measure 4 – Behavior	0	0	No Data
GPRAs Measure 5 – Teacher Survey	10	5	50%

The North Fayette Valley 21st CCLC Program had data for three of the five GPRAs Measures but as few as five students had data. For GPRAs Measure 1A – Reading Progress, 13 percent of students in grades 4-8 with data (8 students) improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, zero percent of students with data (eight students) in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRAs Measure 3 – School Day Attendance, 100 percent of students with data (five students) in grades 4-8 improved their attendance rate. For GPRAs Measure 4 – Behavior, no students had in-school suspensions. For GPRAs Measure 5 – Teacher Survey, 50 percent of students with data (10 students) improved in teacher-reported engagement in learning.



Students making weather station measuring devices.

Local Objectives

For the 2021-2022 School Year, the 21st CCLC Programs were asked to give details on not more than five Local Objectives. North Fayette Valley CSD had three local objectives for its 21st CCLC Program. Two of the objectives dealt with academic achievement and one of the objectives dealt with homework completion.

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

Sustainability.

The North Fayette Valley 21st CCLC Program has a developing sustainability plan.

As noted in the grant application, the committed partners in the MOU will assist in developing a sustainability plan that will be effective and ensure that the project will continue beyond the grant funding period. The NFV District, Northeast Iowa Food Bank and the NFVCC (North Fayette Valley Community Coalition) are strong advocates for sustaining an after school program for youth. It is understood why adult-child relationships are so important when striving for improved student achievement.

Currently, the NFVCC and Helping Services have a strong network for fundraising efforts. To sustain programs, these networks will continue to be engaged and ask for the time, resources, and money that are needed to continue programs. The Advisory Group includes members of the business community and work to find sustainability partners.

(Local Evaluation).

North Fayette Valley 21st CCLC Program Summary.

North Fayette Valley CSD had one center for the 21st CCLC Program during the 2021-2022 school year. The Program served a total of 37 students in grades K-5 13 percent of the total students served were identified as FRPL. Additionally, the Program served 29 students during the Summer of 2021. Five partners provided \$4,000 in in-kind services. One parent event was held but no attendance numbers were given.

North Fayette Valley CSD reported data for three GPRA Measures and showed improvement in all three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students and for Measure 4, no students had in-school suspensions. A sustainability plan is in place with the goal of continuing after-school programs without 21st CCLC Funding.



A student working on STEM activity.



“I like it when we get to read a story to the class during snack time.” (21st CCLC Student).



“It’s always a good sign when you come to pick up your child and they don’t want to leave!” (21st CCLC Parent).

Oakridge Neighborhood Services

Oakridge Neighborhood Services 21st CCLC Notable Facts:

GPRA Measures

- **31% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **35% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- **100% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).**
- 41% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- No students in the 21st CCLC Program had in-school suspensions in the 2020-2021 School Year or the 2021-2022 School Year. (GPRA Measure 4 – Behavior).
- Data was not available for GPRA Measure 5 – Teacher Survey.

Attendance

- The 21st CCLC Program served 174 students during the 2021-2022 School Year.
- 92 students (53%) attended for more than 270 hours.
- **174 (100%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 54 partners supporting the 21st CCLC Program that provided \$605,655 in in-kind value.**
- The 21st CCLC Program had 5 local objectives and met 2 of them.



Students doing STEAM activity that includes making pancakes.

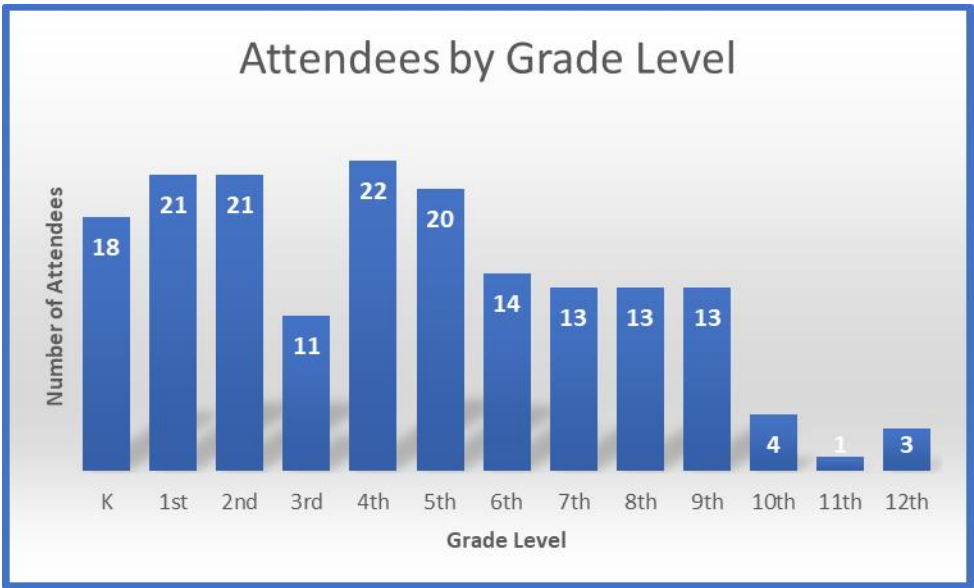
Overview and Attendance.

The Oakridge Neighborhood Services 21st CCLC Program had three centers in Cohort 15 for the 2021-2022 School Year. Centers included the Variety Center on Oakridge Neighborhood Campus (students in grades K-2), Edmunds Elementary School (students in grades 3-5), and Oakridge Community Center on Oakridge Neighborhood Campus (students in grades 6-12).

The Oakridge Neighborhood Services 21st CCLC Program served a total of 174 students in grades Pre-K through 12th grade and 92 or 53 percent of them attended 270 hours or more. For 2021-2022, 100 percent of the total students served were identified as FRPL. Partners provided \$605,655 in in-kind services. Oakridge Neighborhood Services has active Family and Workforce Programs in place and served 2,642 people.

Oakridge Neighborhood Services 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Oakridge Neighborhood Services	Cohort 15	54	The Variety Center on Oakridge Neighborhood Campus (students in grades K-2), Edmunds Elementary School (students in grades 3-5), and Oakridge Community Center on Oakridge Neighborhood Campus (students in grades 6-12).	174	92
TOTALS		54		174	92



Effects of COVID-19 Pandemic/Unexpected Data

During the 2022 Fall Semester, DMPS (Des Moines Public Schools) experienced a serious hacking of its computer systems. This hack resulted in a delay in obtaining data the Oakridge Neighborhood 21st CCLC needed to complete the 21st CCLC evaluation. It is regrettable that two extensions were needed to complete the evaluation and it is hoped that the system will be more resilient and timely for the 2022-2023 evaluation.

(Local Evaluation)

Partnerships.

The Oakridge Neighborhood Services 21st CCLC Program had 54 partners. The Program estimated that the in-kind value provided by the partners totaled \$605,655. *“A critical component of partnerships since the outbreak of the COVID-19 pandemic was the vast amount of food and meals provided by partners to keep families fed after the pandemic left many with severe food insecurity.” (Local Evaluation).*



Students engaged in learning games.

Parent Involvement.

The Oakridge Neighborhood Services 21st CCLC Program has Family and Workforce Programs that provide a variety of activities for families. For 2021-2022, these programs served 2,642 people. Key activities provided included the following.

- **Workplace Training 101** (Programs focuses on enhancing job readiness & retention skills)
 - 141 participants in Job Placement
 - 257 participants in Ready for Employment
 - 114 participants in Unemployment
- **Virtual Meeting Platforms Tutorial in partnership with DMPS:** 11 participants
- **COVID-19 Clinic:**
 - 242 Participants
- **OneSight Eye Clinic:**
 - 416 participants
- **Flu Shot Clinic:**
 - 61 participants
- **Polk County/CDC Community Survey**

- 300 participants
- **Money Management & Financial Literacy Classes**
 - 338 Completed Program
- **Driver's Education**
 - 4 participants
- **Computer Loan Library**
 - 21 families served

(Local Evaluation).

The Oakridge Neighborhood Services 21st CCLC Program reported that 88 family members of students participated in activities sponsored by 21st CCLC funds (APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served).



Students participating in making electricity using a bicycle.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	81	25	31%
GPRAs Measure 1B – Math Progress	81	28	35%
GPRAs Measure 2 – Academic Achievement - GPA	18	18	100%
GPRAs Measure 3 – School Day Attendance	101	41	41%

GPR Measure 4 – Behavior	0	0	No Data
GPR Measure 5 – Teacher Survey	0	0	No Data

The Oakridge Neighborhood Services 21st CCLC Program had data for three GPR Measures. For GPR Measure IA – Reading Progress, 31 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPR Measure 1B – Math Progress, 35 percent of students in grades 4-8 with data improved their performance in mathematics. For GPR Measure 2 – Academic Achievement – GPA, 100 percent of students in grades 7-8 and 10-12 improved their GPA.

For GPR Measure 3 – School Day Attendance, 41% of students with data in grades 4-8 improved their attendance rate. For GPR Measure 4 – Behavior, no students had in-school suspensions. For GPR Measure 5 – Teacher Survey, data was not available due to an incorrect teacher survey being used.



Students engaged in STEAM activity.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five total objectives and provided methodology and justifications for objective ratings for each objective. One objective dealt with academic support and educational enrichment, one objective dealt with homework completion and class participation, one objective dealt with classroom behavior, one objective dealt with student attendance and one objective dealt with parent support.

- Oakridge will provide After-School-Out Of School (AF-OOS) academic support 5 days per week, Monday-Friday for 1-3 hours per day for students in elementary and middle school and Provide AF-OOS Educational enrichment 5 days per week, Monday-Friday and alternate Saturdays for 1-5 hours per day for K-8 participants. *Met the stated objective.*
- 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.*
- 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. *Did not meet but made progress toward the stated objective.*

- 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.*
- Oakridge Neighborhood will implement programs for parents, including refugee and immigrant parents to support their child's school success. *Met the stated objective.*



Students participating in science activity launching rockets.

Sustainability.

The Oakridge Neighborhood Services 21st CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21st CCLC funds are discontinued. *“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”* (Local Evaluation).



Students Learning Zumba Dancing

Oakridge Neighborhood Services 21st CCLC Program Summary.

Oakridge Neighborhood Services had three centers in Cohort 15 for the 21st CCLC Program during the 2021-2022 school year. The three centers served 174 students in grades K-12 and 100 percent of the total students served were identified as FRPL. Fifty-four partners provided \$605,655 in in-kind services. Oakridge Neighborhood Services provided services for parents that 2,642 people utilized.

Oakridge Neighborhood Services reported data for three GPRA Measures and showed improvement in all three measures. The Program had five Local Objectives and met two of them. A sustainability plan is in place that is based on community support and partnerships that will enable the Program to continue once 21st CCLC funds are not available.



“My three daughters are currently attending the youth programs, and they really enjoy the various activities and the connections they have made with other peers. As a parent I love how the staff/teachers were not only helping with homework but also creating a bond. My oldest daughter would definitely agree she has gained the most out of the program being able to work side by side with staff in the youth work program during the summer. Overall, I have loved my family’s journey at Oakridge and so grateful I get to share this experience with my loved ones. Thank you.” (21st CCLC Parent).



“Being able to work with students outside of the school walls has allowed me to capitalize on building relationships. The Teen Center provides opportunities for growth in areas of education, as well as real life situations. It is a beautiful environment where staff not only look out for the students, but also each other. It is a true example of a community working together!” (21st CCLC Teacher).



“There are 26 different languages, including Swahili and Arabic, spoken at Oakridge Neighborhood and the program provides translation and interpretation for about five of those

groups. Both principals at Edmunds and Callanan stressed the important role that 21st CCLC staff play in helping to get parents connected to the school or to problem solve with teachers when necessary. By providing these adult and family services, opportunities are created for parents to take driver's education so they can get their children to school, take citizenship classes which results in obtaining access to resources, and take English as a Second Language classes so they can learn and read with their child(ren). All of these opportunities provide a chance for parents to focus on themselves and gain independence." (Local Evaluation).



"They also help you be a leader, they wanted me to help with the young kids. I hadn't thought I was a leader and it got easier to tell them what to do like planting flowers." (21st CCLC Student).



"They don't tell you the answer they teach you how to find the answer." (21st CCLC Student).

Oelwein CSD

Oelwein CSD 21st CCLC Notable Facts:

GPRA Measures

- 27% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).
- 14% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- 25% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).
- 48% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- **100% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- **100% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 464 students during the 2021-2022 School Year.
- 19 students (4%) attended for more than 270 hours.
- **277 students (60%) were identified as FRPL.**

Partnerships and Local Objectives

- The 21st CCLC Program had 10 partners supporting the 21st CCLC Program that provided \$2,100 in in-kind value.

- The 21st CCLC Program had 4 local objectives and met 1 of them.



Students practicing gardening skills.

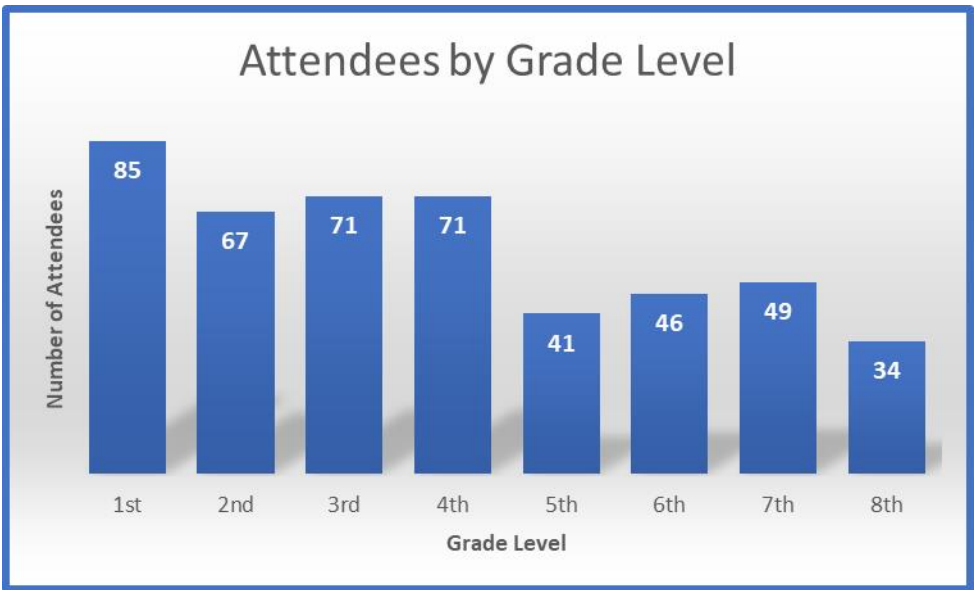
Overview and Attendance.

Oelwein CSD had two 21st CCLC centers in Cohort 14 at Oelwein Middle School and Wings Park Elementary School called the Husky Adventures Program (HAP). “HAP is comprised of two defining elements, including camps and Study Tables. Camps are interactive activities that integrate fundamental life skills while encouraging a healthy, creative, and physically active lifestyle. Program camps also offer creative and unique experiences to students that helped broaden their understanding of the world and supplement their academic goals. Study Tables are offered to Oelwein Middle School students in grades 5 – 8 at Oelwein Middle School. Study Tables include designated times before or after school where students can receive individualized homework or class-related assistance from teachers with specialized subject areas.” (Local Evaluation).

The Oelwein 21st CCLC Program served a total of 464 students in grades 1-8 and 19 or 4 percent of them attended 270 hours or more. For 2021-2022, 60 percent of the total students served were identified as FRPL. The Husky Adventures Program also served 276 students during the Summer of 2021. Partners provided \$2,100 in in-kind services. Oelwein CSD held two open houses and an end of the year event at Wings Park Elementary School and four events at Oelwein Middle School. The estimated total parent attendance was 619.

Oelwein CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Oelwein CSD	Cohort 14	10	Oelwein Middle and Wings Park Elementary Schools	464	19
TOTALS		10		464	19



Partnerships.

The Oelwein CSD 21st CCLC Program had 10 partners with a total estimated in-kind value of \$2,100. *“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 FRPL status, partnerships provide OCSD the resources needed to expand students’ horizons, keep students interested in academics, and keep them equipped with the required knowledge for living a healthy and productive lifestyle” (Local Evaluation).*

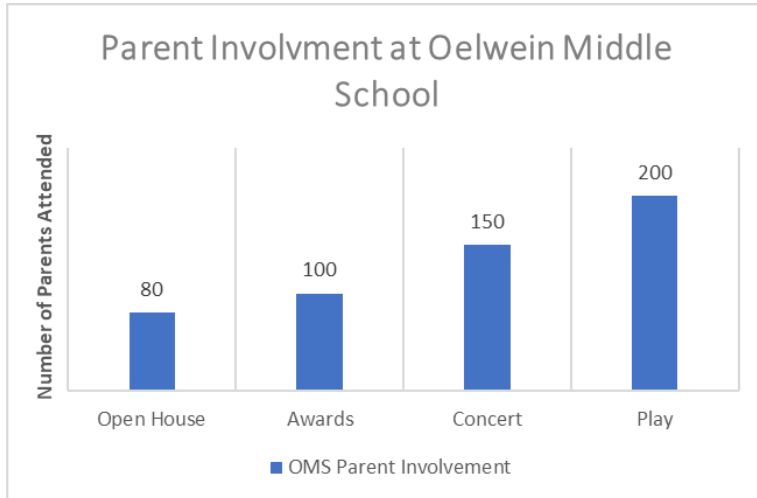


Students handling chickens.

Parent Involvement.

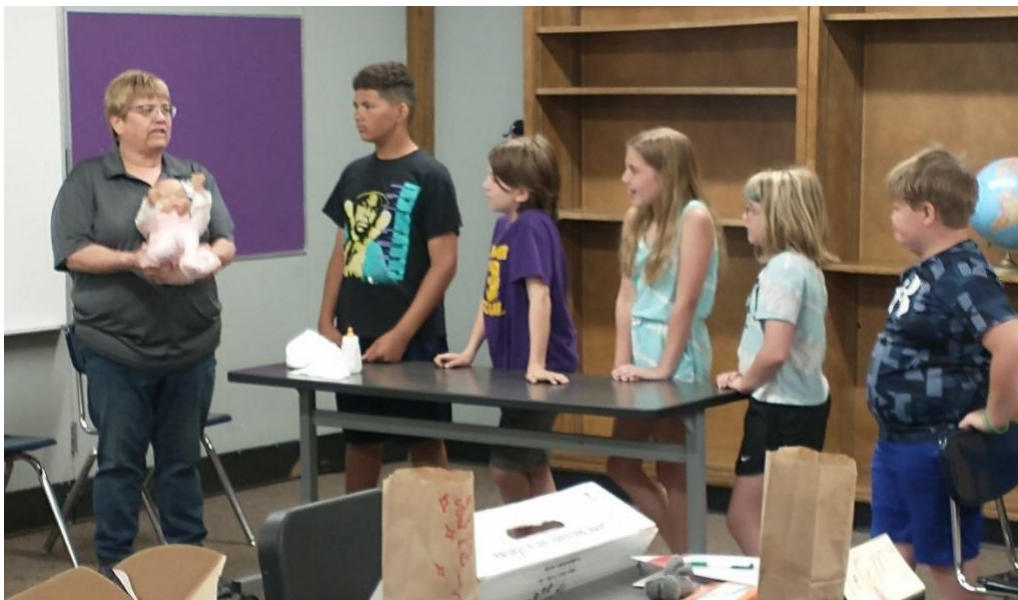
The Oelwein 21st CCLC Program held seven family engagement events with a total estimated attendance of 619 parents.

Wings Park Elementary School. “At WPE, Open House was located at two different locations due to the WPE remodel. Thirty-seven parents attended at Parkside and fifty-two at Sacred Heart (the two locations during the WPE remodel). Families were also invited to see student progress at the end of each Husky Adventures Program to gain insight on what students were working on” (Local Evaluation).



The Oelwein 21st CCLC Program communicated with parents using social media, letters, emails, word of mouth, website postings, phone calls and the REMIND app.

The Oelwein 21st CCLC Program reported that 619 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students learning how to care for a baby.

Objectives.

GPRA Measures

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

<i>GPRA Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRA Measure 1A – Reading Progress	241	64	27%
GPRA Measure 1B – Math Progress	241	33	14%
GPRA Measure 2 – Academic Achievement - GPA	16	4	25%
GPRA Measure 3 – School Day Attendance	52	25	48%
GPRA Measure 4 – Behavior	1	1	100%
GPRA Measure 5 – Teacher Survey	12	12	100%

The Oelwein 21st CCLC Program had data for all five GPRA Measures. For GPRA Measure 1A – Reading Progress, 27 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 14 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 25 percent of students in grades 7-8 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 48% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 100% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to six students. For GPRA Measure 5 – Teacher Survey, 100% of students improved in teacher-reported engagement in learning.



Students engaged in Lego League activity.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported four objectives for the 2021-2022 School Year and provided methodology and justifications for objective ratings for each objective. Two of the objectives dealt with student achievement, one objective dealt with student behavior, and one objective dealt with parent involvement. One of the objectives was met, and three objectives were not met but progress was made toward the stated objective.

- 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 2022. *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 2022. *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 2020 – 2021 school year. *Met the stated objective.*



Students on a field trip to the Famer's Market.

Sustainability.

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

The OCSD uses the same sustainability plan outlined in their original 21st CCLC grant proposal that was submitted in the fall of 2016. According to this plan, HAP includes implementation of communication methods such as face-to-face meetings, emails, holding Advisory Committee meetings, and holding Professional Learning Groups (PLCS). Professional development is regularly scheduled and intended to endure the entirety of the school year. These methods are all intended to assist in

formative evaluation throughout the year, allowing administrators, staff, evaluators, and partners to communicate needs for improvement, success stories, and various emerging needs. To maintain long-term sustainability, HAP personnel also conduct data collection in collaboration with an evaluator as a means for formative evaluation.

Financial stability for HAP is implemented into the sustainability plan, with funding extending beyond grant funding to include in-kind services and professional development from partnerships.

(Local Evaluation.)

Oelwein 21st CCLC Program Summary.

Oelwein CSD participated in Cohort 14 for the 21st CCLC Program during the 2021-2022 grant period with two centers. The Husky Adventures Program served 464 students in grades K-8 and 60 percent of the total students served were identified as FRPL. Partners provided \$2,100 in in-kind services. Oelwein CSD held seven family engagement events and 619 parents participated in total.

Oelwein CSD reported data for all five GPRA Measures and showed improvement in all five measures. Four Local Objectives were identified, and one was met with three not being met but progress was made toward the stated objective. A sustainability plan is in place that is based on community support and will enable the Program to continue once 21st CCLC funds are not available.



A student holding a large flower made in Art Club.



“They just love the variety of activities they can do.” (21st CCLC Parent).



“My child has a hard time making friends, and through Husky Adventures, he has made some friends. The relationships built with other kids, that is priceless.” (21st CCLC Parent).



“My daughter was excited about the opportunity to stay at school longer. That's a big deal.” (21st CCLC Parent).



“I'm approachable. We are willing to listen. We had a child who started at the beginning of [the] school year [who] wanted an art camp. We had a brand-new art teacher, so I went to her and said, “would you like to do this?” And she agreed to do it. And so now it's growing, and it all came from a child with an idea.” (21st CCLC Program Coordinator).



“I liked how it was fun all the time. I enjoyed how the teachers tried there hardest to make us enjoy stuff, and I loved how the teachers were always there and how they always had another Husky Adventure camp after another.” (21st CCLC Student).

Siouxland Human Investment Partnership

Siouxland Human Investment Partnership 21st CCLC Notable Facts:

GPRA Measures

- **84% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **82% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- **88% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).**
- 69% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- 67% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).
- **85% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 128 students during the 2021-2022 School Year.
- 13 students (10%) attended for more than 270 hours.
- **128 students (100%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 12 partners supporting the 21st CCLC Program that provided \$370,100 in in-kind value.**
- The 21st CCLC Program had 15 local objectives and met 6 of them.



Students engaged in physical activity.

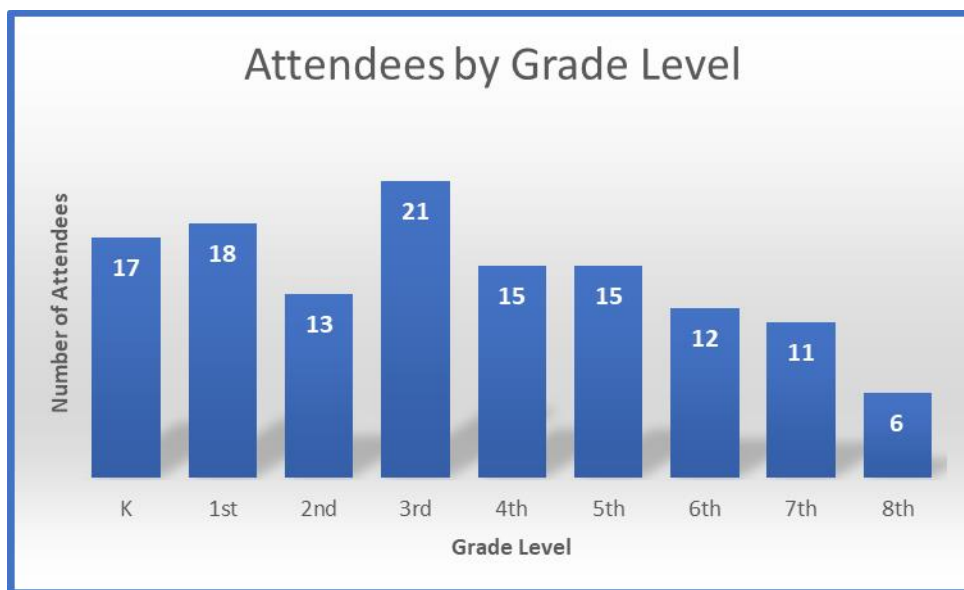
Overview and Attendance.

Siouxland Human Investment Partnership (SHIP) had four 21st CCLC centers in Cohorts 14, 15 and 16. Centers were located at Hunt Elementary School (Cohort 14), Irving Elementary and North Middle Schools (Cohort 15), and Bryant Elementary School (Cohort 16). The Mission Statement for the SHIP 21st CCLC Program (called Beyond the Bell) is “*At Beyond the Bell, we believe in helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth*” (Local Evaluation).

Beyond the Bell served a total of 128 students in grades K-8 and 13 or 10 percent of them attended 270 hours or more. For 2021-2022, 100 percent of the total students served were identified as FRPL. Beyond the Bell also served 35 students during the Summer of 2021. Partners provided \$370,100 in in-kind services. Siouxland Human Investment Partnership held four family engagement nights at each center and a total of 195 parents attended.

Siouxland Human Investment Partnership 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Siouxland Human Investment Partnership	Cohort 14	12	Hunt Elementary School	30	0
Siouxland Human Investment Partnership	Cohort 15	12	Irving Elementary and North Middle Schools	50	13
Siouxland Human Investment Partnership	Cohort 16	12	Bryant Elementary School	48	0
TOTALS		12		48	0



Partnerships.

The Siouxland Human Investment Partnership 21st CCLC Program had 12 partners with a total estimated in-kind value of \$370,100. “*The Food Bank of Siouxland is a crucial partner in addressing food insecurity to support BTB families. The Food Bank of Siouxland is the main food supply for nonprofit organizations in the Siouxland area. Currently the Food Bank of Siouxland provides food to over 100 member agencies in 11 counties in the Siouxland area, including Beyond the Bell. Support and assistance from the Food Bank*

supports access to needed food delivered through monthly food banks at Hunt Elementary, Irving Elementary and Bryant Elementary September- May.” (Local Evaluation).



Students engaged in cooking activity.

Parent Involvement.

Beyond the Bell held four family engagement events with a total attendance of 195 parents. In addition, monthly food banks were held at all four centers.

Family Engagement Night	Description	Attendance
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Lights on Afterschool	To help celebrate the importance of after school programs the students worked on projects that represented to them why BTB is so important.	43 parents/guardians
Student Success	BTB students were able to show their families their successes in BTB and progress in tutoring along with a meal	62 parents/guardians
Community Partners	An informative night with information from community partners who provide support in the Siouxland area.	40 parents/guardians
Family Fun Night	Games and activities planned with take home enrichments	50 parents/guardians

The SHIP 21st CCLC Program communicated with parents using flyers, bulletin board postings, newsletters, REMIND app, and emails.

Beyond the Bell reported that 194 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Students learning rock climbing.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	67	56	84%

GPRA Measure 1B – Math Progress	67	55	82%
GPRA Measure 2 – Academic Achievement - GPA	17	15	88%
GPRA Measure 3 – School Day Attendance	139	96	69%
GPRA Measure 4 – Behavior	3	2	67%
GPRA Measure 5 – Teacher Survey	149	127	85%

The SHIP 21st CCLC Program had data for all five GPRA Measures. For GPRA Measure IA – Reading Progress, 84 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRA Measure 1B – Math Progress, 82 percent of students in grades 4-8 with data improved their performance in mathematics. For GPRA Measure 2 – Academic Achievement – GPA, 88 percent of students in grades 7-8 improved their GPA.

For GPRA Measure 3 – School Day Attendance, 69% of students with data in grades 4-8 improved their attendance rate. For GPRA Measure 4 – Behavior, 97% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to three total students with two improving. For GPRA Measure 5 – Teacher Survey, 85% of students improved in teacher-reported engagement in learning.

“The excellent performance is attributed to the strong partnership between BTB and SCCSD (Sioux City CSD), connection between school and after school curriculum, and high-quality programming delivered by BTB leadership and team members” (Local Evaluation).

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. Beyond the Bell had five objectives for each cohort for a total of 15 Local Objectives. The SHIP 21st CCLC Program provided methodology and justifications for objective ratings for each objective. Three of the objectives dealt with family and school staff participation, one objective dealt with parent satisfaction with the program, and one objective dealt with student participation in filed trips.

- A majority of BTB families in each cohort participate in Family Engagement events. Cohort 14,15 and 16 - *Did not meet but made progress toward the stated objective.*
- At least one BTB parent participates in the BTB Advisory Committee. Cohort 14,15 and 16 - *Did not meet but made progress toward the stated objective.*
- At least one school staff member participates in the BTB Advisory Committee. Cohort 14,15 and 16 - *Did not meet but made progress toward the stated objective.*
- In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB. Cohort 14,15 and 16 – *Met the stated objective.*
- At least 50% of program participants attend at least one field trip or community partner visit. Cohort 14,15 and 16 – *Met the stated objective.*

Sustainability.

The SHIP 21st CCLC Program has a sustainability plan in place that will allow the afterschool program to continue if 21st CCLC funds are discontinued. However, the Local Evaluation stated, *“If there were no longer funding from 21CCLC programming would become fee based.”*

Formal Sustainability is an ongoing process and BTB takes the following actions to help sustain programs:

- *Continue to utilize current partnerships that offer free and low-cost resources and programming to BTB.*
- *Maintain strong relationships with the Sioux City Community School District to maintain in-kind services.*
- *Grow new partnerships within the community.*

- *Continue to invest in and train front line staff to have knowledge of behavior management, communication, and curriculum to be able to manage and maintain quality staff.*

(Local Evaluation.)

Siouxland Human Investment Partnership 21st CCLC Program Summary.

Siouxland Human Investment Partnership participated in Cohorts 14, 15 and 16 for the 21st CCLC Program during the 2021-2022 grant period with four centers. The Beyond the Bell Program served 128 students in grades K-8 and 100 percent of the total students served were identified as FRPL. Partners provided \$370,100 in in-kind services. Siouxland Human Investment Partnership held four family engagement events at each center and 195 parents participated in total.

Siouxland Human Investment Partnership reported data for all five GPRA Measures and showed improvement in all five measures. Fifteen Local Objectives were identified. Six local objectives were met and nine were not met but progress was made toward the stated objective. A sustainability plan is in place that is based on community support and student fees and will enable Beyond the Bell to continue once 21st CCLC funds are not available.



“Beyond the Bell has helped me do a better job on my schoolwork.” (21st CCLC Student).



“I get to try new things at BTB and make new friends.” (21st CCLC student).



“Programming has been great! This program supports our family needs in the gap (between) work and school schedules. It's an important part of our routine and support system. And my child loves going!” (21st CCLC Parent).



“Beyond the Bell is able to meet a critical need in the Siouxland area and provide not only safe programming with enrichment and learning activities but community support and programs as well.” (21st CCLC Partner).



“Helping students with their homework and specific academic needs is so fulfilling.” (21st CCLC Staff Member).

St. Mark Youth Enrichment

St. Mark Youth Enrichment 21st CCLC Notable Facts:

GPRA Measures

- 50% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPR
- 50% of students in grades 4-8 with data exhibited growth in Mathematics. (GPR
- GPR
- **100% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPR**
- No students had in-school suspensions, so GPR
- **94% of students in grades 1-5 improved their engagement in learning. (GPR**

Attendance

- The 21st CCLC Program served 109 students during the 2021-2022 School Year.
- 71 (65%) of students attended for more than 270 hours.
- **64 students (59%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 35 partners supporting the 21st CCLC Program that provided \$68,210 in in-kind value.**
- **The 21st CCLC Program had 8 local objectives and met all of them.**



Students documenting nature observations.

Overview and Attendance.

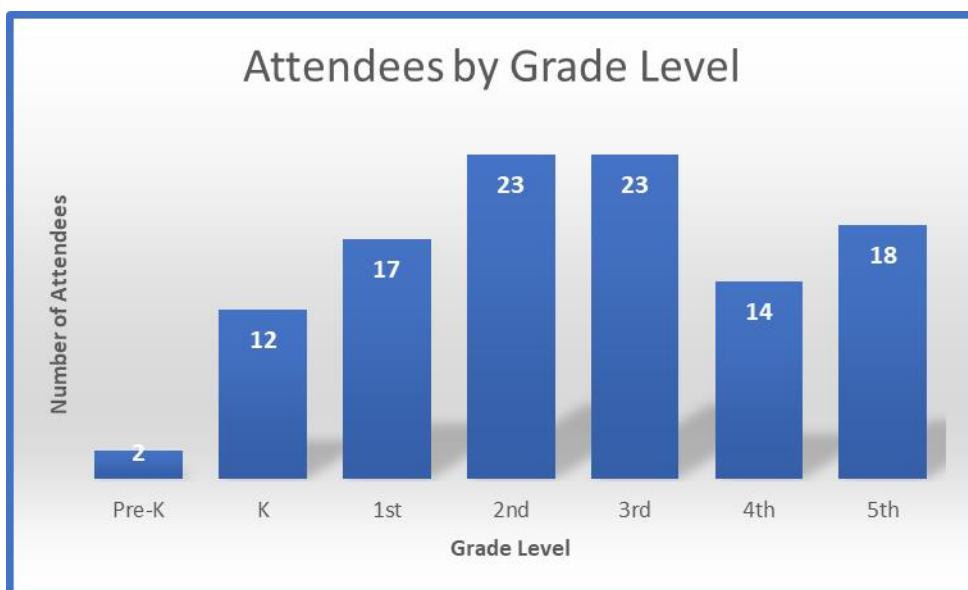
St. Mark Youth Enrichment had four 21st CCLC centers in Cohorts 13 and 14. The Cohort 13 Center was at Dyersville Elementary School and the Cohort 14 centers were at Audubon, Lincoln, and Marshall Elementary Schools.

For 2021-2022, the 21st CCLC Program served a total of 109 students in grades Pre-K-5. For 2021-2022, 64 (59 percent) of the total students served were identified as FRPL. St. Mark Youth Enrichment reported that 35 partners supported the 21st CCLC Program and provided \$68,210 in in-kind services. St. Mark Youth Enrichment held six family engagement events and over 500 individuals attended.

“St. Mark programs address the academic and social emotional needs of students by offering safe and nurturing learning environments during out of school hours for students in need. St. Mark offers students and families support for school day learning, hands-on learning activities, enrichment opportunities, field trips, social-emotional skill building, and build strong and healthy relationships with peers and trusting adults” (Local Evaluation).

St. Mark Youth Enrichment 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
St. Mark Youth Enrichment	Cohort 13	35	Dyersville Elementary School	39	29
St. Mark Youth Enrichment	Cohort 14	35	Audubon, Lincoln, and Marshall Elementary Schools	70	42
TOTALS		35		109	71



Partnerships.

The St. Mark Youth Enrichment 21st CCLC Program had 35 partners. The Program estimated that the in-kind value provided by the partners totaled \$68,210. *“As a 30+ year old organization St. Mark has cultivated strong long-term partnerships within the local school districts and with many community organizations. St. Mark has program coordinators with the specialty focus area in working closely with other local nonprofits and other*

industries that can offer enrichment experiences as well as maintain ongoing communication to schedule activities.” (Local Evaluation).



Students examining river terrain at the National Mississippi River Museum.

Parent Involvement.

The St. Mark Youth Enrichment 21st CCLC Program held six family engagement events. In addition, all parents were required to attend a parent information session. Over 500 individuals attended the six family engagement events.

- Parent Information Sessions - After online registration St. Mark requires parents to complete a parent information session.
- Halloween Family Event - 36 students attended.
- Holiday Family Remote Celebration - 76 families benefited or 339 individuals in total.
- 5210 Family Night - 10 families attended, with 40 individuals.
- Clarke University Musical Menus - 27 families attended.
- Book BINGO with Carnegie Stout Public Library - 17 families attended: 58 individuals in total.
- Heritage Trail Family Picnic - 15 families attended: 56 individuals in total.

The St. Mark Youth Enrichment 21st CCLC Program communicated with parents using face-to-face during pickup times, email, text messages, and paper communication including flyers.

The St. Mark Youth Enrichment 21st CCLC Program reported that 52 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Parent and child posing with prop on Halloween Family Night.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	32	16	50%
GPRAs Measure 1B – Math Progress	32	16	50%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	3	3	100%
GPRAs Measure 4 – Behavior	0	0	No Data
GPRAs Measure 5 – Teacher Survey	86	81	94%

The St. Mark Youth Enrichment 21st CCLC Program had data for three of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 50 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPRAs Measure 1B – Math Progress, 50 percent of students in grades 4-8 with data improved their performance in mathematics. GPRAs Measure 2 – Academic Achievement - GPA did

not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, 100% of students with data in grades 4-8 improved their attendance rate but only three students had data. For GPRA Measure 4 – Behavior, St. Mark Youth Enrichment reported no students had in-school suspensions for the 2020-2021 school year. For GPRA Measure 5 – Teacher Survey, 94% of students improved in teacher-reported engagement in learning.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The St. Mark Youth Enrichment 21st CCLC Program had the same four objectives for each cohort (eight total local objectives) and provided methodology and justifications for objective ratings for each objective. One of the objectives dealt with student engagement, one objective dealt with academic improvement, one objective dealt with social emotional skills as perceived by parents, and one objective dealt with social emotional skills as measured by assessment. All of the objectives were met.

- 75% of St. Mark staff will report improvement in engagement in learning. Cohorts 13 and 14 - *Met the stated objective.*
- 50% of staff will report that students demonstrated improvement in academics. Cohorts 13 and 14 - *Met the stated objective.*
- 50% of parents will report that their children demonstrated improvement in social emotional skills. Cohorts 13 and 14 - *Met the stated objective.*
- 4.50% of students will demonstrate growth in social emotional skills. Cohorts 13 and 14 - *Met the stated objective.*



Adult reading book to students during snack time.

Sustainability.

The St. Mark Youth Enrichment 21st CCLC Program has a strategic plan for sustainability. plan in place. “*The strategic plan aims to increase individual and local business support of programs annually to fill in gaps as 21st CCLC grant funds reduce over time to serve more students sustainably. Additionally, the timeline of the strategic plan was purposefully planned to coincide with the final year of the 21st Century grant funding for the Cohort 14 grant (Local Evaluation).*” The sustainability plan includes maximizing and securing funding sources that include:

- *federal, state, and local grant funds provide a stable base to support specific elements of program that helps inform decisions on allocating other resources (~49% of budget).*
- *donations secured by cultivating new and engaging existing donors. Funding and in-kind support from individuals, non-profits, community partners, and enrichment providers (~24% of budget).*

- fundraising events hosted annually in the spring and winter (~14% of budget).
- community outreach initiatives that provide school supplies to 1600 students and warm winter clothing to more than 200 children in need each year (~5% of budget).
- and nominal program (at non-21st sites) and center rental fees (~8% of budget).

(Local Evaluation).

St. Mark Youth Enrichment 21st CCLC Program Summary.

St. Mark Youth Enrichment had four centers for the 21st CCLC Program during the 2021-2022 grant period. The four centers served a total of 109 students in grades Pre-K-5 and 59 percent of the total students served were identified as FRPL. The 21st CCLC Program had 35 partners that provided \$68,210 in in-kind services. Over 500 individuals attended six family engagement events.

St. Mark Youth Enrichment reported data for three GPRA Measures and showed improvement in all three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. For measure 4, no students had in-school suspensions. A sustainability plan is in place with the goal of continuing after-school programs without 21st CCLC Funding.



“My child is more interested in school and willing to do academic activities with us at home.” (21st CCLC Parent).



“My daughter has become more respectful, she reads everything, and has been helping more around the house.” (21st CCLC Parent).



“She is learning to read and write so much more, and I am so proud of her! She enjoys all of her new friends she gets to spend time with at the program.” (21st CCLC Parent).



“Everything was well communicated, organized, and I worked with kind individuals.” (21st CCLC Partner).

Storm Lake CSD

Storm Lake CSD 21st CCLC Notable Facts:

GPRA Measures

- 64% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).
- 64% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).
- **93% of students in grades 4-8 with data improved their GPA. (GPRA Measure 2 – Academic Achievement – GPA).**
- **84% of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).**
- **100% of students in the 21st CCLC Program who had in-school suspensions in the 2020-2021 School Year did not have in-school suspensions in the 2021-2022 School Year. (GPRA Measure 4 – Behavior).**
- **100% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 250 students during the 2021-2022 School Year.
- 117 students (47%) attended for more than 270 hours.
- **250 students (89%) were identified as FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 22 partners supporting the 21st CCLC Program that provided \$14,575 in in-kind value.**
- **The 21st CCLC Program had 5 local objectives and met all of them.**



Students practicing band instruments as part of Tornado Club Homework Help.

Overview and Attendance.

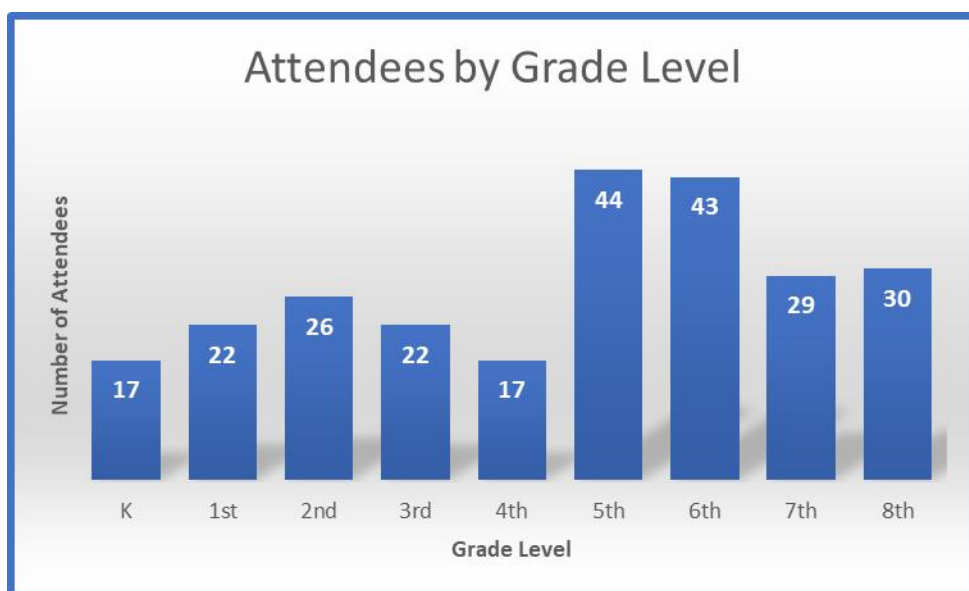
Storm Lake CSD had two 21st CCLC centers at Storm Lake Elementary School (Cohort 13) and Storm Lake Middle School (Cohort 14) called the Tornado Club. “Students were provided with a safe environment to effectively use out-of-school time to help improve academic performance, build positive peer relationships, gain new interests, and initiate student leadership roles. Program coordinators worked to keep communications

open and flowing between core teachers, TC staff, and parents to assist with any academic, medical, behavioral, or social concerns with their children.” (Local Evaluation).

The Storm Lake 21st CCLC Program served a total of 250 students in grades K-8 and 117 or 47 percent of them attended 270 hours or more. For 2021-2022, 89 percent of the total students served were identified as FRPL. Partners provided \$14,575 in in-kind services. Storm Lake CSD had seven family events with approximately 50 attendees on average at the five elementary school events.

Storm Lake CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Storm Lake CSD	Cohort 13	22	Storm Lake Elementary School	104	74
Storm Lake CSD	Cohort 13	22	Storm Lake Middle School	146	46
TOTALS		22		250	117



Partnerships.

The Storm Lake CSD 21st CCLC Program had 22 partners with a total estimated in-kind value of \$14,575. “TC has many strong community partners that are committed in providing high-quality learning enrichments for the programs, students, and parents. The partners are a valuable resource to the TC programs as Storm Lake is a community of about 10,000 people. All are full partners charging nothing for their contributions to our programs. Community partners provided new opportunities and a large variety of fun, learning experiences that would not have been possible without their support. All activities were provided for our students and families either in person or via electronic connections” (Local Evaluation).



Students playing a board game.

Parent Involvement.

The Storm Lake 21st CCLC Program held five family events at the Storm Lake Elementary School on the day of the schools’ grade level music concerts. Average attendance at each event was 350 with over 50 people “having a connection to a student enrolled in 21CCLC programs” (Local Evaluation). The Storm Lake Middle School 21st CCLC Center partnered with Title I to hold two family events. No attendance data was provided by the Local Evaluation.

Information on Parent communication was not included in the Storm Lake 21st CCLC Local Evaluation.

The Storm Lake 21st CCLC Program reported that 189 family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



A student participating in Marble Run Masters Activity.

Objectives.

GPRM Measures

For the 2021-2022 School Year, new GPRM measures were put in place and 21st CCLC Programs were required to provide data for the new measures if applicable. Below is a summation of GPRM measures.

<i>GPRM Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRM Measure 1A – Reading Progress	163	104	64%

GPR Measure 1B – Math Progress	161	103	64%
GPR Measure 2 – Academic Achievement - GPA	29	27	93%
GPR Measure 3 – School Day Attendance	43	36	84%
GPR Measure 4 – Behavior	2	2	100%
GPR Measure 5 – Teacher Survey	131	131	100%

The Storm Lake 21st CCLC Program had data for all five GPR Measures. For GPR Measure IA – Reading Progress, 64 percent of students in grades 4-8 with data improved their performance in Reading and/or Language Arts. For GPR Measure 1B – Math Progress, 64 percent of students in grades 4-8 with data improved their performance in mathematics. For GPR Measure 2 – Academic Achievement – GPA, 93 percent of students in grades 7-8 improved their GPA.

For GPR Measure 3 – School Day Attendance, 84% of students with data in grades 4-8 improved their attendance rate. For GPR Measure 4 – Behavior, 100% of students improved their behavior as measured by in-school suspensions but it should be noted that the data only applied to six students. For GPR Measure 5 – Teacher Survey, 100% of students improved in teacher-reported engagement in learning.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. The Program reported five objectives for the 2021-2022 School Year and provided methodology and justifications for objective ratings for each objective. Cohort 13 (elementary students) had two local objectives. For Cohort 13, one objective dealt with student skills and safety and one objective dealt with family engagement events. Cohort 14 (middle school students) had three local objectives. For Cohort 14, one objective dealt with student achievement, one objective dealt with student interests, and one objective dealt with parent support. All five objectives were met.

Cohort 13 (Storm Lake Elementary School)

- 95% of attendees will report learning new skills and feeling safe at school. *Met the stated objective.*
- TC will initiate creative connections with families and provide at least 4 in-person family events during the 2021-2022 school year. *Met the stated objective.*

Cohort 14 (Storm Lake Middle School)

- Provide activities to help students meet and/or exceed proficiency goals in math & reading and additional support for ELL and low- SES students to close the achievement gaps. *Met the stated objective.*
- Provide a safe & constructive use of leisure time to help students acquire new skills, hobbies & interests that improve academic performance & peer relations, & give participants greater aspirations for their future. *Met the stated objective.*
- Initiate new opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children’s academic success. *Met the stated objective.*



Students and 21st CCLC Staff engaged in activities.

Sustainability.

The Storm Lake 21st CCLC Program has a sustainability plan in place.

The program director, site coordinators, school administration, and staff remain committed to finding avenues for continued funding of both programs. As with all districts, Storm Lake CSD's board of education and superintendent consider the use of federal and local funds. Available funds will be used as appropriate for before and after school activities.

Grants are researched and applications are submitted if deemed appropriate for the continuation or expansion of Tornado Club activities.

(Local Evaluation.)

Storm Lake 21st CCLC Program Summary.

Storm Lake CSD participated in Cohorts 13 and 14 for the 21st CCLC Program during the 2021-2022 grant period with centers at Storm Lake Elementary and Middle Schools. Called the Tornado Club, the 21st CCLC program served 250 students in grades K-8 and 89 percent of the total students served were identified as FRPL. Partners provided \$14,575 in in-kind services. Storm Lake CSD held seven family engagement events and over 50 attendees were at the five elementary events. No attendance data was available for the two middle school events.

Storm Lake CSD reported data for all five GPRA Measures and showed improvement in all five measures. Five Local Objectives were identified and all of them were met. A sustainability plan is in place that will help the Program to continue once 21st CCLC funds are not available.



“I love TC! I wish we could have TC on the weekends too!” (21st CCLC Student).



“I have witnessed the transformation of ‘Y.C.’ go from an awkward, shy student to a smiling, outgoing, and more confident student that is excited about being here. ‘Y.C.’ has told me many times about how many friends he has after school and how cool Tornado Club is!” (Storm Lake CSD Teacher).



“It is awesome to see all the activities offered to the Tornado Club middle school students. Every time I pick up my son it amazes me to see how many kids are engaged and having fun in the TC program!” (21st CCLC Parent).

Waterloo CSD

Waterloo CSD 21st CCLC Notable Facts:

GPRA Measures

- **88% of students in grades 4-8 with data exhibited growth in Reading and/or Language Arts. (GPRA Measure 1A – Reading Progress).**
- **75% of students in grades 4-8 with data exhibited growth in Mathematics. (GPRA Measure 1B – Math Progress).**
- GPRA Measure 2 – Academic Achievement – GPA. No students were in grades 7-8 or 10-12 so this measure did not apply.
- No of students in grades 1-12 with data demonstrated an improved attendance rate. (GPRA Measure 3 – School Day Attendance).
- GPRA Measure 4 – No students with in-school suspensions during the 2020-2021 school year experienced a decrease in in-school suspensions for the 2021-2022 school year.
- **100% of students in grades 1-5 improved their engagement in learning. (GPRA Measure 5 – Teacher Survey).**

Attendance

- The 21st CCLC Program served 40 students during the 2021-2022 School Year.
- No students attended for more than 270 hours.
- **Waterloo CSD is part of the Community Eligibility Provision (CEP) Program with the US Department of Agriculture that provided free meals to all students in the district so 100% of students served are considered FRPL.**

Partnerships and Local Objectives

- **The 21st CCLC Program had 4 partners supporting the 21st CCLC Program that provided \$139,000 in in-kind value.**
- **The 21st CCLC Program had 2 local objectives and met both.**



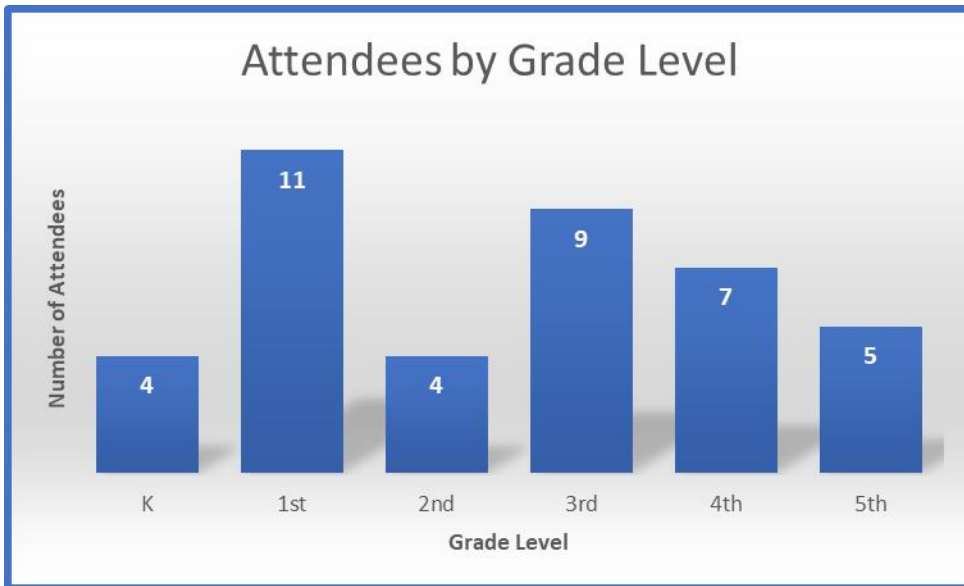
A student engaged in learning activity.

Overview and Attendance.

Waterloo CSD had two 21st CCLC centers in Cohort 13. The Centers at Irving and Lowell Elementary Schools served a total of 40 students in grades K-5. Waterloo CSD is part of the US Department of Agriculture’s Community Eligibility Provision (CEP) Program which provided free meals for all students so 100 percent of the total students served are considered FRPL. In addition, the 21st CCLC centers served 217 students during the Summer of 2021. The Program reported that four partners provided \$139,000 in in-kind services. Waterloo CSD held three events at each 21st CCLC Center and over 200 parents attended each event. *“Our students involved in summer and afterschool programming are not losing as much ground during summer and the school year because they are getting continual academic and behavioral support to close the achievement gap”* (Local Evaluation).

Waterloo CSD 21st CCLC Program Summary Chart (2021-2022)

Grantee	Cohort	Number of Partners	Centers	Total Attendees	More than 270 Hours Attendance
Waterloo	Cohort	4	Irving and Lowell	40	0



Effects of COVID-19 Pandemic/Unexpected Data

As with most schools in the nation, we have seen significant learning loss due to closure and virtual learning during the pandemic. It has been evident that virtual learning is not the best mode of instruction for young students as it is difficult for us to monitor growth and achievement. One of the biggest areas of frustration from the pandemic is the attendance issue we are facing. We are an urban school district, and while attendance was not perfect prior to the Covid pandemic, it is considerably worse. Parents are struggling to make ends meet and take care of their kids and sending them to school seems to be a significant barrier. We continue to ramp up our expectations and efforts to assist families by connecting with district Family Support Workers, mental health professionals, and area agencies. We are also working as a community to stress the importance of school (face to face) and reading outside of school hours. We are slowly but surely seeing academic progress with many of our students, but this is not a 9-month effort. It is necessary for us to continue to provide after school and summer programming to support our students and families.

(Local Evaluation)

Partnerships.

The Waterloo CSD 21st CCLC Program had four partners. The Program estimated that the in-kind value provided by the partners totaled \$139,000.

- Durham Busing provided free transportation.
- Cedar Valley United Was provided funding.
- The Northeast Food Bank provided free meals and snacks to students in both the summer and afterschool programs.
- The Boys and Girls Club provided recreational and academic support.

Parent Involvement.

The Waterloo CSD 21st CCLC Program held three parent events at each center for the 2021-2022 School Year. The combined attendance was 500 parents in the Fall, 400 parents in the Winter, and 250 parents in the

Spring. Free books and food were distributed during these events.

The Waterloo 21st CCLC Program did not provide data on the number of family members of students participated in activities sponsored by 21st CCLC funds (*APR 21st CCLC Program 2021-2022 School Year Attendance Population Specific Table - Family members of participants served*).



Parents and students learning together during a literacy and math event.

Objectives.

GPRAs Measures

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

<i>GPRAs Measure</i>	<i>Total Attendees with Data</i>	<i>Total Students Improving</i>	<i>Percentage Improvement</i>
GPRAs Measure 1A – Reading Progress	59	52	88%
GPRAs Measure 1B – Math Progress	59	44	75%
GPRAs Measure 2 – Academic Achievement - GPA	0	0	No Data
GPRAs Measure 3 – School Day Attendance	8	0	0%
GPRAs Measure 4 – Behavior	2	0	0%
GPRAs Measure 5 – Teacher Survey	40	40	100%

The Waterloo 21st CCLC Program had data for four of the five GPRAs Measures. For GPRAs Measure 1A – Reading Progress, 88 percent of students in grades 4-8 with data improved their performance in Reading

and/or Language Arts. For GPRA Measure 1B – Math Progress, 75 percent of students in grades 4-8 with data improved their performance in mathematics. GPRA Measure 2 – Academic Achievement - GPA did not apply since the program was for elementary students.

For GPRA Measure 3 – School Day Attendance, no students with data in grades 4-8 improved their attendance rate but it should be noted that data was available for only eight students. For GPRA Measure 4 – Behavior, two students had in-school suspensions for the 2020-2021 School Year, and they did not experience a decrease in in-school suspensions. apply since Waterloo CSD does not utilize in-school suspensions for elementary students. For GPRA Measure 5 – Teacher Survey, 100% of students improved in teacher-reported engagement in learning.

Local Objectives

For the 2021-2022 School Year, 21st CCLC Programs were asked to give details on not more than five Local Objectives. Waterloo CSD had the two objectives and provided methodology and justifications for objective ratings for each objective. One of the objectives dealt with STEM activities and one objective dealt with Mathematics academic support. Both Local Objectives were met.

- STEM activities will be provided to students every day during summer school to help with social skills, problem solving, and math/science/tech understanding. *Met the stated objective.*
- Conceptual math problem solving using ST Math computer program will be used daily to continue students' progress toward math spatial reasoning. *Met the stated objective.*

It's very important for us to continue our focus in the summer on areas that we see high engagement and learning during the school year. While literacy and math are our top academic concentrations, it is imperative for us to continue the exposure to STEM activities as this is where many kids find success. They are able to explore, make predictions, and solve problems, often in a team setting. We also place significant time with ST Math. This is a high engagement, spatial reasoning/problem solving program that kids are thriving on. They not only find the games fun (like a video game), but we are seeing the transfer of skills into core standard attainment.

Local Evaluation

Sustainability.

The Waterloo 21st CCLC Program has a sustainability plan.

Over the past five years, our district has recognized the value and importance of having a summer program for elementary students, especially to prevent and/or slow down the summer slide. If we no longer have the 21st century grant, our district will be able to sustain programming using other funding sources. Our United Way, along with a great partnership with the Boys and Girls Club and the NE Iowa Food Bank, will also ensure that our students receive after school support as well.

Local Evaluation).

Waterloo 21st CCLC Program Summary.

Waterloo CSD had two centers for the 21st CCLC Program during the 2021-2022 grant period. The two centers served a total of 40 students in grades K-5 and 100 percent of the total students served were identified as FRPL. Four partners provided \$139,000 in in-kind services. Waterloo CSD reported that each center was hosted three family events and over 200 parents attended each event.

Waterloo CSD reported data for four GPRA Measures and showed improvement in three measures. Measure 2 was not applicable because it addressed secondary students and the Program only served elementary students. A sustainability plan is in place that included reliance on partnership support.



“It's great our students have the opportunity to be transported to the BGC after school each day! We see it filling a need of keeping them safe after school and allows them time to continue their learning and social skills development.” (Waterloo CSD Principal).

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