

**Local Evaluation for *Grantee Name***  
**2019-2020**

**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 9-13 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 2019-2020>. 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	2/3/21
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
Evaluator Name	Robin Galloway
Evaluator E-mail	rgal@iastate.edu
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 10	
Cohort 11	
Cohort 12	
Cohort 13	
Cohort 14	Anson Elementary, Fisher Elementary, Franklin Elementary, Hoglan Elementary, Rogers Elementary, Woodbury Elementary
Additional Information from Grantee (optional)	

**Note:** If you are in Cohort 15, you will report your data next year (We always report the previous year's data in the local evaluations).

**2. Introduction/Executive Summary**

<b>Introduction/Executive Summary Required Elements</b>	<b>Complete?</b>
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.

Our students' needs continue to be some of the highest in Iowa, demonstrating the link between the achievement gap and poverty and language barriers. Over 79% of students attending a MCSD elementary school were eligible for free or reduced lunches. Over 40 languages are spoken by MCSD students, a majority-minority district with Hispanic/Latino students being the largest minority group. Of the students who regularly attended the after-school program, 66% were identified as Limited English Proficient (LEP) students.

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.

### Program Description

The program provided academic and enrichment activities for students Monday through Friday from 3:20 to 6:20 p.m. at all six elementary schools on days school was in session. The program ran for 79 days, beginning on October 21, 2019 and ending on March 5, 2020; the day before MCSD's week-long spring break that preceded the school closure for the remainder of the school year due to the COVID-19 pandemic. The program is free to all students, transportation is offered, and daily attendance is required.

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, were used for academic support. Students received one hour of tutoring by a MCSD elementary teacher weekly. 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.

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, family engagement events were held at each school in collaboration with 21CCLC, the Full Service Community School project, and community partners. Enrichment activities and family engagement events were provided in collaboration with a variety of community partners and volunteers, including:

- Center Associates (Emotional Intelligence)
- ISUWise (STEM)
- MCSD Robotics Club (STEM)
- Central Rivers Area Education Association (STEM and technology)
- Marshall County Auditor (Voting and Caucus information)
- Marshall County Board of Supervisor (Census information)
- Full Service Community School Project (Abriendo Puertas)

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) Julia Brunner, 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

The program uses an independent evaluator from RGAL LLC, Dr. Robin Galloway. According to her findings, the majority of students showed improvement in student behavior (89%) and home completion and classroom participation (86%) as reported by teachers. Teachers noticed positive impacts in social/emotional skills, leadership skills, increased participation, responsibility, respect, and positive interactions with students and teachers.

A key addition to the program was the integration of school-day learning with enrichment activities developed by MCSD PK – 6<sup>th</sup> grade Curriculum Leader, Erica Finders. Activities centered on a weekly theme that enhanced students' skills through arts and crafts; music; interactive literacy activities and games; physical activity; and yoga.

### Demographic Data -

Demographic Data Required Elements	Complete?
2019-2020 School Year Attendance Tables	
● 2019-2020 School Year Attendance Summary Table	x
● 2019-2020 School Year Attendance Ethnicity Table	x
● 2019-2020 School Year Attendance Special Needs Table	x
Summer of 2019 Attendance Tables	
● Summer of 2019 Attendance Summary Table	n/a
● Summer of 2019 Attendance Ethnicity Table	n/a
● Summer of 2019 Attendance Special Needs Table	n/a
Attendance Discussion	x
Partnerships	
● Partnerships Table	x
● Partnerships Discussion	x
Parent Involvement Information and Discussion	x

**2019-2020 School Year Attendance.** *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2019 and the Spring of 2019. There are separate tables for the Summer of 2019. Leave blank any cohorts that do not apply.*

21 <sup>st</sup> CCLC Program 2019-2020 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 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	221	116	105
	Regular*	125	65	60

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

21 <sup>st</sup> CCLC Program 2019-2020 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 10	All						
	Regular*						
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All						
	Regular*						
Cohort 14	All	62	119	0	6	26	8
	Regular*	26	69	0	5	22	3

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

21 <sup>st</sup> CCLC Program 2019-2020 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs SPED/504 plan
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	141	175	16
	Regular*	82	99	7

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

Summer of 2019 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2019 ONLY. Leave blank any cohorts that do not apply.*

21 <sup>st</sup> CCLC Program Summer 2019 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 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			

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

21 <sup>st</sup> CCL Program Summer 2019 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						

<b>Cohort 10</b>	Regular*						
	All						
<b>Cohort 11</b>	Regular*						
	All						
<b>Cohort 12</b>	Regular*						
	All						
<b>Cohort 13</b>	Regular*						
<b>Cohort 14</b>	All						
	Regular*						

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

21 <sup>st</sup> CCLC Program Summer 2019 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>
<b>Cohort 10</b>	All			
	Regular*			
<b>Cohort 11</b>	All			
	Regular*			
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	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
● 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>	x
● <i>Explain WHY attendance met or did not meet grant goals.</i>	



**Attendance Discussion**

The 21CCLC after-school program served students at all 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 students who are absent. The program coordinator reaches out to families as needed to ensure consistent program attendance.

The program consists of daily snack, 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 providing 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. MCSD is unable to report based on individual student. On average, 79% of students attending a MCSD elementary school receive FRPL. See the chart below for elementary building specific information, including total enrollment found at <https://www.iaschoolperformance.gov/ECP/StateDistrictSchool/DistrictSummary?k=7513&y=2019>.

The biggest challenge faced regarding attendance and enrollment was lack of staff or staff retention. The program did not start until mid-October to allow efficient time for program implementation as well as staff and student recruitment. The part-time coordinator spent the majority of hours fulfilling the role of a program assistant for all six elementary schools. The program requires a ratio of one staff per twenty students (maximum enrollment is 40 students). The program was never fully staffed and frequently faced challenges with staff calling in. The staffing challenges resulted in a less-than-maximum enrollment at some sites.

Additionally, bus students received less programming due to safety concerns and shortage of bus drivers. Bus students were picked up at 5:00 p.m., missing much of the enrichment programming. Approximately 35 students or 23% of student enrollment were bus students. Therefore, during student recruitment staff explained what programming would be missed if students rode the bus and helped participating families identify other possible solutions to transportation barriers.

	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%	33	29	11.0%
Fisher	336	64%	41	26	12.2%
Franklin	337	74.2%	29	21	8.6%
Hoglan	325	82.4%	25	21	7.6%
Rogers	213	83.9%	27	23	12.6%
Woodbury	323	81%	63	51	19.5%

**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 2019-2020 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)</i>

					<i>partner served)</i>
Center Associates	Full	3		\$262.50	1
ISUWise	Full	3, 6		\$100	1
MCSD Robotics Club	Full	3, 6		\$40	1
Central Rivers Area Education Association (AEA)	Full	3, 6		\$5,070	1
Marshall County Auditor	Full	3, 6		\$476.75	1
Full Service Community School Project	Full	3,7	4 staff provided recruitment, coordination, and programming support.	\$1,375.76	6
Marshall County Supervisor	Full	3		\$41	1
Marshalltown Community School District	Vendor	3, 7	1 staff provided enrichment curriculum		6
Marshalltown Community School District Food Service	Full	4		\$8,248	6
Marshalltown Community School District Transportation	Partial	8		\$9,000	6

*\*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.	YES
• Total <del>unpaid and paid</del> partners. (all partner types)	YES
• Efforts to recruit partners.	YES

● Highlights of partnerships.	YES
● How partnerships help program serve students.	YES

### Partnership Discussion

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

Community partners connected students and their family with opportunities in the community to which they may not otherwise have had access. Community partners were key in helping to provide fun and educational family engagement events.

A program highlight was hosting a STEM night for families at Woodbury Elementary. The event was supported by the following community partners: ISUWise, MCSD Robotics Club, and Central Rivers Area Education Agency. They provided hands-on learning activities that engaged families through experimentation with robots, ozbots, and DNA double-helix creations in rotating stations. Additionally, the event hosted the Marshall County Auditor and Board of Supervisors to provide information to parents on the caucus process, voting information, and why it is important to complete the census.

The Program Coordinator collaborates with the Full Service Community School's Site Coordinators at Anson, Rogers, and Woodbury to connect with and build relationships with partners in the community. They work together to provide coordinated events and recruitment of partners, children, and families. Examples include: hosting a family engagement event with Center Associates about children's emotional intelligence, recruiting parents to attend Abriendo Puertas training, and helping link families to community resources. Additionally, twenty-two members of the community provide guidance and support as steering committee members.

### 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 events at each school was a collaborative effort between the 21CCLC program, the Full Service Community School (FSCS) project, and school-related family engagement events at each site. The staff worked together to plan, communicate, and encourage families to attend. Communication efforts included bilingual flyers, text messages, REMIND app, reminder stickers on students clothes, phone calls, and encouraging parents to stay for the event when picking up their child from the program. Family engagement events include food and encourage all members of the family to attend. The following family engagement events were held at the following schools.

Anson Elementary:

A Bingo for Books night was held on November 7<sup>th</sup>, 2019 (\*).

Hoglan Elementary:

A family STEAM night was held on November 14, 2019 (\*).

Family Reading Night was held on February 25, 2019 (\*).

Woodbury Elementary:

A family night focused on mental health and emotional intelligence was held on November 7, 2020 (4 parents).

Woodbury Craft night was held on December 19, 2019 (4 parents).

A family STEM night was held on January 30, 2020 (16 parents).

Rogers Elementary:

A family STEAM night was held on February 25, 2020 (\*).

\*All schools except for Woodbury Elementary school did not take attendance. The program will work with the schools to ensure attendance is taken at each site.

Many events planned in the spring were cancelled due to the COVID-19 pandemic.

Woodbury Elementary School has a very active family engagement planning team that includes the principal, teachers, resource specialist, and FSCS site coordinator. Together, this team effectively recruits and engages families for good attendance among all families in the school.

The 21CCLC coordinator will continue to partner with each elementary school staff and the FSCS team to coordinate and strengthen family engagement events, increase family attendance, and track attendance.

**3. GPRA Measures**

For 2019-2020, 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	
• Name of Assessment Tools Used for Each Measure.	x
• Data Entered for all Applicable Measures.	x
GPRA Measures Discussion	x

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: FAST Assessment data (Math)</b>			
1. The number of elementary 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.	61	43	71%
2. The number of middle/high school 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.	61	43	71%
<b>GPRA Measures 4-6 – Improvement in English</b>			
<b>Assessment Tool Used: FAST Assessment data (Reading)</b>			
4. The number of elementary 21 <sup>st</sup> Century regular program participants who improved in English from fall to spring.	75	51	68%
5. The number of middle/high school 21 <sup>st</sup> Century regular program participants who improved in English from fall to spring.			

6. The number of all 21 <sup>st</sup> Century regular program participants who improved in English from fall to spring.	75	51	68%
<b>GPRA Measures 7-8 – Improvement in Proficiency</b>			
<b>Assessment Tool Used: FAST Assessment data</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.	75	26	35%
8. The number of elementary 21 <sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in mathematics.	61	23	38%
<b>GPRA Measures 9-11 – Homework and Class Participation</b>			
<b>Assessment Tool Used: Teacher survey</b>			
9. The number of elementary 21 <sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.	123	106	86%
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.			
11. The number of all 21 <sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.	123	106	86%
<b>GPRA Measures 12-14 – Student Behavior</b>			
<b>Assessment Tool Used: Teacher survey</b>			
12. The number of elementary 21 <sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.	123	109	89%
13. The number of middle/high school 21 <sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.			
14. The number of all 21 <sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.	123	109	89%

**GPRA Measures Discussion.**

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

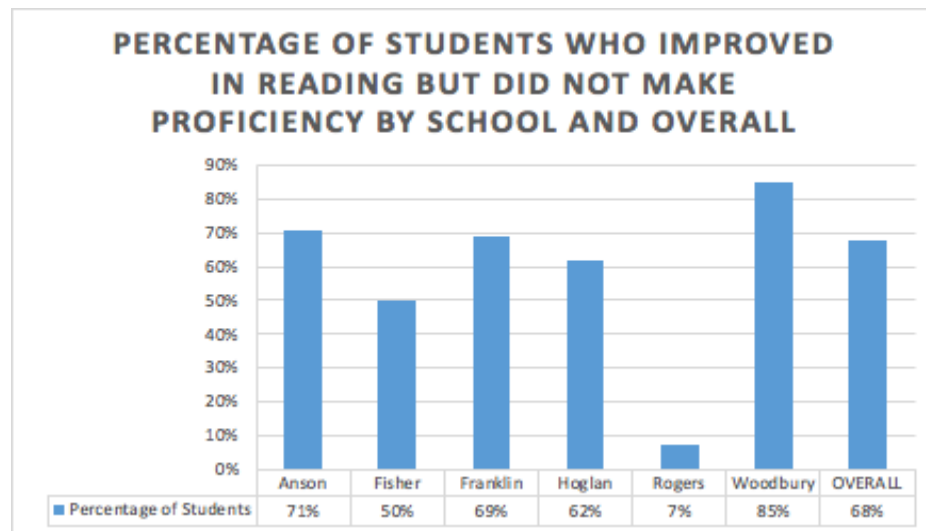
### GPRA Measure Discussion

For GPRA Measures one through eight, the FAST Assessment was used to measure student success in English and math for regularly attending students. Winter 2019 FAST assessment scores were compared to fall 2020 results to show improvement over the 2019-2020 school year. Typically we would compare winter 2019 to spring 2020 scores to show the improvement in the year, however, spring 2020 testing did not occur due to COVID-19. Therefore these test results span a longer calendar as well as include the “COVID-slide” of student academic performance in this data.

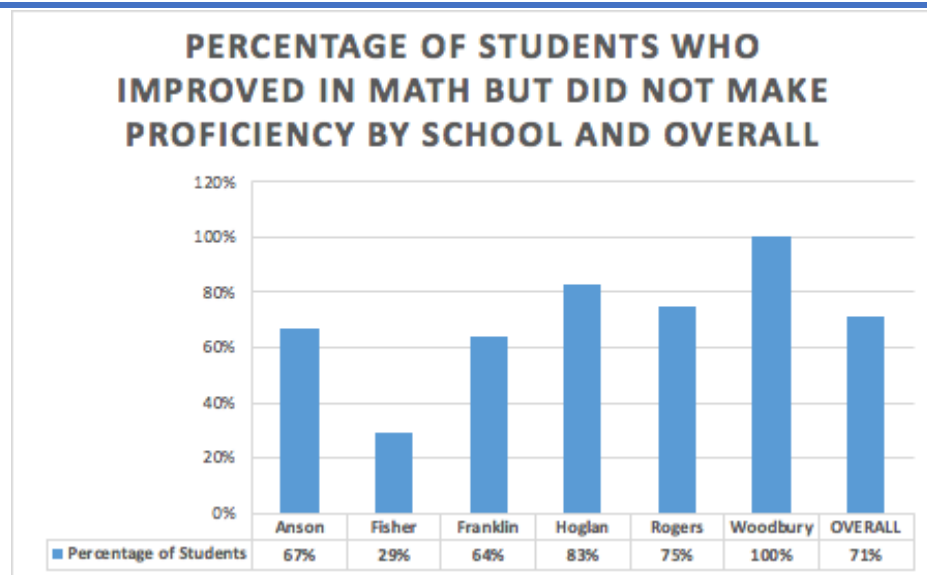
In addition to COVID-19, limitations of the data available for analysis included students dropping out of the program, students moving to a different school within the district, students attending the program for a limited number of days, or failure to obtain a FAST Composite Score for both the fall of 2019 and the spring of 2020. As an example Anson Elementary School had a total of 33 students enrolled in the program but due to one or more of the limitations stated above, an analysis of data could only be conducted for 16 of these students. Overall, the analysis included complete data for 123 regularly attending students.

Overall, just 68% and 71% of students improved (see Figures 1 and 2) respectively in reading and math. These outcomes support that the after school program was just 7% shy of meeting their 75% goal in reading and just 4% shy of meeting their 75% goal in math.

**Figure 1**

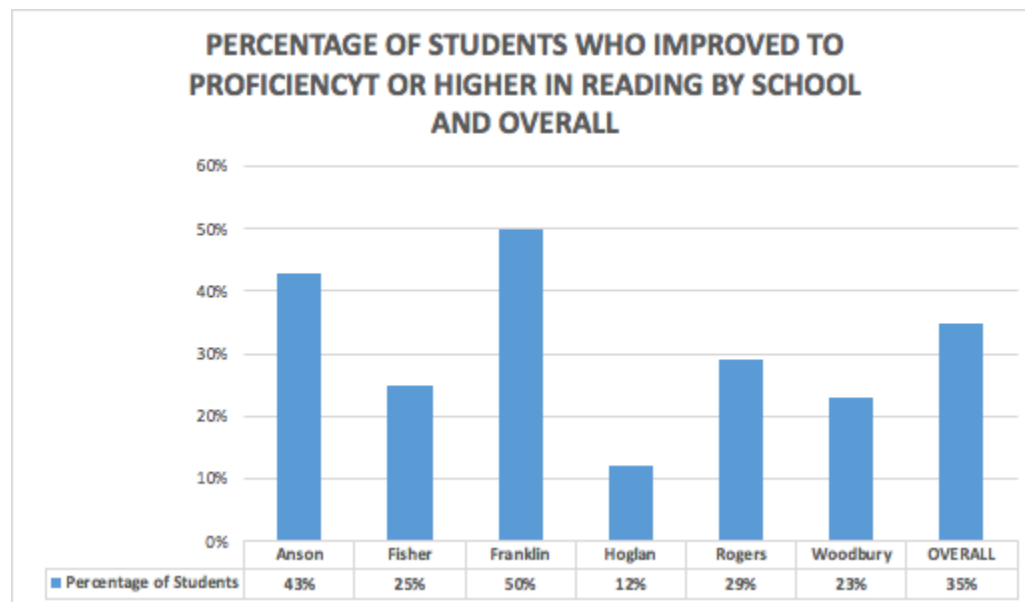




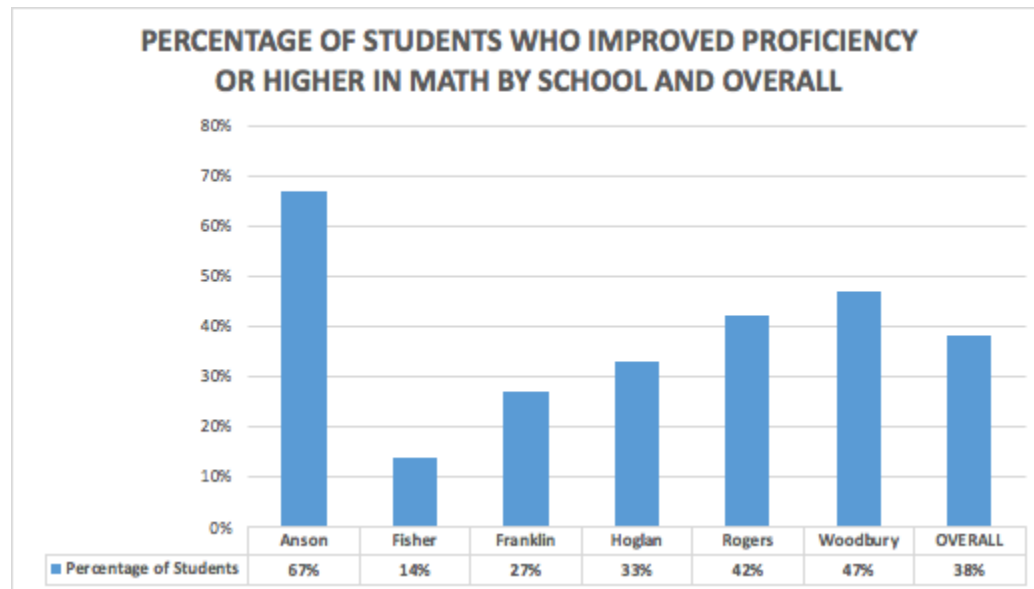


Overall, 35% (see Figure 3) of students needing improvement in reading improved to proficiency or higher. Individual schools ranged from a high of 50% to 12% indicating a marked difference by school in the number of students that increased their reading score to proficiency or higher. No school had more than 50% improve their reading to proficiency or above indicating that this goal was a significant challenge for the Marshalltown 21st Century After-School Program.

**Figure 3**



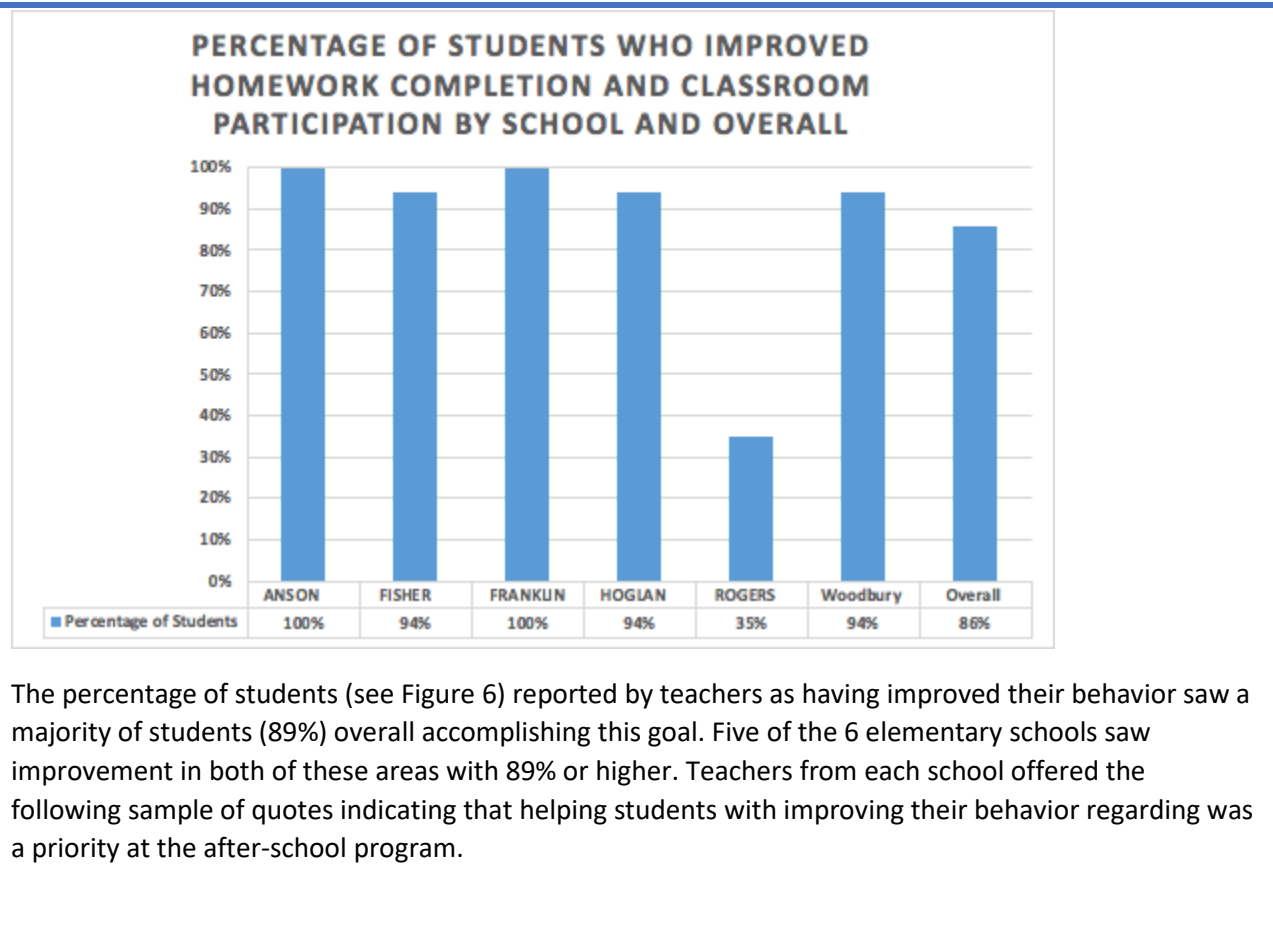
Overall, 38% (see Figure 4) of students needing improvement in math improved to proficiency or higher. Individual schools ranged from a high of 67% to 14% indicating a marked difference by school in the number of students that increased their math score to proficiency or higher. Just one school (Anson) had more than 50% of their students improve their math to proficiency or above indicating that 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 (86%) overall accomplishing this goal. Five of the 6 elementary schools saw improvement in both of these areas with 94% or higher. 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.

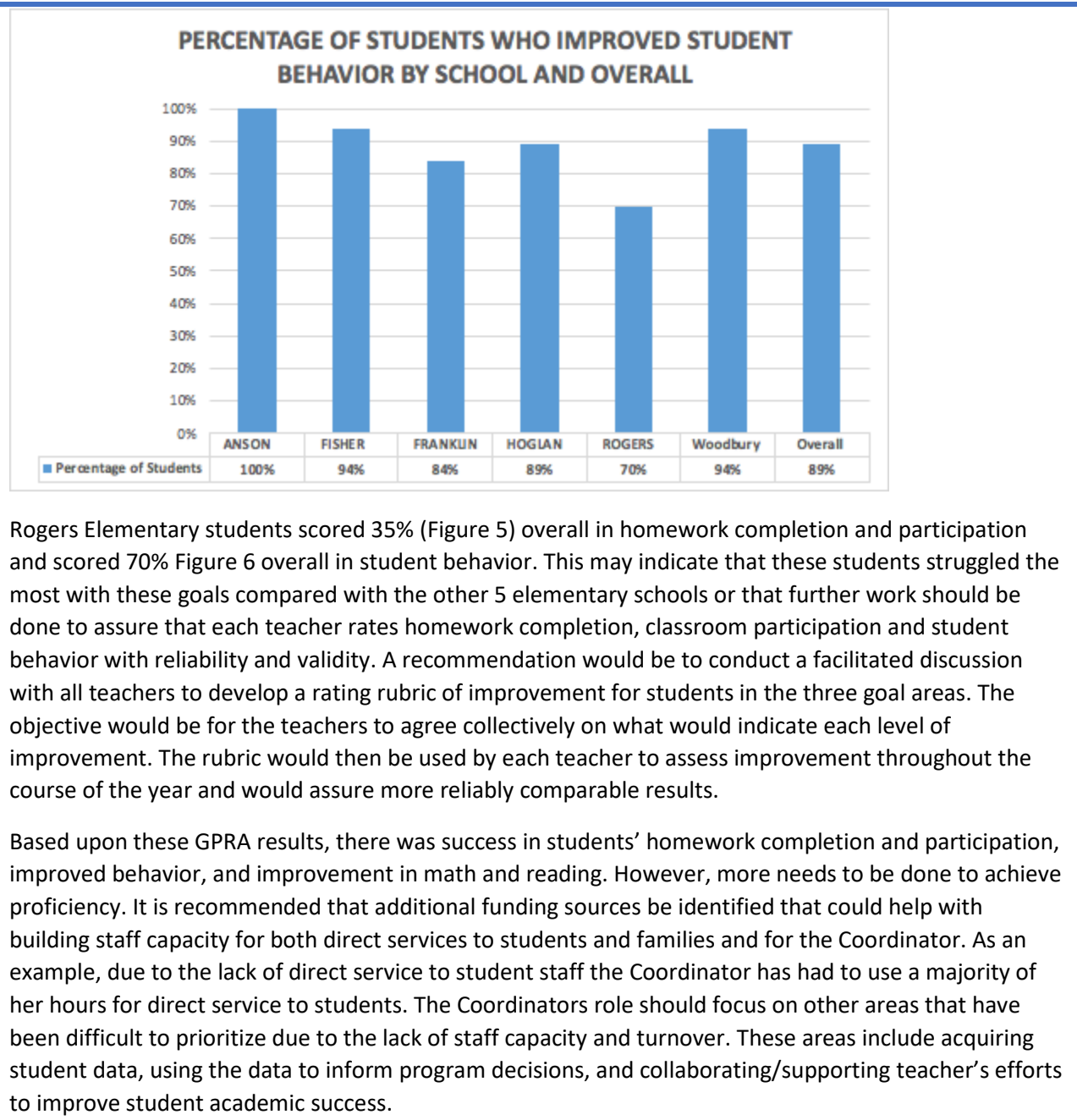
- Rogers Elementary - "Students were best engaged when doing makerspace building stations where they could just creatively build on their own."
- Hoglan Elementary - "( ) was pretty shy when she first started attending but the longer she was there the more outgoing she became."
- Hoglan Elementary - "( ) became more social and made some friends."
- Hoglan Elementary - "( ) was behind in her schoolwork and she was able to get caught up."
- Hoglan Elementary - "( ) started to participate a lot more as time went on."

**Figure 5**



- Rogers Elementary - "A Positive Impact was noticed in social/emotional skills."
- Rogers Elementary - "( ) improved with his leadership skills and became a good role model for others."
- Hogan 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."
- Anson Elementary - "( ) showed great improvement with responsibility. She improved in staying on task and working without disturbing others."
- Anson Elementary - "( ) improved on being respectful to his teacher and peers."
- Franklin Elementary - "He is building positive interactions with teachers and other students."

**Figure 6**



### 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 2019 and the Spring of 2019.

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 10 Table**

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

**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><b>Goal 1:</b> The math and reading proficiency of targeted students will improve.</p> <ul style="list-style-type: none"> <li>· <i>Objective 1:</i> 75% of targeted students will improve their reading proficiency.</li> <li>· <i>Objective 2:</i> 75% of targeted students will improve their math proficiency.</li> </ul>	<p>Objective 1: Did not meet but made progress.</p> <p>Objective 2: Did not meet but made progress.</p>	<p>Objective 1: FAST Assessment reading scores for attending students from winter 2019 were compared to fall 2020 results to show improvement over the 2019-2020 school year. Any improvement in score was counted as improvement. Sixty-eight percent of students who needed improvement in reading made improvement.</p> <p>Objective 2: FAST Assessment math scores for attending students from winter 2019 were compared to fall 2020 results to</p>

		show improvement over the 2019-2020 school year. Any improvement in score was counted as improvement. Seventy-one percent of students who needed improvement in math made improvement.
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<p><b>Goal 2:</b> Participating students will experience a wide variety of enrichment activities.</p> <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>	<p>Objective 1: Did not meet but made progress.</p> <p>Objective 2: Did not meet but made progress.</p>	<p>Objective 1: The enrichment curriculum was tallied for the number of unique activities. There were 30 different activities offered. Of the 79 days of operation our average daily attendance was 81.16%. 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 who returned to programming in the 2020-2021 school year (only at the sites of Anson, Franklin and Hoglan) were surveyed on what “1. Which activities did they like last year from enrichment programming? 2. Which of those activities they liked, were of new interest to them.” Eighteen students have returned in 2020-2021 from the 2019-2020 school year. Of those 18 students, 100% found at least 3 activities they liked from last year’s programming, and 11 students identified three or more activities as a new interest (61%).</p>
<p><b>Goal 3:</b> Families will engage in their child’s learning experiences.</p> <ul style="list-style-type: none"> <li>· <i>Objective 1:</i> 80% of families will participate in one or more family engagement activities (school or program sponsored).</li> </ul>	<p>Objective 1: Did not meet but made progress.</p>	<p>Objective 1: The total number of unduplicated parents and children that attended family engagement events where attendance was taken was 19 parents and 17 children. This is 10.8% of our total student enrollment over the 79 days of programming to 156 students served in that time.</p>



<p><b>Goal 4:</b> Attendance</p> <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 79 days of operation our average daily attendance was 81.16%. This was calculated by dividing the total monthly attendance by the number of serving days in the month.</p> <p>Objective 2: We compared students who were considered chronically absent (missing 10% or more) in the 2018-2019 school year to that of their percentage of days absent in the 2019-2020 school year. We measured if there was an increase or decrease in the percent of days a student was absent. Any percentage point of change was measured as either progress or decline in student attendance in the regular school day. In 2018-2019, 11 students were considered chronically absent and all 11 decreased their percentage of days absent from school, therefore meeting our goal at 100%.</p>
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#### Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
<ul style="list-style-type: none"> <li>• Statistical Analysis as Applicable.</li> </ul>	x
<ul style="list-style-type: none"> <li>• Improvement over more than one year as observed.</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• Applicable graphs, tables, and/or charts.</li> </ul>	n/a
<ul style="list-style-type: none"> <li>• Details on methodology and ratings as needed.</li> </ul>	x
<ul style="list-style-type: none"> <li>• Clarification for objectives not met.</li> </ul>	x
<ul style="list-style-type: none"> <li>• Clarification for objectives not measured.</li> </ul>	n/a

**Remember to include a Local Objectives discussion**

**Local Objectives Discussion**

Goal one: Winter 2019 FAST assessment scores were compared to fall 2020 results to show improvement over the 2019-2020 school year. Typically we would compare winter 2019 to spring 2020 scores to show the improvement in the year, however, spring 2020 testing did not occur due to COVID-19. Therefore these test results span a longer calendar as well as include the “COVID-slide” of student academics in this data. We were close in attaining 75% of students will improve their reading and math proficiencies at 71% improved in math and 68% improved in reading.

Goal two: The number and variety of enrichment experiences is a stronghold of our services to students. However, due to COVID and the abrupt cessation of the after school program in the 2019-2020 school year in March, we were not able to complete a full survey of students and their experiences in the program. Due to this we were only able to speak directly to returning students in the 2020-2021 school year. Without COVID, a comprehensive survey would have been completed with more students and in more locations.

Goal three: Parent engagement was not tracked well this year at many of our sites as only one building requires attendance be taken at the events. The coordinator was not alerted about school happenings often, and increased communication from and with elementary leadership is a lesson learned for this year. To remedy this, in the 2020-2021 school year the coordinator and 21CCLC staff were all given MCSD emails to receive updates from the school district and buildings. We have taken actionable steps to increase parent engagement with the application Remind via MCSD to regularly inform parents on what their child is learning this week.

Goal four: Daily attendance was recorded on paper and program assistants checked into the office with the secretary to see who was absent for the day as to illness, appointment, etc. Because of the paper attendance process, the coordinator was only able to make calls to parents based upon attendance concerns after the fact. To make continual improvements to the program for the 2020-2021 year, we moved our attendance to a digital format to be monitored daily by the coordinator. This elevates the communication between the coordinator and parents not only for attendance, but in relationship building, and parent engagement in their child’s learning. Students who are chronically absent during the regular school day are invited to the after school program and we showed great success in targeting them for additional support as all 11 students who were chronically absent decreased their absenteeism rates in the year they attended the after school program.

One of the largest contributing factors to unmet goals is that the coordinator was only half time due to funding restrictions. Additionally, due to limited staffing at each site, the 20 hours per week the coordinator was to dedicate to coordination were often filled by substituting as a Program Assistant for up to 17.5 hours a week. Full-time coordination is required 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. To remedy this, a full-time coordinator was hired for the 2020-2021 school year.

**4. 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**

A parent of a Hoglan student shared that the after school program really helped her student “come out of her shell.” The program was outwardly showing positive effects with the child from their enrollment in October to March just before COVID hit due to the friendships she was making. The structure of the program, and staff created the environment for the child to succeed in this personal way. The parent was ecstatic to have her child invited back to the program this year and said, “I hope she can have the same experience this year. Keeping her home during COVID, she’s come back into her shell. I want to see her explore and make friends again.”

Another Hoglan student who regularly attended 21CCLC improved her attendance in school from 16.28% absent in 2018-2019 school year to 0.85% absent in the 2019-2020 school year. She also improved in her FAST scores in reading from 422 in 2019 to 453 (significant movement) in 2020 and maintained scores in math.

**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 school day 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 familiar with school routines, curriculum, building and student expectations, and technology.

The academic and enrichment components are implemented to give our students more access to life opportunities and lifelong learning success. This combination provides students with rigorous academics coupled with fun and engaging learning opportunities that improve student behavior along with academic growth.

The academic instruction is directly connected to MCSD's state and national education standards and benchmarks. Teachers create individualized learning plans used during tutoring sessions and students utilize school day e-learning software (STMath and Lexia) on non-tutoring days. In March, the program added the Waterford Early Learning software that compliments Lexia and provides students something new that they do not do during the school day. The academic instruction has shown success with 71% of students made improvement in math and 68% in reading.

The enrichment programming included multifaceted learning of arts, crafts, games, group and reading activities that was planned by Erica Finders, MCSD PK-6<sup>th</sup> grade Curriculum Leader. 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. Program Assistants reported that students were more engaged during this enrichment time due to the style of activities. Yoga continues to be a successful component of our program, teaching students to breathe, take time for themselves, and to focus for 10 minutes each day.

Examples of quotes from Hoglan teachers include:

"I think the enrichment part of the program was the best part, the kids participated the most during this time."

"The kids loved it and it also made them behave better."

The data and teachers comments show that when students are engaged and having fun there is an increase in class participation and homework completion (86%, improved behavior (89%), and better attendance (81%).

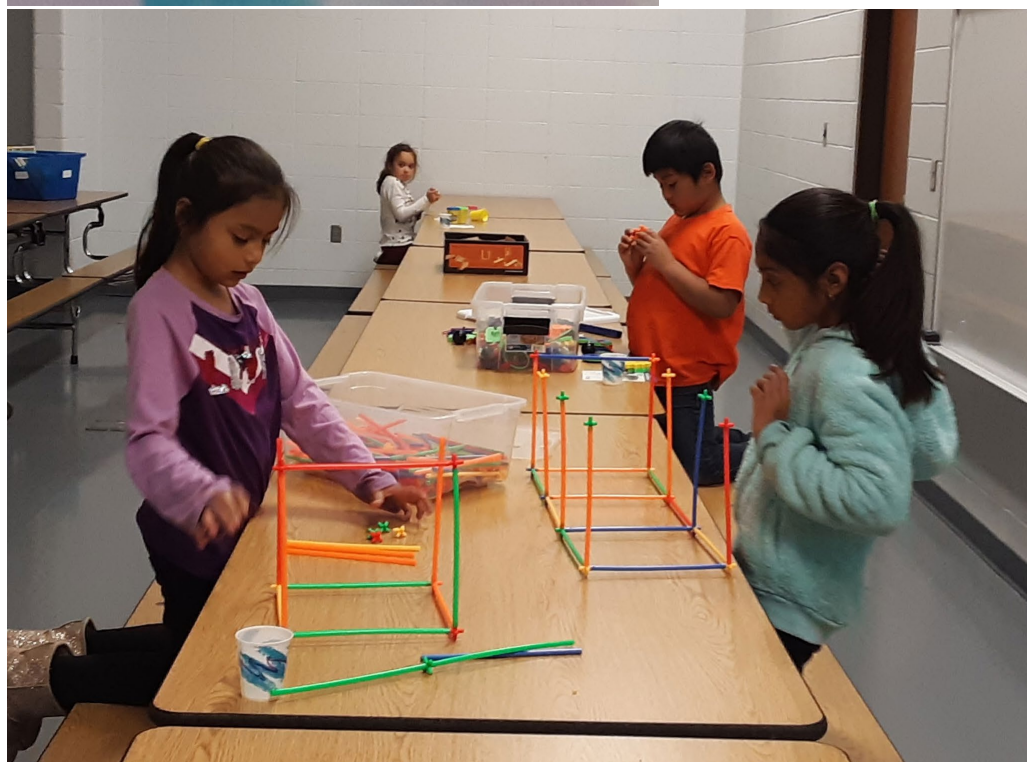
Additionally, to keep students engaged and attendance strong the program offered thirty different engagement activities. In the fall of 2020, 18 returning students were asked the following questions: 1) which activities did they like last year from enrichment programming? 2) Which of those activities they liked were of new interest to them? 100% found at least three activities they enjoyed and 11 students identified three or more activities that were a new interest to them.

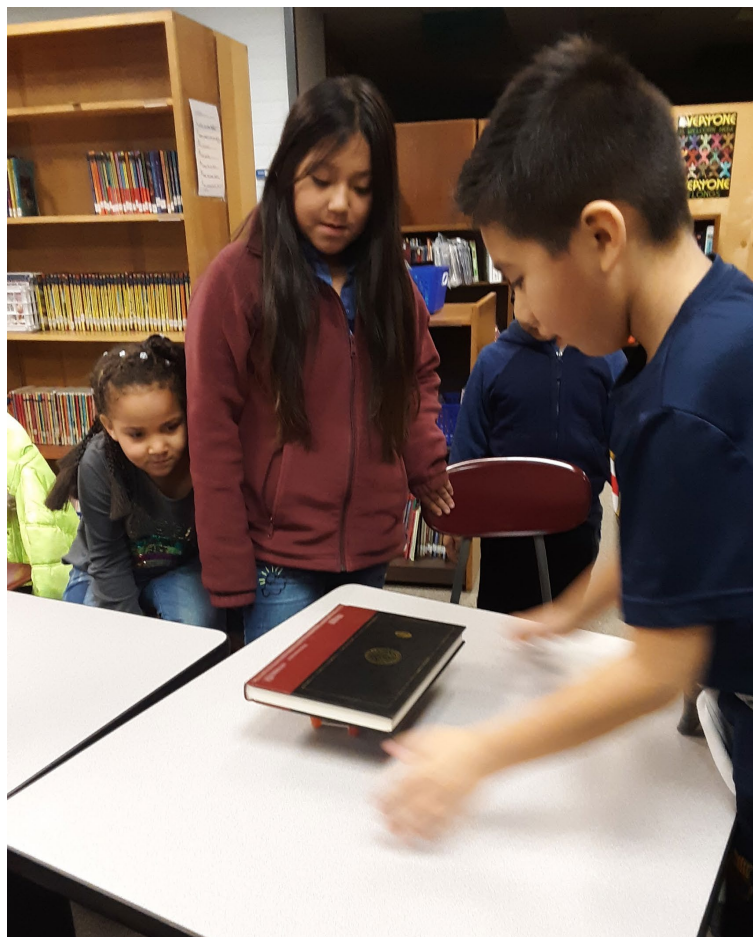
**Pictures**

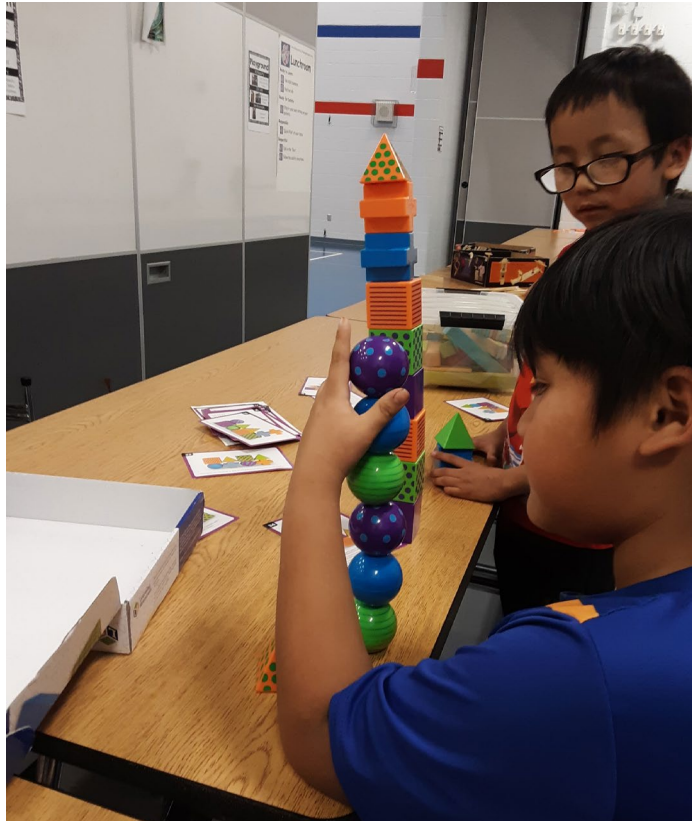
Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures, take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures.











#### Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
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

The following information was collected through interviews and surveys of students, parents, and teachers. Overall, the information collected indicated that the program had a positive effect on all. Students shared that they enjoyed the enrichment activities. Parents stated that their child enjoyed the program and how excited they were to attend again. Teachers believed that the program improved



students' academic and social skills. Additionally, the information collected also provided feedback on how the program could improve.

#### Student responses

"I really liked making dinosaur bones out of pasta!" (Franklin student)

"I liked yoga." (Franklin and Anson students)

"I liked making the skeleton for Dia de los Muertos." (Franklin student)

"I like STMath [e-learning platform for math academic portion of program]". (Hoglan student)

#### Parent responses

My student "liked it." (Hoglan, Rogers, Woodbury parents)

"He loved it." (Franklin parent)

It was a "great experience." (Anson, Hoglan, parents)

"He wanted to go every day." (Fisher parent)

"I asked his teacher at conferences how he was doing in math and the teacher said that his scores have really improved. The teacher said she thought the after-school program was really helping his performance in math!" (Franklin parent)

My student "had fun and [parent] want to know more about the extra activities students do." (Fisher parent)

The program "needed better parent communication." (Anson parent)

"She (Anson student) is excited to go back! She really liked it." (Anson parent)

#### Teacher responses

"Improved communication between teachers and the coordinator would be beneficial for next year." (Franklin Teacher)

"Kids loved alternative math and literacy games such as flashcards, Mad Libs and IXL Math." (Rogers Teacher)

"The After School Program was an amazing experience for me because I am studying to be a teacher." (Woodbury Program Assistant)

"With (student) I noted positive interactions with students and adults." (Franklin Teacher)

#### **Stakeholder/Partner responses**

Dr. Lisa Stevenson (Director of Instruction) stated, "The addition of the enrichment planning and program created by Erica Finders was of great value to the overall program and received positive feedback from facilitators and teachers."

Rex Kozak (Director of Transportation), stated “The busing coordination went well and we are always open to a conversation on how to better work together.”

## 5. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	x
Discuss formal sustainability plan if applicable.	n/a
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.**

### Sustainability Discussion

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. The program continuously adapts and makes improvements based on the data, information, and feedback received. For example, the decision was made that the program coordinator needed to be full-time to effectively run the program. MICA allocated an additional \$49,000 to fund a full-time staff position beginning in July 2020, in addition to the project director’s time.

The program continues to build upon partnerships in the community to bring additional financial and in-kind support for sustainability and align resources for continued programming. Steering committee members include a broad representation of the community and are committed to student achievement and family success. MICA, MCSD, and the steering committee will work together to leverage additional revenue, maximize resources, and seek opportunities to integrate common outcomes and performance measures in other community after-school programs to provide students a safe, high-quality out-of-school time. Additionally, volunteers are regularly recruited to provide support to the program. Approximately 78 hours of volunteer time was provided to the program during the 2019 – 2020 program year.

## 6. 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**

The 21CCLC after-school program provides high-quality academic, enrichment, and family engagement opportunities for children and families through fun and engaging activities that leads to overall success at no cost. The program is designed to meet the needs of our most vulnerable children by increasing student achievement through high-quality math and reading instruction 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 and poverty and language barriers. With over 40 languages spoken and over 79% of elementary students being eligible for free or reduced lunches, this program is crucial to preventing students from falling further behind and parents have the knowledge and support to help their student succeed.

Results of the program demonstrated effectiveness in multiple areas though the program operated for less than half of the days intended. Our students were less likely to be chronically absent, participated more, completed homework, and had improved behavior. Additionally, students did improve in math and reading despite the challenges faced.

The success of the program is largely due to the dedication of teacher tutors, program assistants, volunteers, and community partners who provide quality instruction, engaging activities, and building strong relationships with students and their families.

**Dissemination of Local Evaluation.**

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

**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 add additional outcomes.

For Local Objectives/Goals 1.1 through 4.1., that were not met but made progress, rather than lowering the goal percentage for local objectives, the recommendation would be to review program implementation and available teacher/staff supports. The COVID virus has interrupted the proposed implementation of the program as the last day of the program was March 5, 2020. Additionally, there was a consistent shortage of appropriately trained assistants available to hire to staff the program. Turnover of staff has also been a problem due to low pay, as well as number and time of hours. 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 was also part of the turnover. At Rogers and Woodbury Elementaries particularly, teacher tutors who were to work from 4 PM to 5 PM, often had to fill in the duties of a program assistant (until 6:20 PM), therefore, doing a job outside of their job description for longer hours in order to maintain the 1:20 ratio. Developing a more comprehensive staff orientation and more professional development for both teachers and program assistant staff has the largest potential in increasing these goals.

**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 a 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 1:* Program attendance — 85% average daily attendance.

For Goal 4.2 it is recommended to widen the 10% mark of chronic absenteeism to those at risk of becoming chronically absent at 8%. By widening this margin we can capture our students who are not only academically at-risk, but also at-risk in school attendance.

**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.**

<b>Recommendations on Future Plans for Changing Required Elements</b>	<b>Complete?</b>
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**

#### **Recommendations on Future Plans for Change**

The immediate changes to take place will be more professional development for staff and ongoing training. With COVID-19, enrollment will be significantly lower in 2020-2021 due to social distancing guidelines of the CDC and procedures with MCSD. Due to low enrollment, student recruitment will be targeted on those returning from the 2019-2020 year and those most in need. The sustainability of the program relies on partnerships, which will be bolstered and new partners contacted in order to provide an even larger variety of enriching opportunities to students to learn. MICA and MCSD will continue to recruit staff using multiple outlets including utilizing AmeriCorps members and social media. Together, we will work on strengthening the recruitment and retention of staff. Additionally, the program coordinator will have the time to dedicate to professional development, ongoing training with staff, and strengthening staff relationships through more support to reduce staff turnover.

**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

The COVID-19 pandemic, coupled with a mid-fall start up, greatly impacted the academic outcomes of our students and program success. As a new after-school program operating in all six elementary schools, time was needed to recruit staff, students, and community partners as well as plan the logistics needed to effectively run a high-quality program.

The last day of school and programming was March 5<sup>th</sup>, 2020 (the beginning of MCSD's week-long spring break). Mid-April, the MCSD began an optional online learning platform called "Learn from Home" as a voluntary option for continued learning during the school closure. This included providing students with Chromebooks and assisting parents to obtain Internet access. Teachers began to connect with students through Google Classroom and parents quickly had to learn how to navigate this new learning system.

Through the strong partnership of the Full Service Community School staff members at Anson, Woodbury, and Rogers Elementary schools, staff members provided support to families to ensure they had the information from MCSD to be able to support their students' learning. MCSD began to distribute daily meals and staff members provided students with paper packets if access to the Internet was a barrier.

Though 21CCLC programming did not continue, the time was used to plan and strengthen the 2020 – 2021 program. The time was taken to prepare a stronger onboarding training and professional development plan around new learning software, Waterford, and Conscious Discipline training.

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 an eight-mile path of destruction through the north side of Marshalltown, mostly impacting neighborhoods where many lower income and migrant families live, including three of the six elementary schools — Franklin, Rogers, and Woodbury. The derecho was much more widespread, impacting 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. While this proved to be another hurdle to face alongside of the COVID-19 pandemic, the program continues to make strides in providing quality programming to those who need it the most.