

**Local Evaluation for *Grantee Name***  
**2020-2021**

**Overview**

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 11-15 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring .

The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include.

The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2020-2021>. The form must be completed and submitted in Word format.

*(Note: Instructions and clarifications are shown in RED.)*

Required Section	Complete?
1. General Information	x
2. Introduction/Executive Summary	x
3. Demographic Data	x
4. GPRA Measures	x
5. Local Objectives	x
6. Anecdotal Data	x
7. Sustainability Plans	x
8. Summary and Recommendations	x

**1. General Information**

General Information Required Elements	Complete?
Basic Information Table	x
Center Information Table	x

Basic Information Table	
Item	Information
Date Form Submitted	2/3/22
Grantee Name	Mid-Iowa Community Action, Inc.
Program Director Name	Allison Wilson
Program Director E-mail	allison.wilson@micaonline.org
Program Director Phone	641-752-7162 ext. 261
Evaluator Name	Robin Galloway
Evaluator E-mail	<a href="mailto:rgal@iastate.edu">rgal@iastate.edu</a>
Evaluator Phone	641-430-1508
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 11	
Cohort 12	
Cohort 13	
Cohort 14	Anson Elementary, Franklin Elementary, Hoglan Elementary. Fisher Elementary, Rogers Elementary, Woodbury Elementary sites were unable to operate due to staffing shortages.
Cohort 15	
Additional Information from Grantee (optional)	

**Note:** If you are in Cohort 16, you will report your data next year (We always report the previous year's data in the local evaluations).

**2. Introduction/Executive Summary**

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
• Needs Assessment Process	x
• Key People Involved	x
• Development of Objectives	x
Program Description	

• Program days and hours	x
• List of activities	x
• Location of centers	x
• Attendance requirements	x
• Governance (board, director, etc.)	x
Program Highlights	x

### Introduction/Executive Summary

Mid-Iowa Community Action, Inc. (MICA) in joint partnership with the Marshalltown Community School District (MCSD) received funding from the United States Department of Education's 21st Century Community Learning Centers Program (21CCLC) to provide after-school programming to 240 students at six MCSD elementary schools beginning in the fall of 2019. The six elementary schools — all Title I schools — include: Anson Elementary School, Hoglan Elementary School, Fisher Elementary School, Franklin Elementary School, Rogers Elementary School, and Woodbury Elementary School. MICA is the fiscal agent and lead agency for program administration and leadership, employing the project director and coordinator. MCSD is the employer of record for program assistants and teachers.

The program provides no-cost academic and enrichment opportunities for children, particularly our most vulnerable children, and family engagement opportunities to empower parents or those caring for children for student success. The purpose of the program is to increase student achievement in reading and math proficiency supported by a wide variety of enrichment activities and programs that provide experiences, knowledge, and context for students to be successful as well as helping parents to support their children's educational attainment. These are all encouraged through regular attendance and participation in family engagement events.

The program experienced a number of challenges that affected the number of schools served, the number of students served, and the length of the program. On August 10, Marshalltown was devastated by a derecho storm equivalent to a category 4 hurricane with rain, hail, and sustained winds between 90 and 115 mph, just two years after an EF3 tornado created a path of destruction through Marshalltown.

Marshalltown, already struggling with how to bring students back to school safely and providing online learning platforms for those who chose to learn virtually, had to push school back two weeks due to the damages to schools, family's homes and power outages for more than six days for most of the community. While school began on September 8, school administrators requested that the after-school program start in October to allow students and staff to adjust to the Covid-19 protocols. Because of the pandemic, the program could only serve less than half of the funded enrollment at the majority of sites to keep students and staff safe and be in alignment with district Covid-19 protocols. Students and staff were masked and seating arrangements were created to place students together only if they were in the same school day classroom or from the same household. The program spaced children so they were six feet apart and purchased individual supplies and materials to reduce the spread.

The biggest challenge was staffing. Current teachers and program assistants expressed they were no longer available or interested in the additional hours for the after-school program because of the additional workload, stress, and fear of catching the virus. Additionally, hiring new staff proved to be

challenging for similar reasons. MICA, a host site for Iowa's Covid-19 Recovery AmeriCorps program to help provide support to the 21CCLC program, was unable to fill several positions. A member position filled in January, had to exit after a few weeks due to a family emergency. One member served part of the 10-week term as a program assistant at Anson Elementary from May 10 through June 8. Staffing shortages throughout the school trickled down to the after-school program. It also remained challenging to continue daily programming because of quarantining and isolating. Unfortunately, staffing shortages persisted and the program was never able to start back up at Fisher Elementary, Rogers Elementary, and Woodbury Elementary Schools.

Our students' needs continue to be some of the highest in Iowa, demonstrating the link between the achievement gap, poverty and language barriers. Over 79% of students attending the MCSD elementary schools are economically disadvantaged. A majority-minority district with Hispanic/Latino students being the largest minority group and 69% of students are non-white. MCSD students speak over 50 languages. Of the students who regularly attended the after-school program, 60% were identified as English Language Learners. According to the 2021 Iowa Department of Education data, only 38% of MCSD third grade students were proficient in reading – a significant decrease over the years. Students who were invited to attend were those identified with the following needs: academically at risk, English language learners, no adult supervision after school, limited access to developmental experiences, and chronic absence.

To ensure the most vulnerable students were served with the reduced capacity, staff invited any student who attended the previous year first. However, due to students enrolling in virtual school or were no longer interested because of concerns with the pandemic, recruitment efforts were then focused on students who were on target to becoming chronically absent or were chronically absent. Student selection is a team approach with MCSD building staff, 21CCLC and Full-Service Community School staff.

### **Program Description**

The program provided academic and enrichment activities for students Monday through Friday from 3:20 to 6:20 p.m. at Anson, Hoglan, and Franklin Elementary Schools on days school was in session. The program is free to all students, daily snacks are provided, transportation is offered, and daily attendance is required. The program experienced a number of challenges throughout the program year because of the pandemic and derecho.

#### Anson Elementary

The program ran for 140 days, beginning on October 19, 2020 and ending on June 8, 2021, the last day of school. Each student spent 60 minutes a day working towards their individualized reading and math goals using the MCSD instructional programs directly connected to state and national education standards and benchmarks. A combination of small-group tutoring and using MCSD's e-learning software, Lexia and STmath, and Waterford e-learning software, were used for academic support. Students received one hour of tutoring by a MCSD elementary teacher. Teachers developed individualized learning plans to identify learning goals of each student. On other days, students completed 30 minutes of math and 30 minutes of literacy activities on the e-learning software.

#### Hoglan Elementary

The program ran for 149 days, beginning on October 5, 2020 and ending on June 8, 2021, the last day of school. Each student spent 60 minutes a day working towards their individualized reading and math goals using the MCSD instructional programs directly connected to state and national education standards and benchmarks. A combination of small-group tutoring and using MCSD's e-learning

software, Lexia and STmath, and Waterford e-learning software, were used for academic support. Students received one hour of tutoring by a MCSD elementary teacher during the fall of 2020. The teacher developed individualized learning plans to identify learning goals of each student. On other days, students completed 30 minutes of math and 30 minutes of literacy activities on the e-learning software. The spring semester, the program assistants supported students through tutoring and e-learning software when there were no teachers available for small group tutoring.

#### Franklin Elementary

The program ran for 97 days, beginning on October 5, 2020. The program had to halt programming on January 14, 2021 due to lack of staff to run the program. After being unsuccessful in recruiting and hiring staff to continue the program onsite at the school, MICA contracted with the YMCA-YWCA to provide after school programming for the Franklin students. The program ran simultaneously with the YMCA's Fit Kids after school program. Students were bused from Franklin to the YMCA's Cultural Center at no cost to the program or students. The program started back up on April 14 and ended on June 8, the last day of school.

Each student spent 60 minutes a day working towards their individualized reading and math goals using the MCSD instructional programs directly connected to state and national education standards and benchmarks. A combination of small-group tutoring and using MCSD's e-learning software, Lexia and STmath, and Waterford e-learning software, were used for academic support through January 14, 2021. Students received one hour of tutoring by a MCSD elementary teacher. Teachers developed individualized learning plans to identify learning goals of each student. On other days, students completed 30 minutes of math and 30 minutes of literacy activities on the e-learning software. When students transitioned to the YMCA-YWCA Fit Kids program, program assistants provided tutoring, homework assistance, and literacy support.

Students' learning was supported through a variety of enrichment activities such as health and fitness (such as yoga and team sports), arts and crafts, STEM-related activities, social and behavioral health, and homework help. Additionally, virtual family engagement events were held in collaboration with the Full-Service Community School project and community partners. Connecting our students with community partners was still possible through virtual enrichment activities opportunities. These partners include:

- Blank Park Zoo
- Marshalltown Park and Recreation (Taekwondo)
- Grinnell College (Pen Pal)
- ISU Extension (STEM)
- Pick A Better Snack
- AmeriCorps
- YMCA/YWCA of Marshalltown

The program is led by key staff, the MICA and MCSD Board of Directors, and twenty-two steering committee members representing a variety of agencies and programs, including: YMCA-YWCA, ISU Extension, Big Brothers/Big Sisters, Marshalltown Public Library, Child Abuse Prevention Services, United Way, Head Start, Marshalltown Police Department, and other MCSD staff members including teachers, a nurse, and the Lenihan Intermediate Associate Principal. Key staff members include:

- Allison Wilson, 21CCLC Project Director (MICA)                      Clarissa Thompson, Executive Director (MICA)
- Lisa Stevenson, Director of Instruction (MCSD)                      Theron Schutte, Superintendent (MCSD)

- |  |   |
|--|---|
| • Rex Kozak, Director of Transportation (MCSD)                       | Lynn Large, Director of Food Service (MCSD) |
| • Erica Finders, PK – 6 <sup>th</sup> grade Curriculum Leader (MCSD) | Gabby Garcia, Program Accountant (MICA)     |
| • Nora Ryan, Director of Human Resources (MCSD)                      | Dani Goodman, Program Coordinator (MICA)    |
| • Anel Garza de Sandoval, Woodbury Principal (MCSD)                  | Amy Williams, Hoglan Principal (MCSD)       |
| • Tim Holmgren, Franklin Principal (MCSD)                            | Mick Jurgensen, Rogers Principal (MCSD)     |
| • Ronnie Mannis, Anson Principal (MCSD)                              | Mark Lee, Fisher Principal (MCSD)           |
| • Paulette Newbold, Director of Business Operations (MCSD)           |   |

### Program Highlight

A key addition to the program was the Waterford Reading Academy e-learning software. Waterford, known for their evidenced based practice and programs, provided free licenses for students with the purchase of professional development. This gave students a “break” from their school day e-learning software, Lexia.

A key success was the ability to pull off virtual after-school programming in a matter of a few days. On November 10, the MCSD announced that all students would go to remote learning beginning November 12 through December 1 in a response to the 20% Covid-19 positivity rate. On November 16, virtual after-school programming was offered through google classroom. On the third day, attendance was at 74%.

The program uses an independent evaluator from RGAL LLC, Dr. Robin Galloway. According to her findings, the majority of students showed improvement in reading (97%) and math (89%) when comparing the FAST fall 2020 to spring 2021 assessment scores. Despite all the challenges, student improvement greatly increased from the previous year.

## 3. Demographic Data

Demographic Data Required Elements	Complete?
2020-2021 School Year Attendance Tables	
• 2020-2021 School Year Attendance Summary Table	
• 2020-2021 School Year Attendance Ethnicity Table	
• 2020-2021 School Year Attendance Special Needs Table	
Summer of 2020 Attendance Tables	
• Summer of 2020 Attendance Summary Table	
• Summer of 2020 Attendance Ethnicity Table	
• Summer of 2020 Attendance Special Needs Table	
Attendance Discussion	
Partnerships	
• Partnerships Table	
• Partnerships Discussion	
Parent Involvement Information and Discussion	

**2020-2021 School Year Attendance.** *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2020 and the Spring of 2021. There are separate tables for the Summer of 2020. Leave blank any cohorts that do not apply.*

21 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	55	24	31
	Regular*	45	18	27
Cohort 15	All			
	Regular*			

\*Regular Attendees have attended the program for 30 or more days.

21 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All						
	Regular*						

<b>Cohort 12</b>	All						
	Regular*						
<b>Cohort 13</b>	All						
	Regular*						
<b>Cohort 14</b>	All	17	28	0	2	7	1
	Regular*	15	22	0	1	7	0
<b>Cohort 15</b>	All						
	Regular*						

\*Regular Attendees have attended the program for 30 or more days.

<b>21<sup>st</sup> CCLC Program 2020-2021 School Year Attendance <i>Special Needs</i> Table</b>				
<b>Cohort</b>	<b>Attendees</b>	<b>LEP</b>	<b>Free and Reduced Price Lunch (FRPL)</b>	<b>Special Needs</b>
<b><i>Leave Blank if NA</i></b>		<b><i>Enter #</i></b>	<b><i>Enter #</i></b>	<b><i>Enter #</i></b>
<b>Cohort 11</b>	All			
	Regular*			
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	All	33	44	9
	Regular*	26	31	8
<b>Cohort 15</b>	All			
	Regular*			

\*Regular Attendees have attended the program for 30 or more days.

**Summer of 2020 Attendance.** *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2020 ONLY. Leave blank any cohorts that do not apply.*

<b>21<sup>st</sup> CCLC Program Summer 2020 Attendance <i>Summary</i> Table</b>				
<b>Cohort</b>	<b>Attendees</b>	<b>Total Attendance</b>	<b>Male</b>	<b>Female</b>
<b><i>Leave Blank if NA</i></b>		<b><i>Enter #</i></b>	<b><i>Enter #</i></b>	<b><i>Enter #</i></b>
<b>Cohort 11</b>	All			
	Regular*			
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	All			
	Regular*			
<b>Cohort 15</b>	All			
	Regular*			

\*Regular Attendees have attended the program for 30 or more days.



21 <sup>st</sup> CCL Program Summer 2020 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>							
Cohort		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	All						
Cohort 11	Regular*						
	All						
Cohort 12	Regular*						
	All						
Cohort 13	Regular*						
	All						
Cohort 14	Regular*						
	All						
Cohort 15	Regular*						
	All						

\*Regular Attendees have attended the program for 30 or more days.

21 <sup>st</sup> CCLC Program Summer 2020 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			
Cohort 15	All			
	Regular*			

\*Regular Attendees have attended the program for 30 or more days.

#### Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• Percentage of 21 <sup>st</sup> CCLC attendance compared to total population.	x
• Percentage of attendees who are FRPL.	x
• Efforts to increase and keep attendance high.	x
• Recruitment efforts.	x

<ul style="list-style-type: none"> <li>• Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i></li> </ul>	x
<ul style="list-style-type: none"> <li>• <i>Explain WHY attendance met or did not meet grant goals.</i></li> </ul>	x

### Attendance Discussion

The 21CCLC Bobcat After School program served students at three elementary sites on days school was in session Monday through Friday from 3:20 p.m. to 6:20 p.m. Students were recruited through personal outreach to explain benefits of the program and the importance of daily attendance. The personal outreach used a team approach including personal invitations from the program coordinator, teachers, and principal or other school district staff as well as interactions during fall conferences to explain why children were invited, how the program would benefit their children, and what the program consisted of. Staff members continued to invite and enroll students in the program throughout the year.

The program coordinator, teachers, and building secretaries communicate on a daily basis regarding absent students. The program coordinator reaches out to families as needed to ensure consistent program attendance.

The program consists of daily snacks, physical fitness, yoga, academic work, and enrichment programming. To promote good attendance, enrichment activities are planned using student input, making sure it is fun and engaging. Additionally, transportation is offered to students who have transportation barriers, in an effort to promote good attendance. Transportation was provided by MCSD

The building principal, teacher, and program coordinator selected students using the After-School Program Selection, Enrollment, and Attendance procedure. The procedure provides a process in identifying students as “high risk” in reading or math using the FAST assessment, and includes other needs identified by the school or parent such as no supervision after school, English language learner, chronic absence, or expected benefit from additional developmental experiences. Students in kindergarten through 4<sup>th</sup> grade are invited to attend.

The majority of students attending the program received free or reduced priced lunches (FRPL). The number of students was calculated by using the MCSD elementary buildings’ FRPL percentage and the number of students who attended the program at a minimum of one day. On average, 79% of students attending a MCSD elementary school receive FRPL. However, the MCSD receives the Community Eligibility Provision (CEP), a non-pricing meal service option for schools and school districts in low-income areas. CEP allows all the nation’s highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

The biggest challenge faced regarding attendance and enrollment was lack of staff, staff retention, and the Covid-19 restrictions. The program did not start until October to allow sufficient time for the MCSD to adjust to the new Covid-19 protocols. Additionally, school was pushed back two weeks because of damage the community sustained from the derecho. The coordinator worked with building principals, MCSD and MICA Human Resource Department, Marshalltown Community College, and other partners to recruit staff, including high school students enrolled in the early childhood class. Additionally, MICA

collaborated with AmeriCorps to bring members to the program. One AmeriCorps supported the after-school program in May and June. Each building space was measured at the beginning of the school year to determine the number of students the program could safely serve while keeping at a minimum of 3 feet distance (6 feet at the beginning of the year) and only grouping students in the same household or classroom.

The average daily attendance was 78%, just shy of our 85% goal. Given the challenges of the pandemic, we feel that attendance was a strength. Additionally, 93% of the students who were chronically absent improved their attendance by the end of the year.

The coordinator spent the majority of hours fulfilling the role of a program assistant for all three elementary schools while continuing to try to start the program at the other three schools. The program requires a ratio of one staff per twenty students; however, the program has a minimum of two staff at all times to ensure safety of all students and the inability for parents to come into the building to pick up. The program was never fully staffed, had high turnover, and frequently faced challenges with staff calling in. To keep the program running, MICA collaborated with the Y's Fit Kids program to provide programming to the Franklin Elementary students, April to June. However, many families did not return to the program because of other arrangements they had made.

	Total School Enrollment*	Building FRPL Percentage**	After School Enrollment - students who attended a minimum of one day	Number of students who receive FRPL who attended a minimum of one day	Percentage of students served at each building
Anson	299	88.5%	16	14	5%
Fisher	336	64%	0	0	0%
Franklin	337	74.2%	15	11	4%
Hoglan	325	82.4%	24	20	7%
Rogers	213	83.9%	0	0	0%
Woodbury	323	81%	0	0	0%

**Partnerships Table.** *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*
5. *Provide Goods*
6. *Provide Volunteer Staffing*
7. *Provide Paid Staffing*
8. *Other*

21 <sup>st</sup> CCLC Program 2020-2021 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Blank Park Zoo	Vendor	3			1
Grinnell College	Full	3, 6	13 college students	\$650	1
AmeriCorps	Full	3, 7	2 AmeriCorps members	\$1560	2
ISU Extension	Full	3		\$100	3
Marshalltown Park and Rec	Full	3		\$60	
Marshalltown Community School District	Vendor	3	2 staff provided enrichment curriculum		3
Marshalltown Community School District Food Service	Full	4		\$9,089	3
Marshalltown Community School District Transportation	Partial	8		\$ 5,997.40	3
Pick A Better Snack	Full	3		\$20	3

SATUCI	Full	3		\$100	3
American Lung Association	Full	3		\$45	3
YMCA/YWCA of Marshalltown	Vendor	3, 7	Two staff to provide programming to Franklin students		1

*\*Full – partner works with local program at no cost to the program*

*Partial – partner works with local program by providing discounted costs/rates*

*Vendor – services only provided with a cost to the program*

**Partnerships Discussion. Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.**

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
• Summary of partnerships table.	x
• All partner types	x
• Efforts to recruit partners.	x
• Highlights of partnerships.	x
• How partnerships help program serve students.	x

### Partnership Discussion

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

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

The Marshalltown Parks and Recreation provided virtual Taekwondo lessons at no cost to the program. Other partners such as ISU Extension Pick a Better Snack program, and Substance Abuse Treatment Unit of Central Iowa (SATUCI) provided materials and virtual lessons to the after-school students.

A new partnership was formed between MICA and Grinnell College to connect students with college students in a “pen pal” initiative to strengthen literacy skills and an opportunity to make a connection with someone new. Grinnell students applied to participate in the Service Learning Work-Study program. Once college students were selected and trained, they were matched with a student. The 21CCLC Coordinator reviewed all letters before giving them to the student. Thirteen Anson Elementary students participated in the pen pal program.

The YMCA/YWCA of Marshalltown was engaged in a different way this year. When the Franklin Elementary afterschool program had to stop, the project director began conversations with the Y's Executive Director on their capacity to provide programming to the 21CCLC students. The Y's Fit Kids after-school program provides programming to all K-4th grade students in Marshalltown. Students are bused from their school to the Y's Cultural Center. The Y had also experienced a reduction in the number of students attending because of the pandemic. They had the space and staff to help continue the 21CCLC program at the Cultural Center. Students were bused by the MCSD after school or after the student was done with their tutoring session. The 21CCLC Program Coordinator and Y's Family Sports Director communicated frequently to ensure 21CCLC programming and attendance were maintained. The 21CCLC and Fit Kids students were combined; however, the 21CCLC students received 45 minutes more of programming to meet the 60 hours per month requirement. The Fit Kids program ends at 5:30 p.m.

The Program Coordinator collaborates with the Full-Service Community School's (FSCS) Site Coordinators and Attendance Specialist's at Anson, Hoglan, and Franklin to better support students, families, and strengthen relationships with partners in the community. They work together to provide coordinated events and streamlining recruitment of students, families, and partners. Together, they hosted a virtual family engagement event over the winter holiday break to keep families engaged and supporting them with tools to keep students learning during quality family time. Additionally, 21CCLC students are recruited to attend Bobcat University, a summer learning program that led to the model of the 21CCLC program. Bobcat University is coordinated by the FSCS team.

#### Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	x
Number of parents at each meeting and/or event.	x
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	x
Efforts to increase parental involvement.	x

#### Parent Involvement

Family engagement and parent involvement continued to look quite different in response to the ongoing concerns of the pandemic. All events were done on a virtual platform and the main forms of communication with families was done through outdoor conversations, flyers, phone calls, text messages or messages on the Remind App, and Google classroom.

However, our family engagement approach is a collaborative effort between the 21CCLC program, the FSCS project, and school-related family engagement events at each site. The staff plan events together and communicate with families through various methods to encourage families to attend. Personal outreach and building relationship with families is our main approach. Staff also use various methods to expand the reach through text messages, REMIND app, reminder stickers on students clothing, phone calls, and encouraging participation at pick up.

On December 16, a virtual conference was held to share what students are learning through the Waterford curriculum on reading and math. A demonstration was done to show parents how the software works and what the students have been working on. Six parents and two students attended.

On December 29, a virtual family engagement event was held to keep families engaged and learning over the holiday break. Staff led families in two activities centered on nutrition and how a deck of cards can be used to stimulate learning in a family-fun way. Staff delivered materials to the families the day prior to the event. All families received a deck of cards and simple games to play as well as ingredients for a healthy trail mix snack. Staff led families by introducing the cards and games by “showing” and “doing” and then families were able to practice and play. Together, the families and staff talked about healthy snacks, easy options, and made the trail mix. The event was offered at 11:00 a.m. and 5:30 p.m. Four parents and eight students attended.

On March 29, a virtual family engagement event was held to have students highlight STEM projects that the Anson and Hoglan students have been working on. Additionally, the 21CCLC Coordinator shared with Anson families about the Pen Pal program and it is supporting student’s literacy skills.

Additionally, a virtual family event was held the first week of June to share what students learned throughout the year and to get parent and student feedback on what they liked about the program, what they would change, and how we can strengthen the program.

The attendance tracking for the March and June family engagement events were not located and the staff resigned so we were unable to report an accurate attendance count. The 21CCLC Coordinator had to provide direct programming due to the staffing challenges we faced and this made it difficult to ensure all data was entered timely and accurately. A new process will be implemented this fall to avoid this happening again.

#### 4. GPRA Measures

For 2020-2021, the US DOE has indicated that 21<sup>st</sup> CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> <li>Name of Assessment Tools Used for Each Measure.</li> </ul>	
<ul style="list-style-type: none"> <li>Data Entered for all Applicable Measures.</li> </ul>	
GPRA Measures Discussion	

#### GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
<b>GPRA Measures 1-3 – Improvement in Mathematics</b>			
<b>Assessment Tool Used:</b>			
1. The number of elementary 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.	37	33	89%
2. The number of middle/high school 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.	NA	NA	NA
3. The number of all 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.	37	33	89%
<b>GPRA Measures 4-6 – Improvement in English</b>			
<b>Assessment Tool Used:</b>			
4. The number of elementary 21 <sup>st</sup> Century regular program participants who improved in English from fall to spring.	39	38	97%
5. The number of middle/high school 21 <sup>st</sup> Century regular program participants who improved in English from fall to spring.	NA	NA	NA



<b>GPRA Measures</b>	<b>Number of Regular Student Attendees Needing Improvement</b>	<b>Number of Students Who Improved</b>	<b>Percentage of Students Who Improved</b>
<b>6. The number of all 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>	39	38	97%
<b>GPRA Measures 7-8 – Improvement in Proficiency</b>			
<b>Assessment Tool Used:</b>			
<b>7. The number of elementary 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in reading.</b>	39	15	38%
<b>8. The number of middle/high school 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in mathematics.</b>	NA	NA	NA
<b>GPRA Measures 9-11 – Homework and Class Participation</b>			
<b>Assessment Tool Used:</b>			
<b>9. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	22	17	77%
<b>10. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	NA	NA	NA
<b>11. The number of all 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	22	17	77%
<b>GPRA Measures 12-14 – Student Behavior</b>			
<b>Assessment Tool Used:</b>			
<b>12. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	19	11	58%
<b>13. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	NA	NA	NA

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
14. The number of all 21 <sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.	19	11	58%

**GPRA Measures Discussion.**

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	x
Discussion of high performing and low performing areas.	x
Description of data collecting instrument.	x
Discussion of difficulties on any GPRA Measure.	x
Assessment of 21 <sup>st</sup> CCLC Program based solely on GPRA Measures.	x

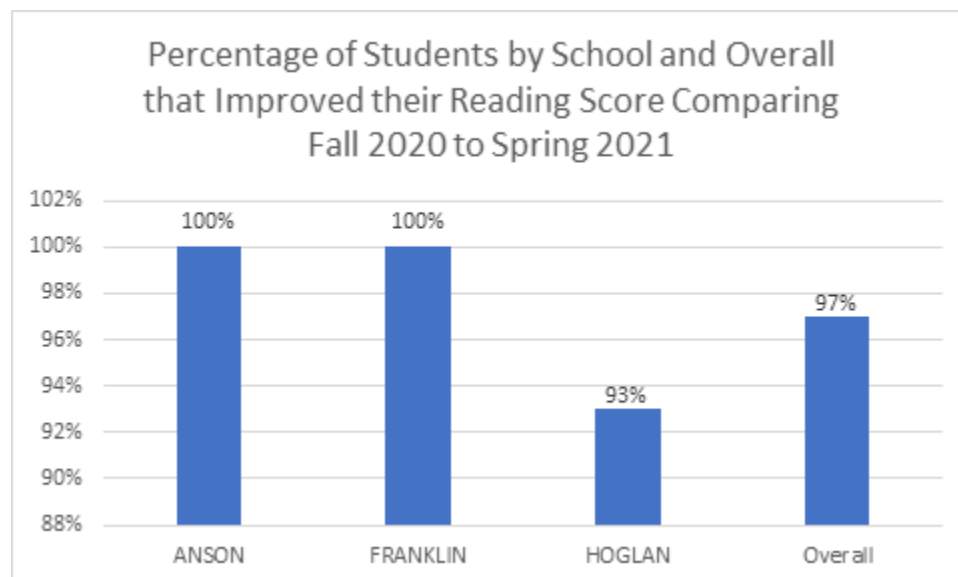
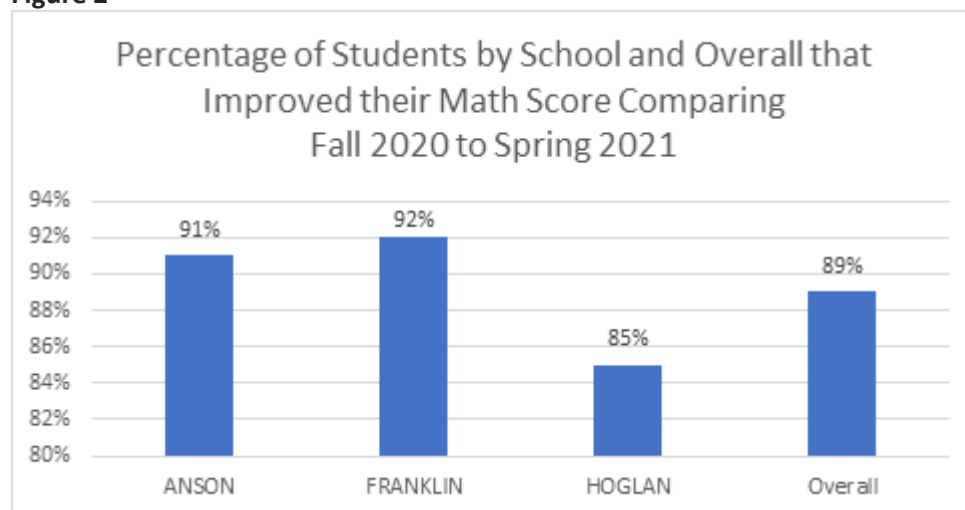
**GPRA Measure Discussion**

For GPRA Measures one through eight, the FAST Assessment was used to measure student success in English and math for regularly attending students. Fall 2020 FAST assessment scores were compared to Spring 2021 results to show improvement over the 2020-2021 school year.

In addition to COVID-19, limitations of the data available for analysis included students dropping out of the program, students moving to a different school within the district, students attending the program for a limited number of days, or failure to obtain a FAST Composite Score for both the Fall of 2020 and the Spring of 2021. As an example, Anson Elementary School had a total of 16 students enrolled in the program but due to one or more of the limitations stated above, an analysis of math data could only be conducted for 12 of these students. Overall, the analysis included complete data for 39 students for both math and reading.

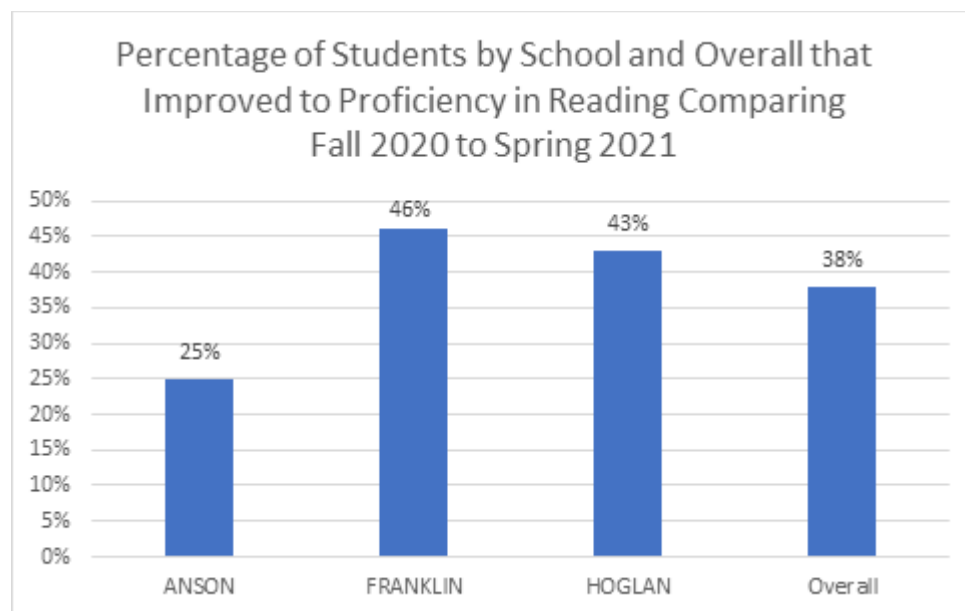
Overall, 97% and 89% of students improved (see Figures 1 and 2) respectively in reading and math. These outcomes support that the after-school program exceeded their 75% goal in reading and math for students needing to improve their reading and math scores from Fall 2020 to Spring 2021.

**Figure 1**

**Figure 2**

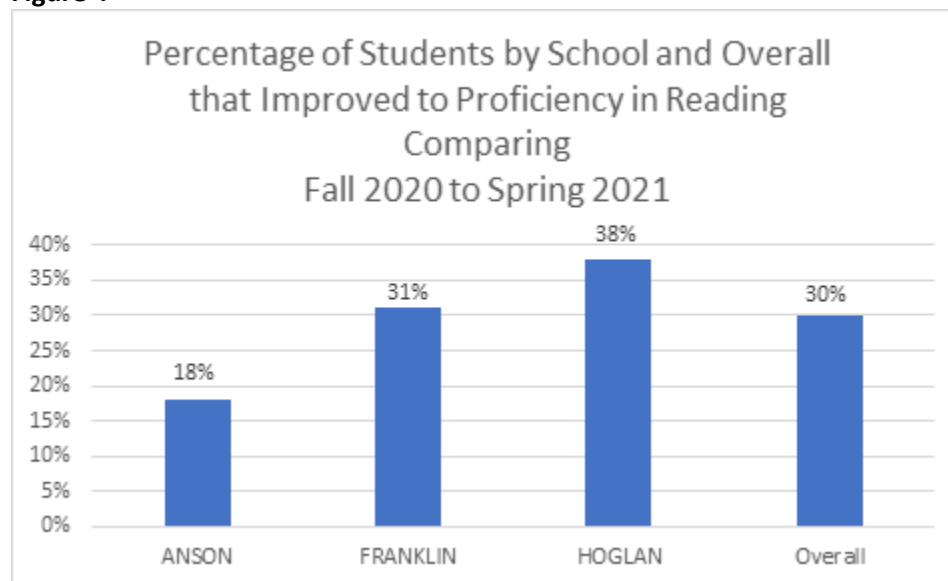
Overall, 38% (see Figure 3) of students needing improvement in reading improved to proficiency or higher. Individual schools ranged from a high of 46% to 25% indicating a marked difference by school in the number of students that increased their reading score to proficiency or higher. No school had more than 50% of students improve their reading to proficiency or above. However, two schools Franklin (46%) and Hoglean (43%) were just shy of their goal by 4% and 7% respectively.

**Figure 3**



Overall, 30% (see Figure 4) of students needing improvement in math improved to proficiency or higher. Individual schools ranged from a high of 38% to 18% indicating a marked difference by school in the number of students that increased their math score to proficiency or higher. No school had more than 50% of students improve their math to proficiency or above indicating this goal was a significant challenge for the Marshalltown 21st Century After-School Program.

**Figure 4**



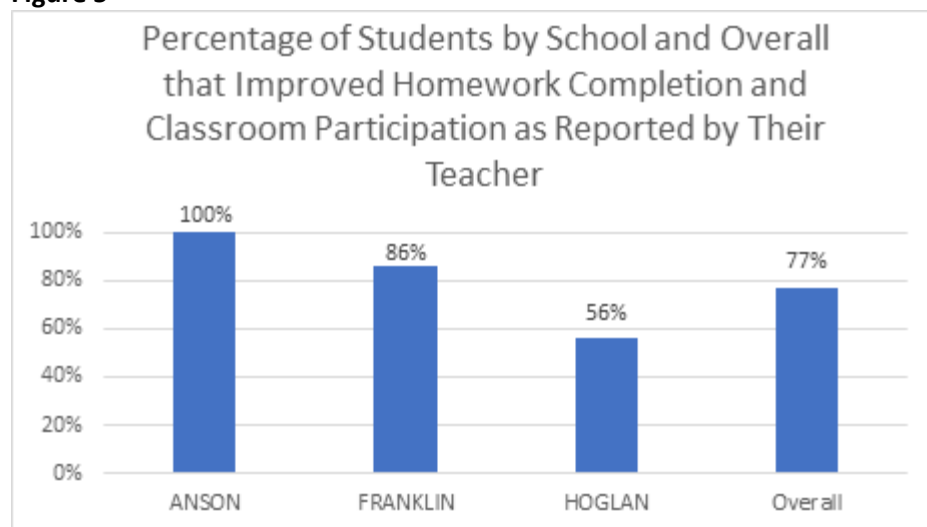
The percentage of students (see Figure 5) reported by teachers as having improved their homework completion and classroom participation saw a majority of students (77%) overall accomplishing this goal. All three elementary schools reported improvement in both of these areas. Anson indicated that 100% of the students needing to improve in these two areas made improvement. Teachers from each school offered the following sample of quotes indicating that helping students build knowledge and skills regarding their homework completion and classroom participation was a priority at the after-school program.

Franklin Elementary - "( ) grew in his participation in class and his confidence as a learner."  
 Hoglan Elementary - "( ) was behind in her school work and she was able to get caught up."

Hoglan Elementary - "( ) was pretty shy when she first started attending but the longer she was there the more outgoing she became."

Hoglan Elementary - "( ) liked being in small groups, liked to work on math, and made improvements in his work ethic."

**Figure 5**



The percentage of students (see Figure 6) reported by teachers as having improved their behavior saw just over a majority of students (58%) overall accomplishing this goal. Anson indicated that 100% of the students needing to improve in this area saw improvement. Teachers from each school offered the following sample of quotes indicating that helping students with improving their behavior was a priority at the after-school program.

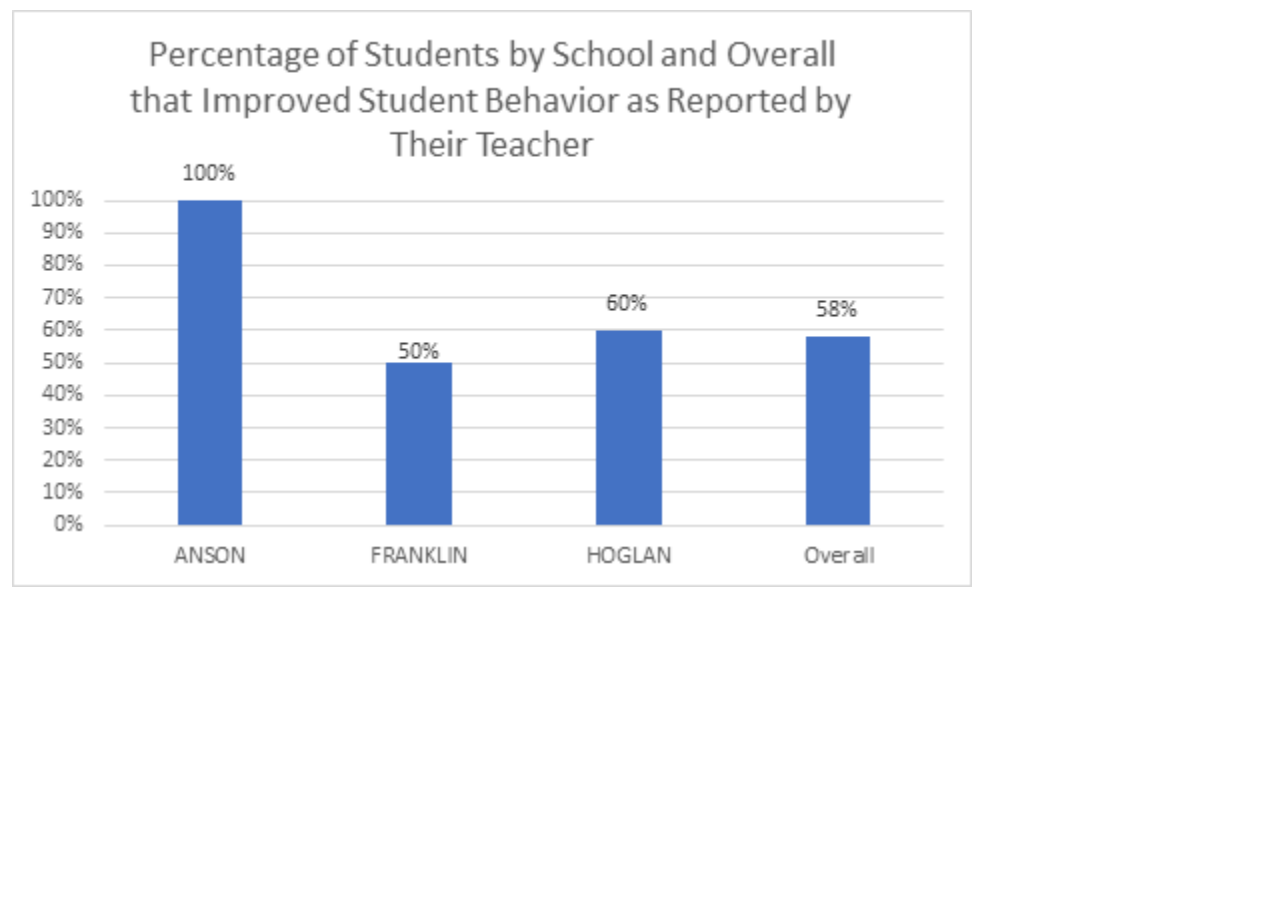
Hoglan Elementary - "At first ( ) mostly goofed off and didn't do what he was supposed to be doing, after a while he started getting his work done and staying on task."

Hoglan Elementary - "We would pick two kids to get the Chromebooks and two kids to take them back. The kids loved it and it also made them better behave."

Franklin Elementary - "( ) got extra time during the after-school program to be social. He loved talking to other students and adults. This program gave him extra time to interact."

Franklin Elementary - "We saw improvements in the behavior of students once routines were established."

**Figure 6**



## 5. Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
• Rating of each Objective as listed below.	x
• Full Methodology used for measurement.	x
• Justification for Rating	x
Local Objectives Discussion	x

### Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. *Must provide methodology on how the objective was measured and justification for meeting the objective.*
- Did not meet but made progress toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- Did not meet and no progress was made toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- Unable to measure the stated objective. *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

**Cohort 11 Table**

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
<p><i>Goal 1: The math and reading proficiency of targeted students will improve.</i></p> <p><b>Objective 1: 75% of targeted students will improve their reading proficiency.</b></p> <p>• <b>Objective 2: 75% of targeted students will improve their math proficiency.</b></p>	<p>Objective 1: Met the stated objective.</p> <p>Objective 2: Met the stated objective.</p>	<p><b>Objective 1: FAST</b> Assessment reading scores for attending students from Fall 2020 were compared to Spring 2021 results to show improvement over the 2020-2021 school year. Any improvement in score was counted as improvement. 97% of students who needed improvement in reading made improvement.</p> <p><b>Objective 2: FAST</b> Assessment math scores for attending students from Fall 2020 were compared to Spring 2021 results to show improvement over the 2020-2021 school year. Any improvement in score was counted as improvement. 89% of students who needed</p>



Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
		improvement in math made improvement.

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
<p><b>Goal 2:</b> Participating students will experience a wide variety of enrichment activities.</p> <div> <ul style="list-style-type: none"> <li>· <i>Objective 1:</i> 85% of students will participate in at least 30 unique enrichment activities.</li> <li>· <i>Objective 2:</i> 95% of students will identify three or more program activities as a new interest.</li> </ul> </div>	<p>Objective 1: Did not meet but made progress.</p> <p>Objective 2: Met the stated objective.</p>	<p>Objective 1: The enrichment activities were tallied for the number of unique activities. There were 41 weekly themes that provided students with over 80 unique activities. The average daily attendance was 78%. We used these two numbers to determine that we did not meet, but were very close, in meeting this goal.</p> <p>Objective 2: Students were surveyed at the end of the school year on the following “1. What did they like most about the after school program? 2. What was their favorite activity? 3) If you could do one activity over, what would it be? 4) What is one thing you would change? 5) Which of those activities they liked, were of new interest to them.” 100% found at least 3 activities they liked and identified three or more activities as a new interest.</p>
<p><b>Goal 3:</b> Families will engage in their child’s learning experiences.</p> <div> <ul style="list-style-type: none"> <li>· <i>Objective 1:</i> 80% of families will participate in one or more family engagement activities</li> </ul> </div>	<p>Objective 1: Did not meet but made progress.</p>	<p>Objective 1: The total number of unduplicated families that attended family engagement events where attendance was taken was seven families. This is 18% of our average student total student enrollment. All events were held virtually. Data is missing from March and June events.</p>

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
(school or program sponsored).		
<b>Goal 4: Attendance</b> <ul style="list-style-type: none"> <li>· <i>Objective 1:</i> Program attendance — 85% average daily attendance</li> <li>· <i>Objective 2:</i> School attendance — Chronically absent students (those missing 10% or more) enrolled in our after-school program will improve their school attendance.</li> </ul>	<p>Objective 1: Did not meet but made progress.</p> <p>Objective 2: Met the stated objective</p>	<p>Objective 1: Of the 149 days of operation, our average daily attendance was 78%. This was calculated by dividing the total monthly attendance by the number of serving days in the month.</p> <p>Objective 2: Fourteen students were chronically absent in October, the month the program began. 13 of the 14 students improved their school attendance. Additionally, 6 students who were chronically absent when they started the program ended the program not being chronically absent.</p>

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating

**Local Objectives Discussion.**

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	x
• Improvement over more than one year as observed.	x
• Applicable graphs, tables, and/or charts.	x
• Details on methodology and ratings as needed.	x
• Clarification for objectives not met.	x
• Clarification for objectives not measured.	x

**Remember to include a Local Objectives discussion**

Type or copy and paste Local Objectives discussion here.

**Local Objectives Discussion**

Goal one: Fall 2020 FAST assessment scores were compared to Spring 2021 results to show improvement over the 2020-2021 school year. We attained and exceeded Goals 1 and 2: 75% of students will improve their reading and math proficiencies at 89% improved in math and 97% improved in reading.

Goal two: The number and variety of enrichment experiences is a stronghold of our services to students. Weekly themes provide a number of unique activities that include a literacy, large motor, and art component. The program exceeded the number of unique enrichment activities offered to students; however, the average daily attendance was 78%. Students were surveyed at the end of the year to learn how to make the program better, what activities were their favorite and were of new interest to them.

Goal three: All family engagement activities were held virtually due to the Covid-19 pandemic. Additionally, the number of school-sponsored activities were very limited and all were held virtually. Engaging families through a virtual platform continues to be a struggle, as many families do not have adequate technology to be able to participate. Additionally, the program experienced high turnover amongst staff, including two program coordinators. Attendance for the spring family engagement events were not recovered after the coordinator resigned and therefore do not have access to the number of families who attended. An improvement made from the previous year included using the Remind app to increase attendance.

Goal four: A strength of this program is the emphasis placed on good attendance. The 21CCLC Coordinator works closely with the FSCS Attendance Specialist to target additional support a family may need to encourage regular attendance. In October, fourteen students were already chronically absent. The early support proved to be successful as thirteen of the students improved their attendance. Additionally, six of those students ended the year not chronically absent. The program did not meet the goal of 85% on average daily attendance, however, given the circumstances of the pandemic we were

very close in doing so. Attendance continued to be lower as students experienced Covid-19 symptoms, illness, and ongoing concerns for contracting the virus that affected attendance and enrollment. Enrollment numbers continued to remain low to keep students socially distanced in the after school space in efforts to reduce transmission as much as possible. There was additional challenges with enrolling new students when turnover occurred because of the concerns of the pandemic. However, given the circumstances the average daily attendance was only 7% lower than our goal.

One of the largest contributing factors to unmet goals was staff turnover and the pandemic. The program had two coordinators in the 2020-2021 school year, new from the 2019-2020 school year. Sarah Kenkel served as the coordinator July through December 2020 and Dani Goodman from January through June 2021. A new coordinator was hired in August 2021 for the upcoming school year. Additionally, due to limited staffing at each site, on most days the program coordinator had to provide direct programming as a Program Assistant for up to 17.5 hours a week significantly reducing the time needed to meet the goals of attendance, parent engagement, student survey and data collection, and collaboration with teachers on student academic success. Developing effective parent engagement that engages parents in their child's learning is an important program enhancement for building on instructional support. The program continues to work towards the staffing challenge. A number of changes for the 2021-2022 school year include increasing wages, adding language that includes value to job, flexible schedules, and MICA becoming the employer for all positions.

Improvements observed this year from the previous year include:

- Regular attending students who improved in mathematics and English from fall to spring –18% (math) and 29% (English) increase from 2019-2020.
- Regular attending students who improve from not proficient-to-proficient or above in reading – 3% increase from 2019-2020.

## 6. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	x
Best Practices	x
Pictures	x
Student, teacher, parent, and stakeholder input.	x

**Remember to include Anecdotal Data (Interviews, Observations, Comments)**

**Success Stories**

Success Stories Required Elements	Complete?
Specific Examples.	x
Key People Involved	x
Quotes from participants, teachers, parents, etc.	x
Include objectives showing large increases.	x

**Remember to include a student success story**

**Success Stories**

The parents of a Hoglan student expressed how thankful they were for the 21CCLC program. The family was connected to the program when they began working with the Hoglan Attendance Specialist. They shared that their child's attendance was low because they struggled with finding transportation for him after school. The Attendance Specialist talked to them about the 21CCLC program and helped him register. Not only did his attendance improve greatly, he also was able to meet his IEP goals with all the extra support he got at the program and being at school every day. He improved in his FAST scores in reading from 28 in the fall to 55 in the spring and math from 17 in the fall to 55 in the spring.

The mother of three Hoglan students learned about how the 21CCLC program supports students academically and wanted her children to have extra support since she knew they were behind academically. She enrolled them immediately. All three showed gains in reading and math and significantly improved attendance. The Kindergarten student had the highest gains amongst the children by improving in her FAST scores in reading from 28 in the fall to 60 in the spring and in math 18 in the fall to 61 in the spring. At the end of the program year, the mom reached out to make sure her students would have this opportunity in the fall and very appreciative of support they received.

The Hoglan Attendance team noticed a pattern of a student who was leaving school at 2:00 p.m. on an overwhelming amount of days. The Attendance Specialist reached out to mom to learn more about the situation. Mom shared that she was concerned about her child's chronic health condition, unreliable car, and the fact that it was frigid outside. The student was missing more than half of the math block, social studies and science. The Attendance Specialist talked to mom about the benefits of the after school program and mom agreed to try it. The student rides the bus home after the program and her attendance has improved greatly. Mom shared that her student really enjoys the program and tells her about all the interesting things she has learned and all the crafts she made.

**Best Practices**

Best Practices Required Elements	Complete?
Description of the practice/activity.	x
Methodology of measuring success of best practice.	x
Information on why practice/activity was implemented.	x
Impact of practice/activity on attendance.	x

Impact of practice/activity on student achievement.

x

**Remember to include a few best practices that you observed or that were reported to you****Best Practices**

Our model utilizes school day curriculum, e-learning software, and school staff at each elementary building to extend their learning beyond school time. This is a critical component as teachers and program assistants already have strong relationships with students and are able to connect school day learning to the program. Additionally, they are all familiar with school routines, curriculum, building and student expectations, and technology.

The model required several modifications this year as the pandemic continued to disrupt the program in various ways. From staffing shortages to the increased workloads and stress that school day staff were experiencing, two of the three sites were unsuccessful in recruiting a certified teacher to provide the small group tutoring from January to June. The 21CCLC Coordinator, a Licensed teacher, and MCSD Instructional Coaches worked together to plan the curriculum for the Program Assistants to deliver. Additionally, Waterford continued to be used to support school day learning the entire year at Hoglan and Anson Elementary and half the year at Franklin Elementary. The model has shown success with 97% of students made improvement in reading compared to 68% last year and 89% of students made improvement in math compared to 71% last year.

The enrichment programming included multifaceted learning of arts, science, games, sports, literacy, and math activities planned by Dani Goodman, 21CCLC Coordinator/Licensed Teacher and MCSD PK-6<sup>th</sup> grade Curriculum Leader, Erica Finders. The enrichment curriculum incorporated materials from the local Area Education Association such as Bookflix (reading and literacy with an interactive quiz component), KidsPop (music and dance) and read alouds.

Examples of quotes from teachers include:

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

“My students were always excited to get down to the program and would tell me how fun it was”. [Franklin Teacher]

“One of my students benefited greatly from the tutoring part of the program. By the end of the year, she was talking and writing more easily.” [Anson Teacher]

An example of the impact of the program on attendance and student achievement include the following:

A Franklin student began the program chronically absent missing 10% of school. By the end of the school year, the student’s attendance rate was 2.94% and dramatically improved on their FAST fall 2020 to spring 2021 reading scores (26 to 68 retrospectively) and math scores (21 to 57 retrospectively). This student had near perfect attendance at the program.



**Pictures**

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures, take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures.





**Student, teacher, parent, and stakeholder input**

<b>Student, teacher, parent, and stakeholder input Required Elements</b>	<b>Complete?</b>
Quotes from student, teacher, parent, and stakeholders.	x
Quotes from partners.	x
Quotes should be attributed (titles can be used but names only with permission).	x
Showcase success of the program, especially for student attendance, behavior and academic success.	x

**Student, teacher, parent, and stakeholder input**Student responses

"I really like that I can make new friends" (Hoglan student)

"If I could change one thing it would be longer brain breaks" (Hoglan student)

"My favorite creation with STEM was making noodles" (Hoglan student)

The Anson students gave feedback as a group on what they liked about the program, what activities or interests to add, and what is one thing they would change. Some of their favorite STEM creations were paper airplanes, rocket, robot, and the bridge. The one thing they would change was less time on the Chromebook doing Lexia, STMath, or Waterford. One students said "We should go to the library more instead so they have access to desks and comfortable chairs to do their work and then we can walk down to the gym when done". The students shared that they would like to have field trips and a field day next year.

Teacher responses

The 21CCLC Program Assistant said, "The students really enjoy working on their STEM projects. I personally believe that they get the time to work independently or work with others and share their ideas and creations with others. Additionally, they communicate with each other, learn, and know more about each other since the students vary by grade and classrooms."

"She (Hoglan student) was pretty shy when she first started attending, but the longer she was there the more outgoing she became."

"She (Hoglan student) liked being in small groups, liked to work on math, and made improvements in her work ethic."

"At first, he (Hoglan student) mostly goofed off and didn't do what he was supposed to be doing, after a while he started getting his work done and doing what he was supposed to be doing."

"One of the most impactful parts of the program is the routine and expectations are enforced." (Franklin Teacher)

"She (Franklin student) grew in her reading confidence and fluency." (Franklin Teacher)

“She (Franklin student) enjoyed the extra attention and care given to her during the after school program. She grew in her math confidence.” (Franklin Teacher)

**Partner/Stakeholder Quote:** “We have always had a strong relationship with MICA and have served as an after-school provider for the school district for more than XX years. This made the decision to provide programming to the 21CCLC Franklin students very easy. MICA staff, Allison Wilson and Dani Goodman, provided us with all the requirements to ensure alignment between our program and theirs. Communication was easy and the transition was very smooth. The kids and families had a great experience at our program and will continue to be open to providing support in the following years”.  
Deb Grove, YMCA/YWCA Family Sports Director

Parent quotes are represented in the success stories above.

**7. Sustainability Plans**

<b>Sustainability Plans Required Elements</b>	<b>Complete?</b>
Original plan from grant application summary.	x
Discuss formal sustainability plan if applicable.	x
How program will continue without 21st CCLC grant funding.	x
How partnership contributions will help the program continue (refer to partnership table from section 3).	x

**Discuss the level of sustainability over the life of the grant. Explain how partner contributions can help sustain the program after federal funding ends.**

MICA and MCSD are committed to the overall success of the program, including ensuring Marshalltown students have access to high-quality out-of-school time learning that helps student reach their full potential. MICA and MCSD leadership staff members meet and communicate regularly to continue to build a strong program that aligns with the district's overall achievement goals and is making a difference in student achievement. This ongoing communication is key to sustainability. By building a strong framework and model that produces great results, together we will be able to leverage other funding options and have a strong case to increase funding for at-risk programming through the district.

Monthly, MICA and MCSD staff members meet to discuss programming, review data, and evaluate progress towards program goals. Additionally, the 21CCLC Project Director, MCSD Director of Instruction, and MCSD Superintendent communicate regularly to assess the ongoing needs of the program. The program continuously adapts and makes improvements based on the data, information, and feedback received. For example, the decision was made to have one employer of record to streamline hiring, onboarding, supervision, and on-going training. MICA was able to allocate the additional funding needed to support the 21CCLC budget make this change for the 2021-2022 program year.

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

MICA and MCSD will meet with the Steering Committee to determine the needs of the family's, community, and school district. Since the beginning of the 21CCLC grant, the program has never been able to operate as had originally planned due to the Covid-19 pandemic. Therefore, the team will assess the needs, data, and outcomes to achieve sustainability.

**8. Summary and Recommendations**

Summary and Recommendations Required Elements	Complete?
Summary of program.	x
Dissemination of local evaluation.	x
Recommendations for local objectives.	x
Recommendations on future plans for change.	x

**Summary of Program**

Summary of Program Required Elements	Complete?
Reference introduction section.	x
Showcase successes of program.	x
Highlight items contributing to program success.	x
Include exemplary contributions from staff, teachers, volunteers and/or partners.	x

**Summary of Program**

MICA and the MCSD leadership and program staff are committed to providing students and families with high quality programming. Despite the number of challenges this program has experienced, staff have remained resilient in providing a high quality out of school time program. The program was able to shift to virtual programming in two days and students were excited to stay connected to the staff and classmates. Numerous adjustments and modifications were made throughout the year to address staffing shortages, recruitment of potential staff, virtual enrichment activities and new approaches to academic instruction and support.

The program continued to meet the needs of our most vulnerable children by improving student achievement in reading and math through small-group tutoring, e-learning software, and hands-on learning opportunities in a caring and safe environment.

The needs of MCSD students and families are among the highest in Iowa, demonstrating the link between the achievement gap, poverty, and language barriers. With over 50 languages spoken and 79% of elementary students being eligible for free or reduced lunches, this program is crucial to preventing students from falling further behind and supporting parents to help their student succeed.

Results of the program demonstrated effectiveness in multiple areas despite the challenges faced. Our students' improvement in school day attendance is the largest win in the program. Missed instruction leads to lost learning and teachers are not able to do their job. The partnership between MICA school-based staff and MCSD was instrumental in making sure the after school program was available to the families most in need and the focus of attendance was strong. The success was evident in the majority of regularly attending students improving in their fall 2020 to spring 2021 reading and math FAST assessment scores.

The success of the program is largely due to the partnership between MICA, MCSD and the YMCA/YWCA and the dedicated teachers, program assistants, community partners and MICA/MCSD staff who

continued to provide quality instruction and engaging activities through a pandemic and natural disaster. Our community is “Marshalltown Strong” and committed to the success of our future leaders.

#### Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	

#### Dissemination of Local Evaluation

The local evaluation will be disseminated through several methods to ensure all internal and external stakeholders have the ability to review, discuss, and provide feedback for continuous improvement. The local evaluation will be available on MICA’s website at [www.micaonline.org/reports](http://www.micaonline.org/reports) and will be shared through email and social media. Additionally, the evaluation will be discussed during meetings and reports given to the MICA and MCSD boards, the project’s steering committee, and staff and leadership teams.

#### Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	x
Objectives to be added.	n/a
Include objectives not met.	x
Include objectives not measured.	n/a

**Remember to include an evaluator discussion on how the program met or did not meet the local objectives**

#### Recommendations for Local Objectives

In this report, all objectives were measured and at this time there is no need to change or add additional objectives.

Local Objective/Goals 1.1, and 1.2, 2.2 and 4.2 were met for both reading and math during the 2020-2021 school year. Local Objectives/Goals 2.1, 3-1. 3-2 and through 4.1., that were not met but made progress. The program staff demonstrated resilience that benefited the students during the two weeks that the Marshalltown school district went virtual due to the Covid Pandemic. The Marshalltown 21st

Century staff was able to provide virtual programming with 74% of participants attending. Staff were trained to offer a new curriculum different from what the students used during the school year. This switch proved to be more motivating to participating students.

**Goal 1:** The math and reading proficiency of targeted students will improve.

*Objective 1:* 75% of targeted students will improve their reading proficiency.

*Objective 2:* 75% of targeted students will improve their math proficiency.

**Goal 2:** Participating students will experience a wide variety of enrichment activities.

*Objective 1:* 85% of students will participate in at least 30 unique enrichment activities.

*Objective 2:* 95% of students will identify three or more program activities as new interest.

**Goal 3:** Families will engage in their child's learning experiences.

*Objective 1:* 80% of families will participate in one or more family engagement activities (school or program sponsored).

**Goal 4:** Attendance Objective

*Objective 2:* School Attendance – Chronically absent students (those missing 10% or more) enrolled in our after-school program will improve their school attendance.

#### Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	x
Changes in recruitment efforts.	x
Changes in partnerships.	x
Changes for sustainability plans.	x
Other changes as suggested by governing body.	n/a

**Remember to include an evaluator discuss of what can be done to improve the program**

Type or copy and paste Recommendations on Future Plans for Change here.

#### Recommendations on Future Plans for Change

The 2019-2020 recommendation was to review program implementation and available teacher/staff support. The Covid Pandemic continued to disrupt the availability of workers to hire for positions throughout the 2020-2021 school year. Leadership turnover in the program coordinator position made running the program with consistency a challenge. Four individuals have been hired for this position, to date, during the past two years. Shortages occurred regularly and all staff members, including the project coordinator, needed to serve as substitutes when necessary. There was also a consistent shortage of appropriately trained assistants available to hire to staff the program. The long days by regular teaching staff (8 AM - 4 PM in their regular position) and then from 4 PM to 6:20 PM when working 21CCLC also contributed to turnover. Just one school, Anson Elementary, was able to utilize a certified teacher during the entire school year. Franklin Elementary was able to partner with the

Marshalltown YMCA to cover staffing. This proved to be a positive from the standpoint of education level and skills of the staff. However, Franklin's program participants lost a few months of programming due to the transition.

It was determined last year that low pay, as well as number and time of hours was contributing to the lack of potential hires. Raising pay was determined to be important to hire quality employees who were motivated to stay with the program. This raise in wages in the fall of 2020 for program assistants has proven to be helpful. At this time, the program is fully staffed but did continue to struggle through the fall of 2021 to hire and maintain staff.

Recommendations include:

- Work with the schools to potentially use their data system to more effectively acquire the data needed to measure student performance for all participants.
  - Provide effective professional development regarding parent engagement. This could be folded in with building skills and knowledge on how to offer additional unique student activities and improve student attendance.
- Continue to work to staff the program with a certified teacher.
  - Continue to consider other partnerships such as the YMCA that could potentially help with the continuing staffing needs.
  - Emphasize the importance of valid and reliable data reported by teachers/assistants to include student and parent quotes.
  - Provide staff development regarding what to look for when using A, B or C for assessing class participation, homework completion and student behavior.

**UNEXPECTED DATA** (Unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other) Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond? You may include pictures to help illustrate the challenges faced because of natural disaster.

### Unexpected Data

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

The second year proved to be the most challenging. On August 10, Marshalltown was devastated by a derecho storm equivalent to a category 4 hurricane with rain, hail, and sustained winds between 90-115 mph, just two years after an EF3 tornado created an eight-mile path of destruction through the north

side of Marshalltown, mostly impacting lower-income neighborhoods and migrant families, including three of the six elementary schools – Franklin, Rogers, and Woodbury. The derecho was much more widespread, affecting the entire community, including all school buildings. Much of the community sustained major damage and was without electricity for a week and, in some cases, much longer, making it impossible to begin school as scheduled. This proved to be yet another hurdle to face alongside of the COVID-19 pandemic and made it extremely difficult to recruit, train, and hire staff. Many MCSD staff resigned or were not interested in working additional hours for 21CCLC due to concerns of the pandemic, school day hours and job duties changing, and the added stress the pandemic has brought about to everyone.

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

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

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

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

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



The FSCS and 21CCLC staff met regularly to strengthen the program and connect students and families to resources such as energy, food, and disaster assistance.

