

**Local Evaluation for *Hamburg Community School District*
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	12.28.2021
Grantee Name	Hamburg Community School District
Program Director Name	Kaitlin Stockstell
Program Director E-mail	kstockstell@hamburgcsd.org
Program Director Phone	712.382.2017
Evaluator Name	Assessment Solutions for Education, M. Godwin
Evaluator E-mail	mariangodwin@gmail.com
Evaluator Phone	712.304.4573
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	Marnie Simons Elementary School
Cohort 12	
Cohort 13	
Cohort 14	
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	x
<ul style="list-style-type: none"> Needs Assessment Process 	x
<ul style="list-style-type: none"> Key People Involved 	x
<ul style="list-style-type: none"> Development of Objectives 	x
Program Description	x
<ul style="list-style-type: none"> Program days and hours 	x
<ul style="list-style-type: none"> List of activities 	x
<ul style="list-style-type: none"> Location of centers 	x
<ul style="list-style-type: none"> Attendance requirements 	x
<ul style="list-style-type: none"> Governance (board, director, etc.) 	x
Program Highlights	x

The Hamburg Community School District is in Hamburg, Iowa in Fremont County, in the extreme southwest corner of the state. Previous evaluations spoke of Hamburg's devastating floods in 2008, 2011, and again in March of 2019, which through the years has caused many businesses to leave the community, resulting in a decline in student population from which the district has never recovered.

Fremont County is one of the poorest in the state of Iowa. Marnie Simons Elementary housed 114 students PK through 6th grades in 2020-2021. 71% of the students qualify for free or reduced lunch, and 18% of the students are identified as special education. This compares to statewide levels of 41% qualifying for free or reduced lunch, and 13% identified with special education needs.

Prior to applying for 21st CCLC funds, Hamburg administration set out to identify the needs of its students and realized a thorough analysis of the risk factors contributing to educational failure was needed. They understood "at risk" is not synonymous with poverty or single parent households, and they sought to discover specific factors leading to student educational failure and the programs or services needed to remedy them. Teachers examined student data and created data walls showing where every student performed in reading and mathematics. A Personal Learning Plan (PLP) was created for each student, identifying specific areas of weakness/strength. Students provided feedback about their experience in the school system. Following the PLP conferences, students and parents were provided a written survey to assess their perception of school issues. Lastly, the School Improvement Advisory Committee (SIAC) comprised of parents, students, business owners, school board members, teachers, and administrators examined all data and made recommendations leading to the 21st CCLC grant application to implement the Hamburg 21st Century Community Learning Center. Through the extensive needs analysis process, it was determined the objectives of the program should focus on three areas: improving student learning in math and reading, improving student behavior and participation in

school programs, and increasing the engagement of parents and provide educational opportunities for them.

The Hamburg Community Learning Center was designed following a collaborative community model. A board of directors was created as the governing body of the program. There was a combination of school personnel, learning center personnel, and two boards assuring a checks and balances system. The program was structured to allow for sustainability. The governing board were volunteers comprised of: (1) City Mayor, (2) President of the School Board, (3) President of the School Student Senate, (4) Community Pride President, (5) Hamburg Parent Teacher Organization President, (6) Iowa Western Community College Adult Education Coordinator, and (7) Hamburg Kiwanis President.

The Program Administrator is the district's superintendent and is responsible for the oversight of the program. The Program Director handles the day-to-day operations of the center. Five teachers act as Academic Interventionists who implement academic intervention plans for all students and monitor progress. Four Support Personnel are responsible for transportation of all students, secretarial duties including communication and document preparation, and providing snacks/meals for the program. Club Sponsors are community members who volunteer their time to lead various clubs, given their special skills/talents that match the interests of the students.

The Hamburg Community Learning Center is located in the Marnie Simons Elementary school. Especially unique and exciting is the design of the afterschool Enrichment Clubs. Students participate in interest surveys to determine which clubs will be offered. Skilled community members conduct the clubs, which are designed to provide unique learning opportunities and academic supports.

A variety of clubs are offered to all students in grades 1st through 6th grades, with homework support provided both in the mornings and after school. During the 2020-2021 school year, the following clubs were made available:

Guitar

LEGO

Arts and crafts

Guided drawings

Gem painting

Reading club

Homework club

Origami

Perler beads

Robotics

4-H Extension Office STEAM

Sledding

Outdoor crafts
Outdoor skills
Outdoor games
Cardboard boat building
Swim lessons
Cooking
Spanish
Youth track
Fishing
Screen printing t-shirts
Fair projects
Gardening
Animal husbandry
Soap making
Slime
Field Trips:
Arbor Day Farm
Pirate Putt-Putt
Waubonsie State Park
Fremont County Fair

Students register with the intent of attending after-school clubs every day. The children are expected to attend Monday through Friday and are offered 2-3 activities in which to participate each day. The groups switch through the semester allowing students to take part in everything that is offered. One hour in the morning is available to the students for Homework Help Monday through Friday, and clubs meet for two hours after school Monday through Thursday, and two and a half hours after school on Fridays. Clubs run for 4-6 weeks before switching up, with at least 2-3 clubs being offered every day after school Monday through Friday, throughout the school year. They are held in classrooms throughout the elementary building, the rooms being selected based upon size of the group and technology needs. The school district provides transportation free of charge. Homemade and healthy snacks are provided to the club participants.

During the 2020-2021 school year, due to continuing Covid concerns, the district explored innovative ways to engage parents in their child's learning. During the first semester, an at-home family literacy activity was sent home. This literacy activity included foam gingerbread house kits, hot chocolate mix, activity booklets, and a book for the entire family to enjoy. In the second semester a youth track meet was held. During the summer session, all summer camp program students were provided Red Cross swimming lessons at the community pool. Many parents attended the swim lessons to watch their students take part. The district provided transportation to and from lessons and covered the cost. At the end of summer, the district hosted a family art show in the school. Students' summer creations and activities were put on display for parents to view. Several parents stayed and enjoyed the end-of-summer pizza party.

In 2020-21, 41% of all 1st through 6th graders attended an Enrichment Club. This is a bit lower than last year. No 6th graders chose to participate in the afterschool activities. Of the program participants, 66% were regular attendees. This is down from 82% last year. Of those students who attended clubs regularly, 87% showed growth in mathematics, and 96% showed growth in reading. Of regular attending students, 57% were at benchmark in math in the fall, and by spring 61% were at benchmark. For these same students who were below benchmark in reading in the fall, 57% moved above benchmark on the FAST by spring testing. Equally notable is that of the regular attending students, 100% showed an improvement throughout the year in homework completion and class participation, and 100% showed improvement in behavior. These figures are at an all-time high. These successes are an important component of demonstrating the positive effects of enrichment programs. Another success of this program is in the steady number of community partners that have shown their enthusiasm and belief in the worthy work that is being done with these students through the Enrichment Clubs. New partners continue to come on board each year.

In its fifth year, despite some continuing challenges brought about by the COVID-19 pandemic, students are still enthusiastic for clubs. Students continue to forge friendships with children in other grades, learning about teamwork, gaining self-confidence, and relieving stress. Teachers and staff continue to extend classroom learning to real world skills, and parents are pleased that their children have a safe place to escape unsafe after-school behavior while keeping busy with various activities, avoiding screen time. Staff continue to come up with creative club ideas, and many clubs are created based upon what the kids say they would like to learn which gives students a voice in programming. The afterschool program has evolved through the years as stakeholders strive to meet the needs of the students, and in the process, are preserving the allure of afterschool Enrichment Clubs.

3. Demographic Data

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

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 st 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	35	16	19
	Regular*	23	12	11
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.

21 st CCLC Program 2020-2021 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaskan	Black/ African	Asian/ Pacific	Unknown Race

				Alaska Native	American	Islander	
<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	31	4	0	0	0	0
	Regular*	23	0	0	0	0	0
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.

21 st CCLC Program 2020-2021 School Year 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	0	23	7
	Regular*	0	15	3
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.

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.*

21 st CCLC Program Summer 2020 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	28	18	10
	Regular*	2	2	0
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.

21 st 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	27	1	0	0	0	0
Cohort 11	Regular*	2	0	0	0	0	0
	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 st 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	0	20	6
	Regular*	0	2	0
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	x
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. 	x
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	x
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	x
<ul style="list-style-type: none"> Recruitment efforts. 	x
<ul style="list-style-type: none"> 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> <i>Explain WHY attendance met or did not meet grant goals.</i> 	x

Of the 85 students attending Marnie Simons Elementary in grades 1st through 6th in 2020-2021, 35 attended one or more Enrichment Clubs. This is 41% of the students, not quite half of the 1st-6th population, and a lower percentage than last year. Of these 35 students, 19 were female (54%) and 16 were male (46%). 66% of these students received free and/or reduced lunch, and 7 of the 35 (20%) had Individualized Education Plans. Both of these percentages are extremely close to the elementary school percentages as a whole.

Of the 35 program participants, 23 are considered Regular Attendees (66%), having attended clubs at least 30 times. This is down from 82% last year. Two years ago, changes were made to the design of the program in hopes of increasing and keeping attendance high; rather than signing up for individual activities every 4-6 weeks, students sign up for a full semester and are asked to attend daily to take full advantage of all programs which are offered. It is difficult to determine the success of this redesign given the fact that COVID is still affecting school activities.

Required contact hours have always been met and exceeded with 1 hour in the morning Monday through Friday (5 hours), 2 hours after school Monday through Thursday (8 hours) and 2.5 hours after school on Friday (2.5 hours) for a total of 15.5 hours per week. This meets the minimum of 15 hours per week which insures a sustained, research-based outreach to at-risk children. Most club members have parents that work, and with nowhere else to go after school, clubs are the safest option for them. Previously, students attended clubs for 3.5 hours on Friday, until 5:00 pm. Due to transportation issues with the school district, students were required to leave by 4:00 pm during the 2020-2021 school year to ensure there was a bus driver available at the end of the day. Transportation plays a significant role in the after-school program. Many families of the after-school students rely on the district to provide transportation for their children, to get them home safely at the end of the day.

Flyers and sign-up sheets are sent home to enroll existing club members, and to invite students not already involved in clubs to join the fun and learning. In addition, interactions with parents are always used as an opportunity to highlight the activities that take place during after-school clubs.

The Hamburg district keeps accurate records of club attendance, which allows them to examine their attendance data to inform future programming. This very thing was done three years ago when the district noted that attendance dropped off when clubs were held for 10-12 weeks, and the decision was made to redesign the program and shorten the length of the clubs. It has been reported that the key reasons for students missing clubs was a change in family schedules week to week, appointments, and sickness. Students are told that clubs are a commitment and good attendance is expected, but there are still students that struggle with attending every week.

This past year, to encourage attendance, students were each given a star chart. If a student received three or more stars for attendance, as well as good behavior, they became a "VIP." This title gave a student the opportunity to be a helper during club activities, to set out materials, as well as being the first to take part in the activities each day. For many club attendees, earning these stars became an important part of each day.

Of the 23 Regular Attendees, there were 11 females (48%) and 12 males (52%). 65% of these regular attendees received free and/or reduced lunch, and 3 of the 23 (13%) had Individualized Education Plans.

Of the 23 free and/or reduced lunch students that took part in the clubs, 15 of them (65%) attended regularly. Of the 7 students with IEP's, 3 of them (43%) attended clubs regularly. These percentages tell us that many of our most at-risk students were frequent club attenders and benefited from the after-school opportunities.

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 st 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</i>	Number of Centers Served <i>(Input the number of</i>

				<i>unpaid partner)</i>	<i>centers this partner served)</i>
Hamburg Public Library	Full	3-6	Provided programming as well as service learning opportunities	\$1200	1
City of Hamburg	Full	3-4-5-6	Volunteer mentors with monthly meetings, games, and team building, club support	\$500	1
Hamburg Public Pool	Full	3	Allowed us during the summer to come to the pool free of charge, as well as host a family pool party.	\$1000	1
Benefiel Truck Repair and Towing	Full	4-5	Provided food and supplies for a family night	\$300	1
Fremont ISU Extension & Outreach	Full	3-5-6	Volunteers for afterschool clubs; STEM & Animal Science; Literacy Nights	\$500	1
Hamburg Colonial Theatre	Full	5	Allowed the kids to attend a field trip to the movies free of charge.	\$260	1
4H	Full	3-5-6	Volunteers for afterschool clubs; STEM & Animal Science	\$1500	1
Department of Natural Resources	Full	3-5-6	Volunteers led outdoor education club	\$750	1
Hamburg Music Boosters	Full	5	Provide goods.	\$250	1
Bluffers Sports Cards	Full	5	Provided awards for reading during the summer.	\$700	1
Assessment Solutions for Education	Vendor	1	External evaluation		1
Grape Community Hospital	Full	3	Programming	\$500	1
Iowa Agriculture Literacy Foundation	Full	3	Provided their series of farm books which are used in programming	\$500	1
Fremont County Sheriffs Office	Full	3	Programming	\$100	1

Hamburg Youth Sports	Full	3	Hosted the end-of-the-year youth track meet	\$200	1
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**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	x
<ul style="list-style-type: none"> • Summary of partnerships table. 	x
<ul style="list-style-type: none"> • All partner types 	x
<ul style="list-style-type: none"> • Efforts to recruit partners. 	x
<ul style="list-style-type: none"> • Highlights of partnerships. 	x
<ul style="list-style-type: none"> • How partnerships help program serve students. 	x

Although a small community, Hamburg has numerous entities backing the afterschool programming. Fifteen strong partners have emerged; this number has remained fairly consistent through the years which speaks to the on-going strength of the program, and the endless encouragement this community offers toward the education of its children. Fourteen are full partners working with the local programming at no cost to the district. Most partners provide programming or activity-related services, provide goods, and provide volunteer staffing. The district's superintendent takes charge of recruiting partners and is continually reaching out to add to the current roster. Flyers and emails are sent, calls are made to local businesses to describe how they can become involved, and information is posted in the local paper. An afterschool program of this scope can only be realized with strong partners, and the Hamburg district has forged powerful relationships within its community.

Youth Sports hosted the spring track meet that is a favorite of students and families alike.

The Hamburg Public Pool hosted Red Cross Swimming lessons and allowed all summer campers to attend. In addition, they provided a price break for the district since camp helpers assisted in facilitating the swim lessons.

The Hamburg Colonial Theatre offered the theatre free of charge to see a movie as well as providing an emergency back-up plan during the summer in the event any field trips could not be held due to weather.

Benefiel Truck Repair and Towing and Bluffers Sports Cards provided prizes for literacy goals during the summer camp session.

The district has a long-running relationship with the 4-H Extension Office which always provides high-quality STEAM programming free of charge during each school year. In addition, they help students generate ideas for fair projects to enter in the open class category of the Fremont County Fair.

The STEAM programming is a highlight for students as they enjoy learning the science and math-based projects offered each week. Partners who choose to donate prizes for literacy help drive the students to continue reading and reach their literacy goals. Swim lessons are an important life skill that every person should have, and thanks to the Hamburg Public Pool there are several more children in the community that are now more confident swimmers.

The school is extremely thankful for all contributing partners, realizing the roles played by these partners are crucial for the program's success. The partners provide field trip opportunities for participating students, donate food, facilities, and other items to support celebrations, provide goods to enhance the educational programs, support lower income families, and much more.

Hamburg is proving that a small rural community can rally its resources to provide quality experiences for its young people.

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

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

Due to continuing Covid concerns, the district explored innovative ways to engage parents in their child's learning. For the first parent event during the first semester, an at-home family literacy activity was sent home. This literacy activity included foam gingerbread house kits, hot chocolate mix, activity booklets, and a book for the entire family to keep and enjoy. In addition, the families were provided a number of winter-themed activities to do while at home. All forty-seven parents of the thirty-five program participants took part in this activity.

To promote and highlight the program's physical activities, a youth track meet was held. The after-school students trained, learning about running and field events. Parents were invited to watch their children participate and were encouraged to help run the meet. Students from surrounding schools were invited to participate as well. Twenty-two parents took part in this event.

The third event was a summer art show which showcased all projects completed during the summer programming. Parents were invited to attend, look around, and join the students for a pizza party held over the lunch hour. Eight parents attended the summer camp art show and joined the pizza party. The low attendance to this activity was likely due to the hours of the event, which was from noon to 2:00 PM.

Although not a formal parent event, many parents chose to watch their children participate in swim lessons. This was a nice value add, since the district transported the students to and from lessons each day, and the parents were not required to be in attendance.

The school year begins with back-to-school night, and during this time the after-school program holds an informal meet and greet to disseminate information and answer any questions parents might have about the program. Throughout the year Remind, a texting app, is used for group texting. Important reminders are communicated, along with general communication such as transportation updates. This application is also used to communicate if students are going to be absent. Letters, notes, social media, and flyers are heavily utilized as well, in the event texts are not received. Finally, phone calls and personal contacts with parents take place when necessary.

To further enhance the parental connection, parent input is encouraged and shown to be valuable when they are given an end-of-the-year survey. It is evident from the surveys that parents are pleased with the afterschool programming, most notably with the opportunities offered, the positive impact on their children, and how the activities give their children the chance to use their strengths. This feedback is used in planning and program design.

4. GPRA Measures

For 2020-2021, the US DOE has indicated that 21st 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	x
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. 	x
<ul style="list-style-type: none"> 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
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: FAST aMath			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	23	20	87%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	23	20	87%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: FAST aReading			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	23	22	96%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.			
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	23	22	96%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: FAST aReading			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	7	4	57%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.			
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Teacher Survey			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	23	23	100%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	23	23	100%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Teacher Survey			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	23	23	100%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.			
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	23	23	100%

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 st CCLC Program based solely on GPRA Measures.	x

When considering the measures to use for GPRA reporting, wanted was an instrument in math and reading that was:

- Administered in the fall and spring to determine growth
- Administered to all students in grades 1st through 6th
- Able to be benchmarked to determine proficiency
- Readily available to the external evaluator for analysis

Using these criteria, the FAST aReading and aMath tests were chosen. It was a priority of the Hamburg staff to get all students tested on the FAST which allowed for 32 out of the 35 program participants to have a pre and post FAST score in both reading and math.

Math performance highlights:

- Of the **32** students with pre- and post-scores, **15 (47%)** were at benchmark in the Fall.
- Of those **32**, **16 (50%)** were at benchmark in the Spring.
- Of those **32**, **27 (84%)** showed growth from Fall to Spring.
- Of the **17** students below benchmark in the Fall, **8 (47%)** moved above benchmark in the Spring testing. This figure exceeds last year's performance.

- Of the **32** students with pre- and post-scores, **23** were Regular Attendees, and **13 (57%)** of those Regular Attendees were at benchmark in the Fall.
- Of those **23** Regular Attendees, **14 (61%)** were at benchmark in the Spring.
- Of those **23** Regular Attendees, **20 (87%)** showed growth from Fall to Spring.
- **10** of the Regular Attendee students were below benchmark in the Fall, and of those students, **6 (60%)** moved above benchmark in the Spring. This figure exceeds last year's performance for Regular Attendees.

There was excellent growth and even movement from testing below benchmark to testing at or above benchmark levels for these students, most notably with those who were Regular Attendees of the enrichment programs. Math performance was strong, and the challenge will be to move all students to proficiency and enhance the skills and thus the growth of all students throughout the year.

Reading performance highlights:

- Of the **32** with pre- and post-scores, **20 (63%)** were at benchmark in the Fall.
- Of those **32**, **16 (50%)** were at benchmark in the Spring.
- Of those **32**, **30 (94%)** showed growth.
- Of the **12** students below benchmark in the Fall, **5 (42%)** moved above benchmark in the Spring testing.
- Of the **32** students with pre- and post-scores, **23** were Regular Attendees, and **16 (70%)** of those Regular Attendees were at benchmark in the Fall.
- Of those **23** Regular Attendees, **12 (52%)** were at benchmark in the Spring.
- Of those **23** Regular Attendees, **22 (96%)** showed growth from Fall to Spring.
- **7** of the Regular Attendee students were below benchmark in the Fall, and of those students, **4 (57%)** moved above benchmark in the Spring. This figure exceeds last year's performance for Regular Attendees.

While reading results did not exactly mirror those of math, there was excellent growth and even movement from testing below benchmark to testing at or above benchmark levels for some students, most notably with those who were Regular Attendees of the enrichment programs. Just as for all attendees, when looking at only Regular Attendees, although nearly all showed some growth in reading throughout the year, overall reading performance was not as strong as it has been in the past, when looking at those at benchmark in the Spring. The challenge will be to move all students to proficiency and enhance the skills and thus the growth of all students throughout the year.

There are other indications of positive outcomes for those regularly attending students based upon teacher reports. Teachers report that of the Regular Attendees, **100%** showed an improvement throughout the year in homework completion and class participation, and **100%** showed improvement in behavior. These figures are higher than the previous year. These percentages are worthy of praise and are an important aspect of the positive effects of enrichment programs, outside of GPRA measures alone.

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	x
<ul style="list-style-type: none"> Rating of each Objective as listed below. 	x
<ul style="list-style-type: none"> Full Methodology used for measurement. 	x
<ul style="list-style-type: none"> 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
<i>Objective 1: Improve student learning in math and reading.</i>	Objective 1: Met the stated objective (in both reading and math when looking at Regular Attendees).	Objective 1: An academic goal was set for this objective: By June 2019, 80% of students will be proficient in reading and math as measured by the Iowa Assessments, now the Iowa

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
		<p>Statewide Assessment of Student Progress (ISASP).</p> <p>In 2014-15, the baseline year for this measure, 66% of 3rd-6th grade students were proficient in reading.</p> <p>In 2014-15, the baseline year for this measure, 56% of 3rd-6th grade students were proficient in math</p> <p>Of Regular Attendees in 2020-21, 88% of 3rd-5th graders were proficient in reading and 100% were proficient in math, meeting the objective of wanting 80% of students proficient as measured by the statewide assessment in both reading and math.</p>
<p><i>Objective 2: Improve student behavior and participation percentages in school programs.</i></p>	<p>Objective 2: Did not meet and no progress was made toward the stated objective.</p>	<p>Objective 2: A social-behavioral goal was set for this objective: By June 2019, 85% of students will have participated in an enrichment program (i.e. club) and discover new interests that lead to healthy choices.</p> <p>In 2016-17, the baseline year for this measure, of the 116 students in grades 1st-6th, 85 of them took part in at least one enrichment program, which is 73% of the students.</p> <p>In 2017-18, 71 out of 94 students in grades 1st-6th took part in at least one enrichment program, which is 76% of the students.</p> <p>In 2018-19, 42 out of 89 students in grades 1st-6th took</p>

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
		<p>part in at least one enrichment program, which is 47% of the students.</p> <p>In 2019-20, 49 out of 89 students in grades 1st-6th took part in at least one enrichment program, which is 55% of the students.</p> <p>In 2020-2021, 35 out of 85 students in grades 1st-6th took part in at least one enrichment program, which is 41% of the students. This is a decrease of 14% from the previous year, and below the ultimate goal, demonstrating that in this 5th year of the program, the district did not meet and did not make progress towards an 85% participation rate.</p>
<p><i>Objective 3: Increase the engagement of parents and provide educational opportunities for them.</i></p>	<p>Objective 3: Met the stated objective.</p>	<p>Objective 3: A family literacy goal was set for this objective: By June 2019, 95% of families will have attended adult classes in the learning center and/or attend a family literacy night.</p> <p>In 2016-17, the baseline year for this measure, of the 86 parents of 1st-6th graders, 21 participated in the above opportunities, which is 24% of the parents.</p> <p>In 2017-18, 30 out of 60 parents took part in these events, which is 50% of the parents.</p> <p>In 2018-19, a family math night was held in lieu of a literacy night. 26 out of 42 parents took</p>

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
		<p>part in the family math night which is 62% of the parents.</p> <p>In 2019-20, a family math night was once again held. 14 out of 53 parents took part in the family math night which is 26% of the parents.</p> <p>In 2020-21, due to Covid, the district explored innovative ways to engage parents in their child’s learning. For the parent educational event, an at-home family literacy activity was sent home. 47 out of 47 parents took part in this activity, which is 100% of the parents.</p>

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

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

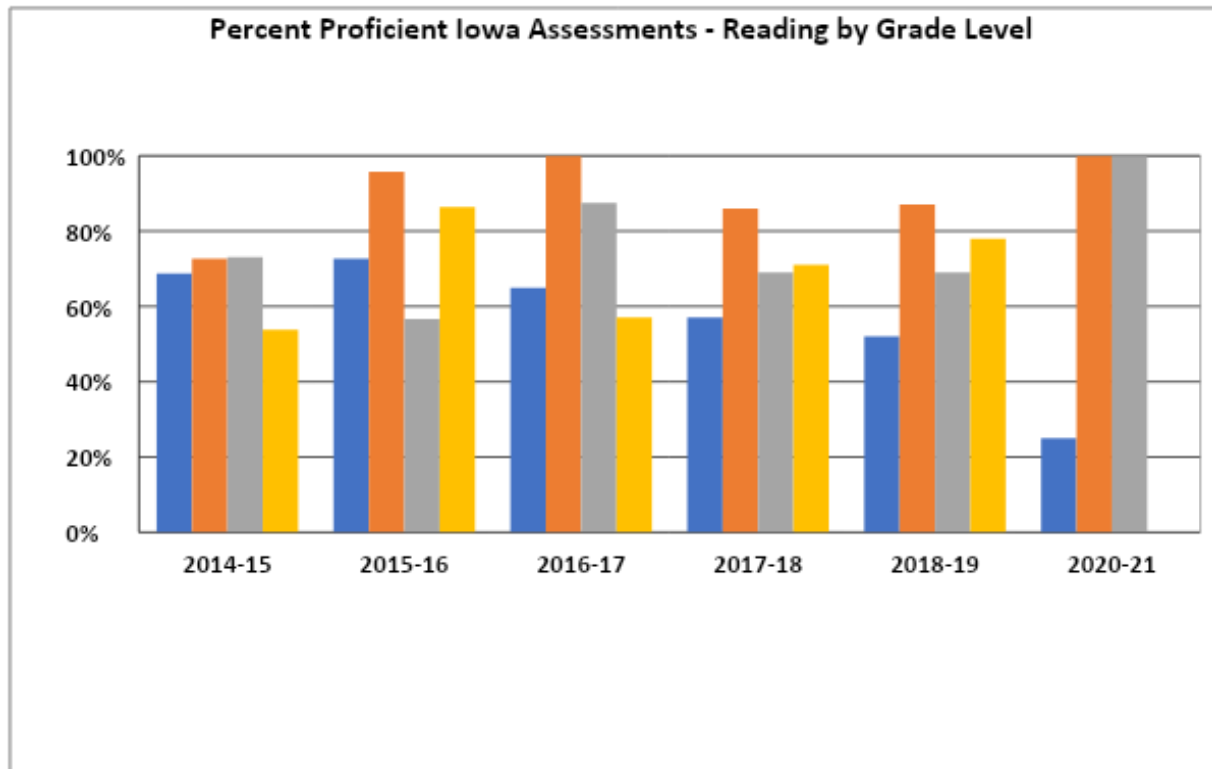
Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	x
• Improvement over more than one year as observed.	x
• Applicable graphs, tables, and/or charts.	x
• Details on methodology and ratings as needed.	x
• Clarification for objectives not met.	x
• Clarification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

Remember to include a Local Objectives discussion**Objective 1: Academics**

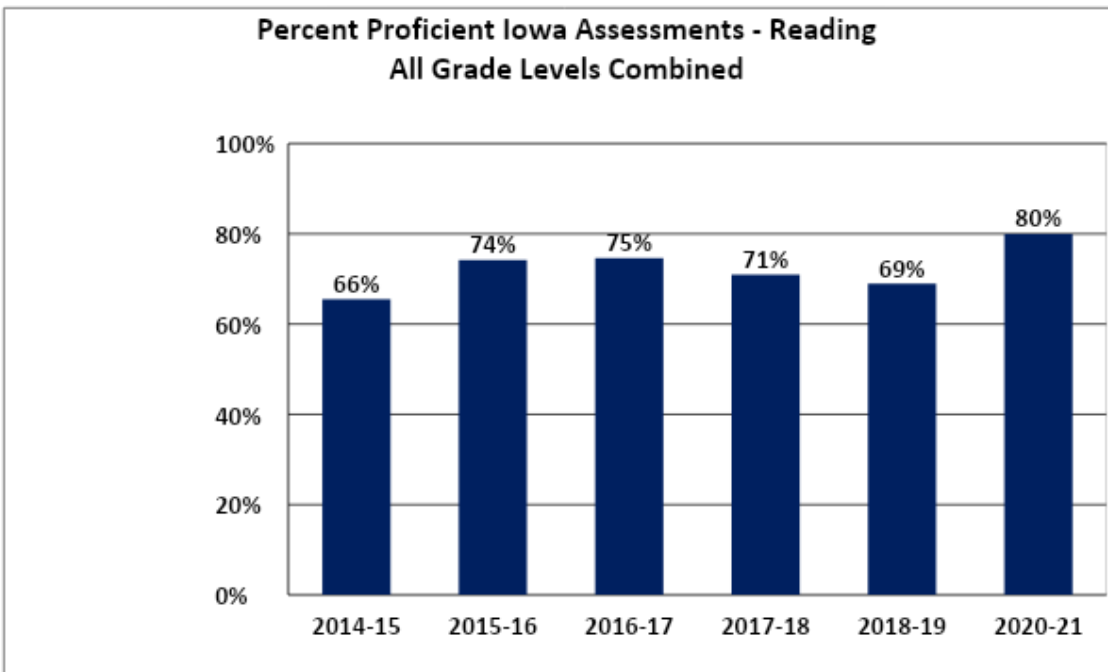
The Hamburg district had many students in their district struggling to meet the Iowa Core Standards in reading and mathematics as measured by the Iowa Assessments, CBM's, FAST, and BVSD Screener, increasing their likelihood of dropping out of school. The district identified factors that were contributing to poor academic performance, including incomplete homework, poor school attendance, D's and F's in two or more subjects, and children coming from homes that abuse alcohol/drugs. The following Academic Objective and Academic Goal were set:

Objective 1: Improve student learning in math and reading.

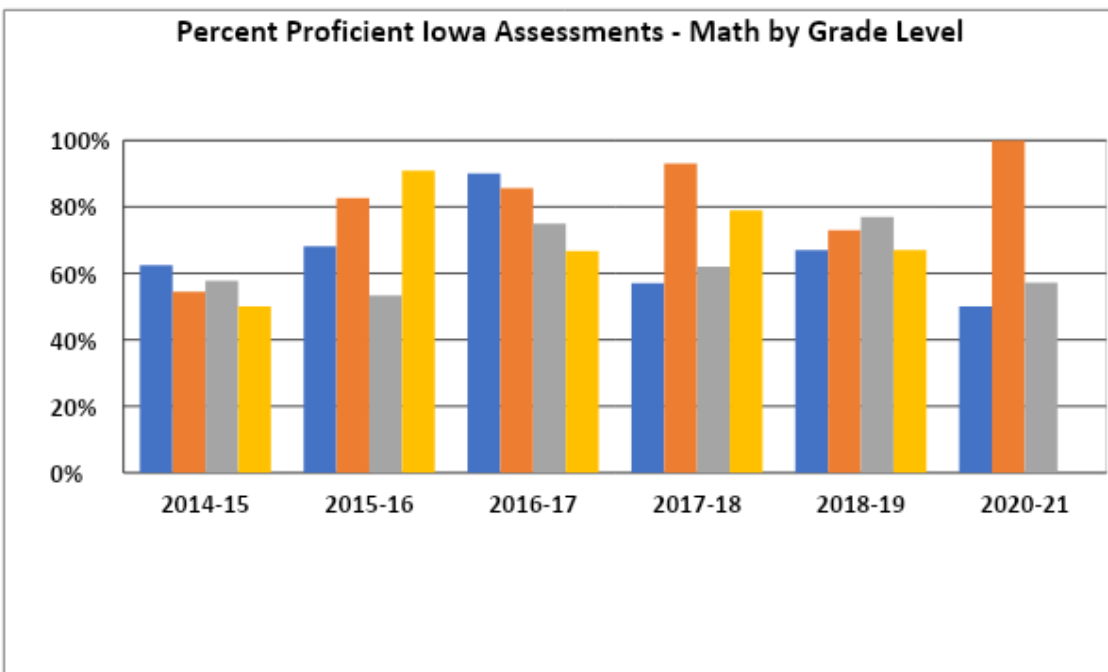
Academic Goal: By June 2019, 80% of students will be proficient in reading and math as measured by the Iowa Assessments.



The above chart shows a five-year trend for percent of students proficient in reading, for grades 3rd through 6th. With such small numbers of students tested each year, it may be more informative to look at 3rd through 6th graders as a whole. *Note: No 6th graders participated in Enrichment Programs during the 2020-2021 school year.*

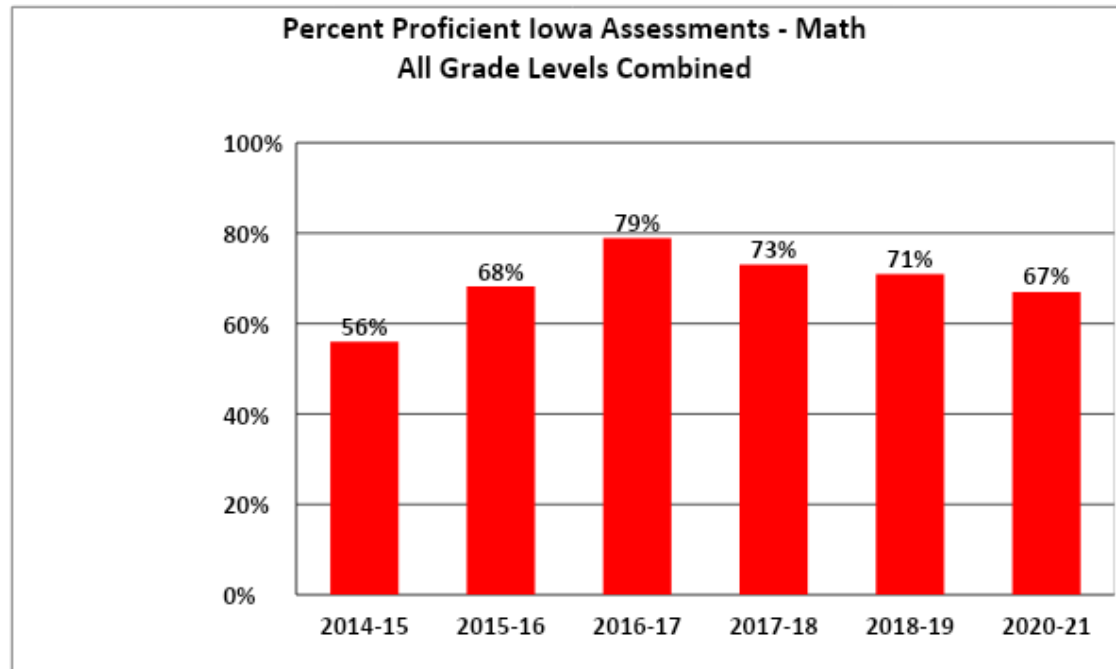


While reading proficiencies saw a slight decrease in the previous two testing years, there is still an upward trend for 3rd through 6th grade students. The 80% goal was reached in reading.



The above chart shows a five-year trend for percent of students proficient in math, for grades 3rd through 6th. Again, with such small numbers of students tested each year, it may be more informative to

look at 3rd through 6th graders as a whole. *Note: No 6th graders participated in Enrichment Programs during the 2020-2021 school year.*



While math proficiencies have seen a decrease in the past four years, there is still a slight upward trend for all 3rd through 6th grade students since the baseline year.

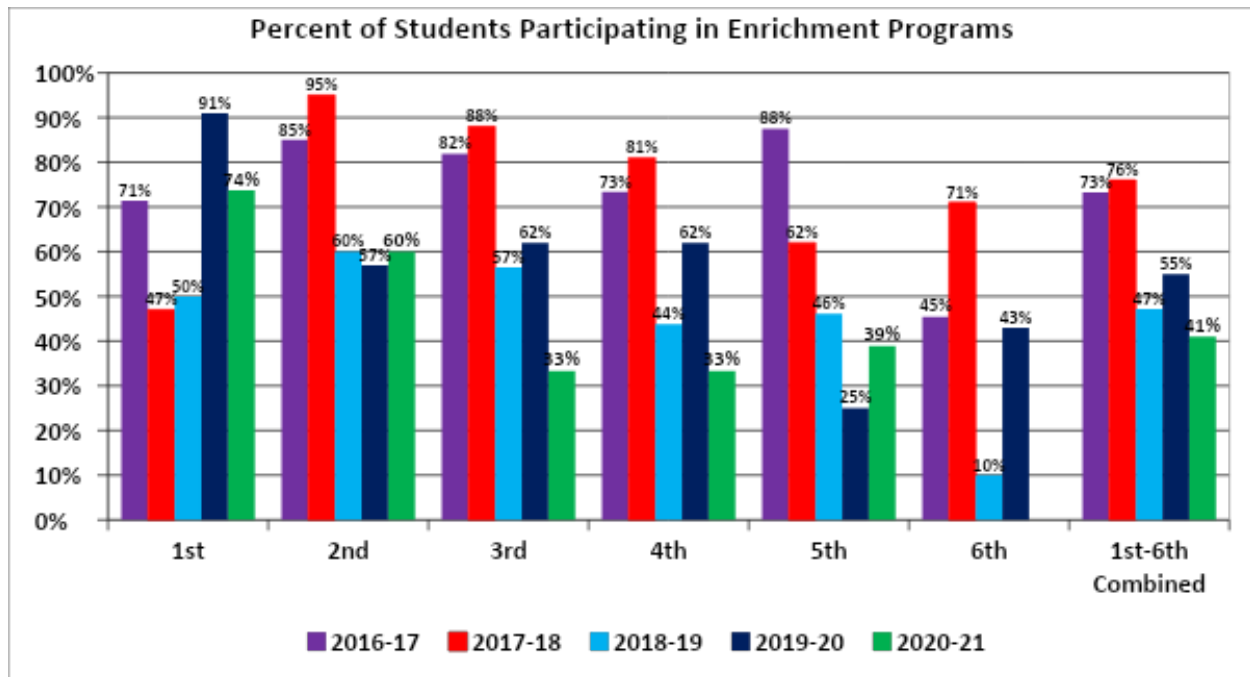
It should be noted that for the 2020-2021 *Regular Attendee* students in the afterschool programs, 88% tested proficiently in reading and 100% tested proficiently in math as measured by the statewide assessment.

Objective 2: Social-Behavioral

The Hamburg district used the Iowa Youth Survey to identify social-behavioral needs of their students, and to determine how safe their students feel at school and in the community. The district discovered students did not believe teachers cared about them as people, and although Hamburg is a small community, students did not feel their neighborhoods were safe. In addition, students were not feeling proud of their accomplishments, and more than 1 in 4 reported not giving their best effort in school. These disturbing factors led the district to believe more than ever that their students could benefit from enrichment clubs to provide adult support, offer a means for student accomplishment, and create a path to increased confidence. The following Social-Behavioral Objective and Social-Behavioral Goal were set:

Objective 2: Improve student behavior and participation percentages in school programs.

Social-Behavioral Goal: By June 2019, 85% of students will have participated in an enrichment program (i.e. club) and discover new interests that lead to healthy choices.



There was a decrease in participation in grades 1st-6th combined this past year, with less than half of the students joining in enrichment programs. This decrease occurred in grade levels 1st, 3rd, 4th, and 6th. No 6th graders took part in the afterschool program. This objective has not been met and has shown a downward trend since it's 1st-6th high of 76% participation in the 2017-2018 school year.

Objective 3: Family Literacy

The Hamburg district identified factors that were indicating and contributing to poor student learning, including a nearly 4% dropout rate which is high for a rural Iowa school, and a chronic absence rate of 8%. The district adopted the belief that parents often display the same truancy behaviors as their children, thus, to change the behavior of children one must attempt to change the practices of their parents. The Hamburg district has an extremely high rate of rural poverty, and the Marnie Simons Elementary Free and Reduced Priced Lunch rate for the 2020-2021 school year was 71%. The district implemented a Universal Breakfast program which provides a free breakfast to all children. While this is one way to address such community need, the district recognized much more is necessary to provide support for their children and families, including going beyond regular routines and school hours. The following Social-Behavioral Objective and Social-Behavioral Goal was set:

Objective 3: Increase the engagement of parents and provide educational opportunities for them.

Family Literacy Goal: By June 2019, 95% of families will have attended adult classes in the learning center and/or attend a family literacy night.

This past year, due to continued Covid concerns, the district chose as a parent educational/engagement event, an at-home family literacy activity. With a total of 47 parents eligible to take part, 47 engaged in this activity, which is 100% of the parents. This is an all-time high, and the goal was met.

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)

Anecdotal comments from the district:

The 2020-2021 school year was more challenging than we all expected. After being cut short the year prior, we expected things to flow easily and for us to effortlessly fall back into the rhythm of previous years. This was the farthest thing from the truth. The challenges of ensuring each student wore their mask, practiced proper hand washing, as well as socially distanced, made facilitating activities very difficult. Hamburg Community School district returned to in-person instruction the first day of school in August and we did everything we could to remain that way. We had to restrict contact with non-school personnel, making it very difficult to find people that were willing to come into the school to host activities, and to help facilitate daily activities. This forced us to postpone our normal in-person family engagement activities. This new way of living for the past year made the whole world seem upside down to our students. We dealt with behavioral issues from nearly every attendee of the program while trying to give our students some sense of normalcy in their school life. Thankfully once summer came, we were able to operate without masking and had a very successful and fun summer camp program. We travelled, engaged in activities, and read to help prevent summer learning loss.

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

One student has attended clubs every year since he has been old enough to do so. 2020-2021 marked the third year that he was part of the daily activities. In the past, this student had behavioral issues every year, resulting in his parents being contacted at least once a month. This year, with the implementation of the star process which gave him opportunities to help and earn rewards, there was not a single behavioral issue from him during the school day nor during the after-school activities. The after-school team as well as the elementary behavioral interventionist were key in making this possible. They quote: "We chose to reward positive behavior instead of only focusing on correcting bad behavior."

The older students (4th and 5th graders) were also excellent leaders throughout the school year. Many of them became mentors to the first graders who were attending after-school activities for the first time. These older students helped the younger children get settled in their spots every day, as well as being leaders in activities and helping the after-school crew facilitate activities. Leadership was a focal point of this school year. Staff wanted to empower the students to become more responsible, independent, and invested in their after-school program.

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

Safety/Social Skills - The program follows safe drop off/pick-up procedures, implements a sign in/sign out procedure, as well as daily attendance (name to face) practices to ensure all children are safe and accounted for. Staff always promote a safe and positive environment. Staff serve as role models and utilize the Seven Healthy Habits which is used by the school district to increase social competence. The success of the program is measured by a tight attendance routine at the beginning of each day, with a check and re-check procedure. This practice was implemented in past years because the school was not a secure building, and people could come and go as they please. During the current school year, this building became a secure campus, but the check and check-out system remained to ensure the safety and the location of students through club meeting times. As an added precaution, staff would document if a student rode the bus to a location that was out of the normal plan, with parent permission. This became the standard during the school year as well as during the summer camp session. The school wants parents to know their children are safe within its walls. This impacts attendance because if a student does not show up for clubs, they are immediately sought out. If they are not in the building a phone call is made to the home. The students know this procedure, and in turn there is higher attendance and student achievement.

Academics - Students who need academic assistance participate in at least 1 hour per day of additional teacher instruction in the area(s) of need (reading/math). Students are given the opportunity to complete their homework each day. Success is measured by looking at grades and test scores. This practice was implemented because the school does not have detention, so the students needing help

were not receiving it. Homework Club is a much more inviting atmosphere than “detention.” This practice increases attendance because when students sign out of homework Club, they must sign into the afterschool program. Homework Club is not a negative word, and it is not a punishment for students to attend. They enjoy it, and it enhances student achievement. Often, these students lack parental support at home; if they can get the work done at school, their grades reflect that.

Health/Physical Well-being - The program schedules at least 25 minutes of physical activity time each day. This includes indoor/outdoor activities (basketball, tetherball, four square, kickball). Students are provided a healthy snack each day which meets USDA guidelines. Success is measured by making sure the kids have each of the required foods and that they participate in the daily activity. The time for physical activity is important after a long day at school and helps create friendships and bonding as well as promotes good attendance because the kids love it! It is not a dreaded activity; rather, they look forward to it every day. Student behavior and willingness to participate in daily activities have proven to be higher with a mere 25 minutes of physical activity each day. The students were excited for the return of the youth track meet in the 2020-2021 school year. They practiced every day for a month and half during the club meeting times to prepare for the meet.

Enrichment - Enrichment activities are an important part of the program. The program strives to deliver fun for all students and provide a variety of activities, games, crafts, and field trips. Learning experiences are incorporated such as STEAM programs, maker space, and music activities. The activities allow students to discover something new that they may not have an opportunity to experience in their own lives. Success is measured by informally surveying the kids after the program ends to ensure they enjoyed it and gather a recommendation if the club they attended should be offered again. Great programming is what keeps the students involved and attendance high. This program believes that these enrichment activities advance hands-on learning that carries into the classroom.

Additional highlighted activities for the 2020-2021 school year:

Students practiced fine-motor skills and dexterity through patterns and designs with Perler beads and loom bands. Students engaged in following patterns and directions to make the designs.

In past years, the after-school program had a successful LEGO league team. By the 2019-20 school year, interest in this group among the older students had fallen off. To inspire younger students to participate in this team in the future, they were introduced to LEGO kit assembly. These younger students were given the opportunity to practice following directions, enhance dexterity skills, as well as work as a group to complete a given task. This continued in 2020-2021 in preparation to bring back LEGO League in 2021-2022.

Robots were introduced during the 2019-2020 school year and continue to be a popular club. WeDos as well as Ozobots were utilized at least once a week. For many students this was their first experience with basic computer coding.

Students in the after-school program began exploring the world of melt and pour soaps during the 2019-2020 school year. This was a new activity for the students, and they enjoyed making small handmade soaps to share with each other, their family members, and the staff at the school. As the activity continued, it became a lesson in entrepreneurship as the students began thinking about how they would market their own handmade crafts, and how to make soaps that would appeal to more than

just their personal preferences. In 2020-2021 the students made many batches of soap and shared them throughout the classrooms. The feedback received was that the fun soap inspired the students to want to wash their hands more. The soaps were also created as gifts for friends and family members during the holiday season.

Guitar lessons were brought back during the 2020-2021 school year. Club members met twice a week and by the end of the second term they were able to play basic chords and even strum along with a few popular songs from the radio. Guitar lessons, and other music activities, are a great opportunity for attendees to apply skills that they have learned in the classroom, such as counting, into a scenario that they may not have thought of before.

Pictures



Students getting ready to race the Cubelet robots they built.



Students sledding on a nice winter day.



Students running during their track practice.



Students cooking during summer camp, making pizza puffs.



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



Student screen printing summer camp t-shirts. They learned the process of making a screen, creating the exposure, washing out the screen, and then finally making the shirt with the screen they had produced. They also created the shirt design and selected all colors for the shirt!

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

Marnie Simons Afterschool Program has been a tremendous asset to the school and community, and students, teachers, parents, and community are all involved with the design and implementation of the program. Teachers are engaged in creating effective program curriculum. Students, teachers, parents, and grant partners are engaged in ongoing dialogue to gather feedback and input. Teachers have been surveyed to determine program academic impact and if the desired student behaviors are being observed. Feedback from parents during family events, parent meetings, and parent-teacher conferences has been informally collected.

Students are discovering interests and talents within themselves that have not previously been uncovered. The students are working with kids in other grades all while making new friends. Older students are stepping into leadership roles with the younger students to help them with hands-on activities, allowing the younger children to participate in clubs they might not have otherwise been able. The program also offers parents a safe, enriching, and supervised environment for their children, which

they would not otherwise have. All of this contributes to better student attendance, fewer behavioral problems, and academic success.

Why do you come to the afterschool program?

"Because it is fun!"

"To do fun activities!"

"I like it!"

"Because it is fun and not to be bored at home!"

"I choose to!"

"To have fun and to learn!"

-- Students who attend Enrichment Clubs

Clearly, students are extremely receptive to the Enrichment Clubs, and the afterschool program is having a positive impact on the students in all the very important ways that it was hoped it would. Through the new star system for good behavior and attendance, many students have become excited to help and are sure to attend. Carrying over into the classrooms, some of the more shy students have shown signs of coming out of their shells and wanting to help out in any way the teachers allow them to do so.

A mother of a child expressed how much she appreciates the afterschool program:

"Not only does it give my child something good to do after school, it removes the issue of needing to find childcare." – A parent of a student who attends Enrichment Programs

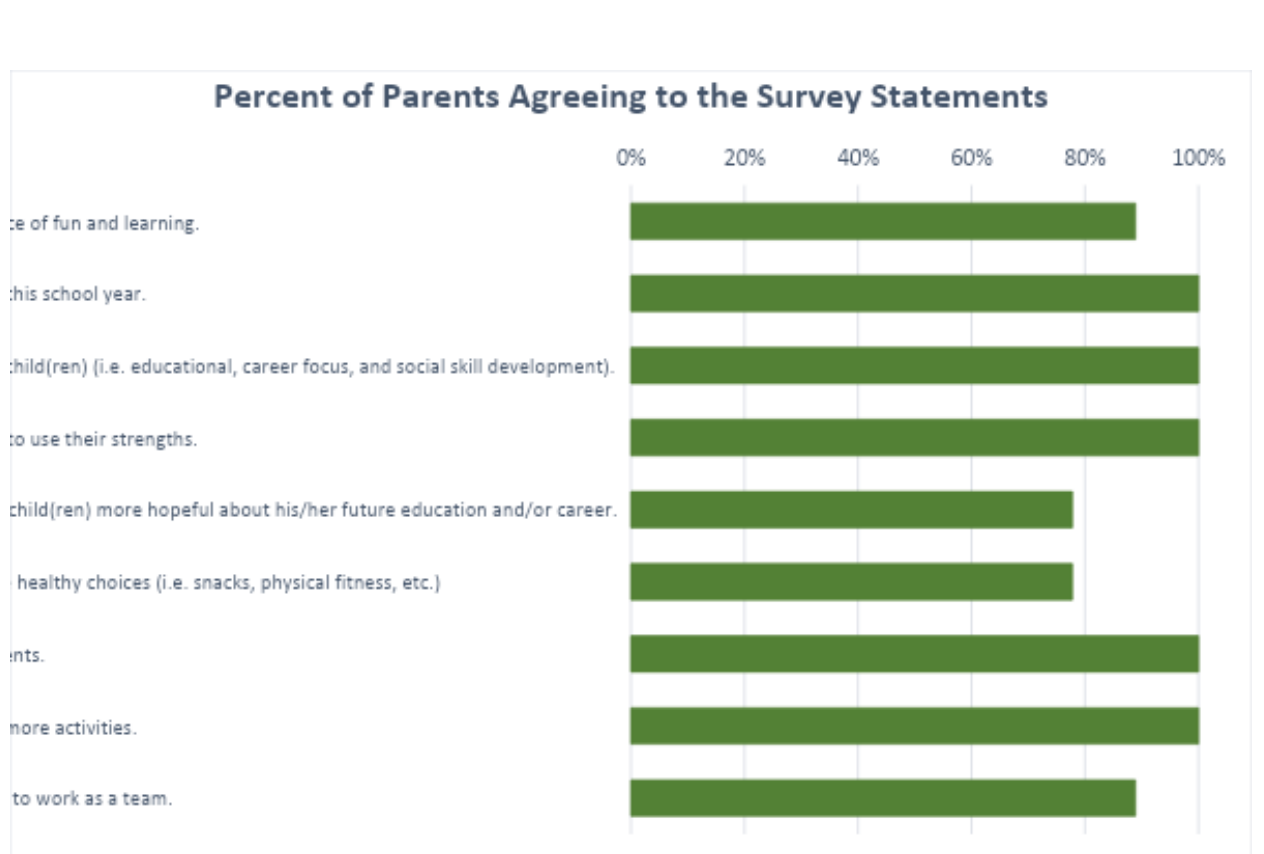
An afterschool program of this scope can only be realized with strong partners, and the Hamburg district has forged powerful relationships within its community.

"Reading is important, and if we can encourage the students to read more, we are happy to help out!" – Bluffers Sports Cards

"We always look forward to seeing and getting to interact with the students, especially this past year since many schools are still not allowing in-person meetings with students." – Iowa State Extension Office

For all of this collaboration to be most effective, Marnie Simons Afterschool Program asks the students and parents for ideas regarding clubs and takes suggestions from the community for volunteer opportunities and additional input for potential activities.

Parents are given an end-of-the-year survey, encouraging them to provide input, and demonstrating the value placed upon their feedback. Nine parents filled out this survey, providing input regarding their perceptions of the afterschool programming, the impact of the program, the structure of the program, and overall satisfaction.

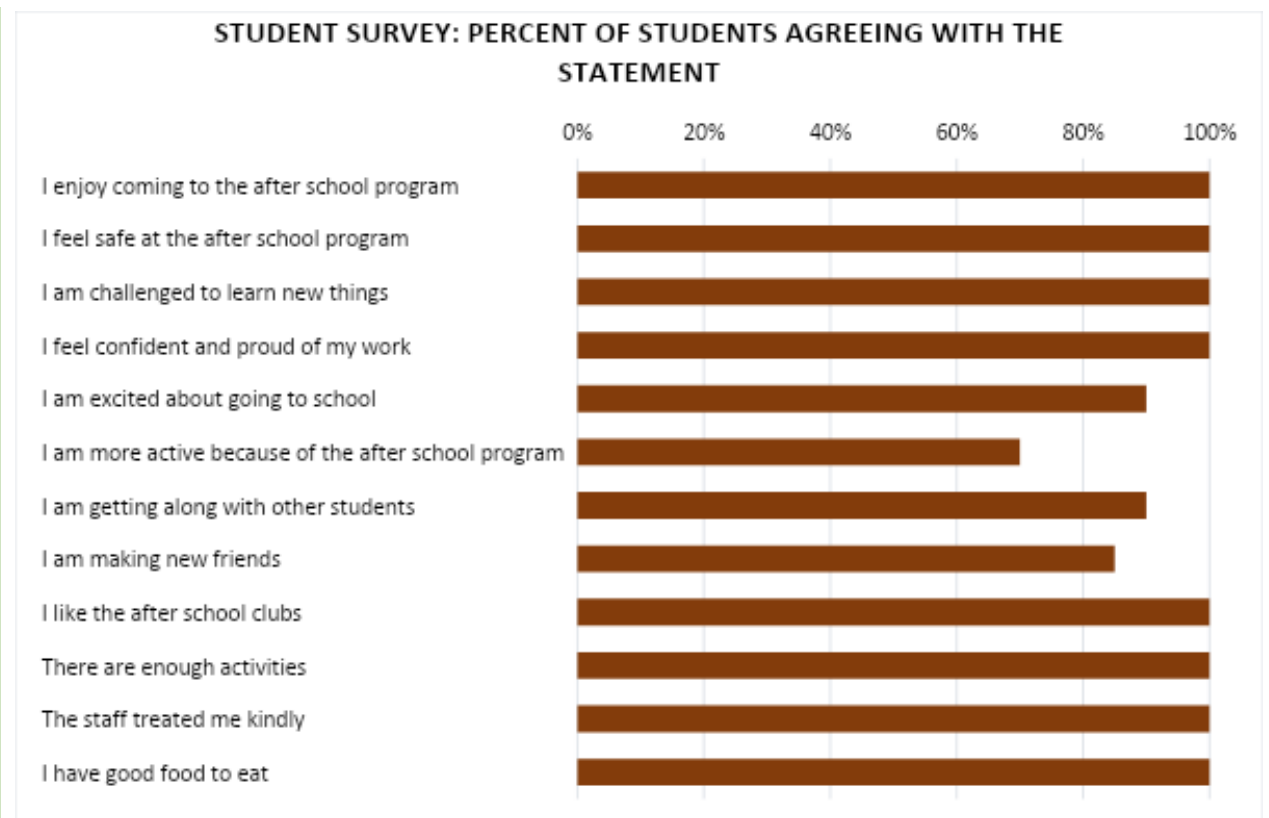


Parents were asked to respond to nine statements with Agree, Disagree, or No Opinion. The chart above shows the percent of parents responding with “Agree” on each of the statements.

It is evident from the survey responses that parents are pleased with the afterschool programming, most notably with the structure and logistics of the clubs, and the impact the enrichment programs are having on their children. This feedback will be used in future planning and program design.

Student club participants were also given a survey at the end of the year. Twenty students (57% of all participants) responded to the survey and their responses are summarized below:

The top reasons for attending afterschool clubs: the students enjoy the activities, they like being challenged, they feel safe, the staff treat them kindly, they are proud of their work, and they are having fun!



Students were asked to respond to 12 statements, with Yes or No. The responses were counted. The chart above shows the participant responses; the higher the percentage, the more agreement shown by the respondents.

Overall, the students were in high agreement with all statements. Highest overall agreement was with the statements: “I enjoy coming to the afterschool program,” “I feel safe at the afterschool program,” “I am challenged to learn new things,” “I feel confident and proud of my work,” “I like the afterschool clubs,” “There are enough activities,” “The staff treated me kindly,” and “I have good food to eat.” 100% of the students agreed with these eight statements.

The least amount of agreement was with the statement: “I am more active because of the afterschool program.” However, 70% of the students still agreed with this statement.

It is clear from the survey that the students are extremely receptive to the Enrichment Clubs, and the afterschool program is having a positive impact on the students in all the very important ways that it was hoped it would.

7. Sustainability Plans

Sustainability Plans Required Elements	Complete?
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.

From the district:

The Hamburg Community School District will maintain our 21st Century After School program after funding ends. We will utilize at-risk/drop-out prevention funding to provide academic supports and summer enrichment opportunities. We will use our general fund to provide transportation and materials for our programming. We have several on-going grants; Community Foundation and Martin Foundation Grant which will provide approximately \$25,000. We will seek other grants to meet any shortfalls we may encounter. Community partners include George C. Grape Hospital, Con-Agra, City of Hamburg, Martin Foundation, and Stoner Drug. Additional partners in the community are stepping up to support the program. Volunteers from local organizations will continue to support the program through facilitating clubs and activities.

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

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

The fifth year of the Hamburg 21st Century Community Learning Center program again brought some challenges for staff, students, parents, and community partners as they dealt with lingering Covid-related concerns. Despite some first-semester disruptions, the before and after school program continued to provide a safe space for students to learn, interact, grow, and have a little fun. The continuing enhancement of a quite elaborate and unique model of afterschool programming went well.

During 2020-2021, clubs were offered throughout the year, with homework support offered both in the mornings and after school. 41% of all 1st through 6th graders attended an Enrichment Club, and of the 35 participants, 66% were Regular Attendees. It seems the previous years' logistical changes to the design of the program with hopes of increasing and keeping attendance high proved to be successful once again. Rather than signing up for individual activities every 4-6 weeks, students now sign up for a full semester and are asked to attend daily to take full advantage of all programs which are offered. This past year, to further encourage attendance, students were each given a star chart. If a student received three or more stars for attendance, as well as good behavior, they became a "VIP." This title gave a student the opportunity to be a helper during club activities, to set out materials, as well as being the first to take part in the activities each day. For many club attendees, earning these stars became an important part of each day.

The STEAM programming is a highlight for students as they enjoy learning the science and math-based projects offered each week. Partners who choose to donate prizes for literacy help drive the students to continue reading and reach their literacy goals.

Students and families alike were delighted to have Youth Sports host the spring track meet. It is a favorite event that had to be cancelled in the previous year.

The Hamburg Public Pool hosted Red Cross Swimming lessons and allowed all summer campers to attend. In addition, they provided a price break for the district since camp helpers assisted in facilitating the swim lessons.

Guitar lessons were brought back during the 2020-2021 school year. Club members met twice a week and by the end of the second term they were able to play basic chords and even strum along with a few popular songs from the radio.

Academically, the Enrichment Club students demonstrated success, from fall to spring testing:

- In math, 84% of all 1st-5th grade students in 21st Century programming showed a gain on the FAST, and 87% of regular attenders showed a gain.
- For regular attendees in math, 57% were at benchmark on the FAST at fall testing, and by spring 61% were at benchmark.
- In reading, 94% of all 1st-5th grade students in 21st Century programming showed a gain on the FAST, and 96% of regular attenders showed a gain.
- For regular attendees who were below benchmark in reading in the fall, 57% moved above benchmark on the FAST by spring testing.

In both math and reading, there was growth for nearly every student, along with movement from testing below benchmark to testing at or above benchmark levels for many students, most notably with those who were regular attendees of the enrichment programs.

There are other indications of success for those regularly attending students based upon teacher reports. Teachers report that of the Regular Attendees, 100% showed an improvement throughout the year in homework completion and class participation, and 100% showed improvement in behavior. These figures are at an all-time high.

These outcomes are an important component of the positive effects of enrichment programs. Another indicator of success of this program is in the strong number of community partners that have shown their enthusiasm and belief in the worthy work that is being done with these students through the Enrichment Clubs. New partnerships continue to be forged each year, a testament to the sustainability of the program.

The impact of the programming is proving to be far-reaching as the clubs continue to bring excitement into the school days. Not only the students, but teachers, parents, volunteers, and staff report how much fun everyone is having as they learn. Students continue to forge friendships with children in other grades, learning about teamwork, gaining self-confidence, and relieving stress. Teachers and staff are extending classroom learning to real world skills, and parents are pleased that their children have a safe place to escape unsafe after-school behavior while keeping busy with various activities. Staff continue to come up with creative club ideas. The afterschool program has adapted through the years as stakeholders strive to meet the needs of the students, and in the process, are preserving the allure of afterschool Enrichment Clubs. Clearly this strong program will continue to evolve and grow.

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
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The results of this evaluation will be disseminated on the school's web site, which will contain a special page devoted to the 21st Century Grant. The URL is:

<https://www.hamburgcsd.org/vnews/display.v/ART/5a1c7fd95642c>

Additional dissemination will occur through school meetings. It will be presented at the January School Board meeting, the January School Improvement Advisory Committee, and at the February teachers' personal development meeting. The evaluation will also be emailed to current teachers, staff, and parents, and will be handed out to local businesses.

Recommendations for Local Objectives.

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

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

It is recommended that the Academic Goal related to Objective 1 be changed to a more concise outcome, along with an update to the goal date. The current objective and goal are as follows:

Objective 1: Improve student learning in math and reading.

Academic Goal: By June 2019, 80% of students will be proficient in reading and math as measured by the Iowa Assessments (now the Iowa Statewide Assessment of Student Progress).

The objective was met this past year in reading, but was not met in math, although progress is being made. This objective was met in both reading and math when looking at Regular Attendees. It is difficult to have a goal that is multi-pronged. Proficiency has been met in one subject area and not in the other, and the goal could be more specific as to which groups should be measured in order to demonstrate a successful outcome. It is suggested to tidy up the measurement of academic success by splitting this into two separate goals: one for reading, and one for math, centered on those program participants who are Regular Attendees. In addition, the goal dates need to be extended, perhaps to a 5-year timeframe.

It is recommended that the Family Literacy Goal related to Objective 3 be changed. It is recommended that the measurable outcome be expanded to include the count of parents that attend any activity that involves the Enrichment Club after-school programming. This would be a more accurate measure of parent engagement. The current objective and goal are as follows:

Objective 3: Increase the engagement of parents and provide educational opportunities for them.

Family Literacy Goal: By June 2019, 95% of families will have attended adult classes in the learning center and/or attend a family literacy night.

During the 2016-17 school year, 24% of parents attended adult classes in the learning center and/or attended a family literacy night. 100% of parents were engaged in the literacy activity this past year, but it is likely due to the fact it was an activity that was home-based, remote if you will. In the future, perhaps remote activities will continue to increase parent involvement. However, in-person events are important, and if the objective is changed to include measuring attendance in any Enrichment Club activity, the percentages should remain high, and will be a more accurate measure of parent engagement. In addition, the goal dates need to be extended.

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.	x

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

It is recommended that Hamburg CSD further improve its data collection methods by creating a holding place for all pieces of data earlier in the year, to allow more time for on-going evaluation and planning.

While this is the final year for the submission of a formal external evaluation, it would benefit the afterschool program to continue with some type of scheduled evaluation, to ensure continual improvement. It could be a more condensed, customized evaluation to address the specific demographics and goals of the Hamburg afterschool programming.

It is recommended that Hamburg CSD continues to evaluate and enhance club participation by examining its partnerships, recruitment efforts, and program design and move forward to build upon student and parent involvement. The district has done a good job of trying different approaches to increase the participation and attendance of its students.

It is recommended that Hamburg CSD make a concerted effort toward getting a greater number of formalized evaluations completed and returned by both parents and students. The district may want to consider developing online surveys to be sent to stakeholders through emails, either in place of, or in

addition to paper evaluations. These evaluations are an important component to guide club content and programming.

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.

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