

Local Evaluation for *Hamburg CSD*
Iowa 21st CCLC for 2017-2018

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 8-12 are to be included for reporting data for the 2017-2018 school year. Reported data will be from the Fall of 2017 and the Spring of 2018. Data will also be reported for the Summer of 2017. 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 2017-2018>. The form must be completed and submitted in Word format. *(Note: Instructions for 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	

1. General Information

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

Basic Information Table	
Item	Information
Date Form Submitted	11-30-2018
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 8	
Cohort 9	
Cohort 10	
Cohort 11	Marnie Simons Elementary School
Cohort 12	
Additional Information from Grantee (optional)	

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 located in Hamburg, Iowa in Fremont County, in the extreme southwest corner of the state. Hamburg was devastated by flooding in both 2008 and 2011, causing 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 houses less than 100 students PK through 6th grades. Over 70% of the students qualify for free or reduced lunch, and over 15% of the students are identified as special education. The school is a schoolwide Title Program with over 50% of the students qualifying for Title Services in math/reading, and the school has been identified as a School in Need of Assistance (SINA) in both reading and mathematics.

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 is the governing body of the program. There is a combination of school personnel, learning center personnel, and two boards assuring a check and balance system. The program is structured to allow for sustainability. The governing board is 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 for 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 range from woodworking and quilting, to chess and gardening. These clubs 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. During the 2017-2018 school year, 32 clubs were offered during the fall and spring semesters, with homework support offered both in the mornings and after school. One hour in the morning is available Monday through Friday, and clubs meet for two hours after school Monday through Thursday, and three and a half hours after school on Fridays. Clubs run for 4-6 weeks, meeting once a week, 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. Adult learning opportunities were offered in the evenings, and a Family Literacy Night was offered to engage parents in their child's learning.

In 2017-18, an impressive 76% of all 1st through 6th graders attended an Enrichment Club. Of those students who attended clubs regularly, 93% showed growth in mathematics, and 98% showed growth in reading. While 36% of 3rd-6th grade students who **did not** participate in afterschool clubs tested proficiently in reading on the Iowa Assessments, 84% of 21st Century club participants tested proficiently on those tests. Equally notable is that of the regular attending students, 89% showed an improvement throughout the year in homework completion and class participation, and 82% showed improvement in behavior. These successes are an important component of the positive effects of enrichment programs. Another success of this program is in the growing number of partners in the community that have shown their enthusiasm and belief in the worthy work that is being done with these students through the Enrichment Clubs.

In its second year, there is still an air of excitement at the Marnie Simons Elementary School. Students are still enthusiastic for clubs. Not only the students, but teachers, parents, volunteers and staff are noticing how much fun everyone is having with smiles, laughter, and play. Students are building

friendships with children in other grades, gaining respect for all involved, learning about teamwork, gaining self-confidence, and relieving stress. Teachers and staff are impressed with the extension of classroom learning to real world skills, and parents are pleased that their children have a safe place to avoid any risky after school behavior. Staff exerts great effort 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 say in what happens in the program. The afterschool program has evolved into a very close-knit, hands-on, involved family. All stakeholders are striving to meet the needs of the students, and in the process, are continuing the afterschool magic.

3. Demographic Data

Demographic Data Required Elements	Complete?
2017-2018 School Year Attendance Tables	x
• 2017-2018 School Year Attendance Summary Table	x
• 2017-2018 School Year Attendance Ethnicity Table	x
• 2017-2018 School Year Attendance Special Needs Table	x
Summer of 2017 Attendance Tables	x
• Summer of 2017 Attendance Summary Table	x
• Summer of 2017 Attendance Ethnicity Table	x
• Summer of 2017 Attendance Special Needs Table	x
Attendance Discussion	x
Partnerships	x
• Partnerships Table	x
• Partnerships Discussion	x
Parent Involvement Information and Discussion	x

2017-2018 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2017 and the Spring of 2018. There are separate tables for the Summer of 2017. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2017-2018 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>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All	71	36	35
	Regular*	44	21	23
12	All			
	Regular*			

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

21 st CCLC Program 2017-2018 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/	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>
8	All						
	Regular*						
9	All						
	Regular*						
10	All						
	Regular*						
11	All	59	9	0	0	1	2
	Regular*	35	8	0	0	1	0
12	All						
	Regular*						

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

21 st CCLC Program 2017-2018 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>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All	0	50	10
	Regular*	0	33	6
12	All			
	Regular*			

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

Summer of 2017 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2017 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2017 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>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			

	Regular*			
11	All	33	14	19
	Regular*	0	0	0
12	All			
	Regular*			

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

21 st CCL Program Summer 2017 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>
8	All						
	Regular*						
9	All						
	Regular*						
10	All						
	Regular*						
11	All	24	6	0	0	1	2
	Regular*	0	0	0	0	0	0
12	All						
	Regular*						

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

21 st CCLC Program Summer 2017 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>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All	0	23	8
	Regular*	0	0	0
12	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> 	x

Of the **94** students in grades 1st through 6th in 2017-2018, **71** attended one or more enrichment clubs. This is **76%** of the students. Of these 71 students, **35** were female (**49%**) and **36** were male (**51%**). **70%** of these students received free and/or reduced lunch, and **10** of the 71 (**14%**) had Individualized Education Plans, with both of these percentages being extremely close to the elementary school as a whole.

Of the 71 program participants, **44** are considered Regular Attendees (**62%**), having attended clubs at least 30 times. This second year brought changes to the design of the program in hopes of increasing and keeping attendance high. Clubs were run for 4-6 weeks which kept the students engaged. 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 3.5 hours after school on Friday (3.5 hours) for a total of **16.5** hours per week. In addition, outings took place on several Saturdays for scuba class and Lego League. For the past two years the number of students attending clubs has been high, and few students are lost from year to year. Most club members have parents that work, and with nowhere else to go after school, clubs are the safest option for them. There have been times when a club has started and proved to be a total flop; the district has been flexible and able to change direction on a dime.

Flyers and sign-up sheets are sent home every 4-6 weeks to enroll existing club members, and invite students not already involved in clubs to join the fun and learning. The school's Facebook page is utilized to highlight all of the awesome activities that take place, and it has proven to be effective to generate interest.

The Hamburg district kept accurate records of club attendance, which will allow them to examine their attendance data to inform future programming. This very thing was done last year 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.

Of the **44** Regular Attendees, there were **23** females (**52%**) and **21** males (**48%**). **75%** of these students received free and/or reduced lunch, and **6** of the 44 (**14%**) had Individualized Education Plans.

Compared to All Attendees and Regular Attendees from last year, there was a much higher participation rate this past year by males and by free and/or reduced lunch students. This is a good indication that there is no disparity in those being served.

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 2017-2018 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Paid/ Unpaid	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
City of Hamburg	Unpaid	3-4-5-6	Volunteer mentors with monthly meetings, games, and team building, club support	Programming and field trips; snacks and meals	1
United Trinity Church	Unpaid	3-4-6	Volunteers lead clubs and provide dinner	Programming and dinner provided to the students	1
4H	Unpaid	3-5-6	Volunteers for afterschool clubs; STEM & Animal Science	Evidence based programming; supplies	1
Fremont ISU Extension & Outreach	Unpaid	3-5-6	Volunteers for afterschool clubs; STEM & Animal	Evidence based programming; all program supplies	1

			Science; Literacy Nights		
Watson Quilters	Unpaid	3-5-6	Volunteers for afterschool clubs	Programming; Quilting supplies	1
Iowa Western Community College	Unpaid	3			
Free Methodist Church	Unpaid	3-5-6	Volunteers lead programs	Programming; paper, folders, pencils, crayons, supplies, chess sets	1
Department of Natural Resources	Unpaid	3-5-6	Volunteers lead outdoor education club	Outdoor Education programming & supplies	1
Hamburg Music Boosters	Unpaid	5		10 keyboards, 7 guitars, 5 violins	1
Northwest Missouri University	Unpaid	6	Volunteers lead various clubs	College students help lead clubs	1
Washington Plaza (elderly community)	Unpaid	3-8	Lead various clubs; Host students on Friday afternoons	Programming	1
Casey's Pizza	Unpaid	5		Donate paper goods and pizza certificates for family nights, celebrations, rewards	1
University of Iowa Wildlife Camp	Paid	3-4-5	Programming	5-day Wildlife Camp offers recreation and environmental education activities	1
Assessment Solutions for Education	Paid	1			1
Marnie Simons Elementary teachers	Paid	7		Homework support; Leading clubs	1

Partnerships Discussion.

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"> Total unpaid and paid partners. 	x
<ul style="list-style-type: none"> Efforts to recruit partners. 	x
<ul style="list-style-type: none"> Highlights of partnerships. 	x

- How partnerships help program serve students.

x

Although a small community, Hamburg has a number of entities providing support to the afterschool programming. Fifteen strong partners have emerged; 12 are unpaid and 3 are paid. The majority of 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, and 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.

The University of Iowa Wildlife Camp was a fun partnership for fifteen summer camp students. The camp ran for five, 8-hour days at the local state park. Participants studied mammals, insects, amphibians, birds, and geology. They explored the woodland, aquatic, and prairie ecosystem while learning about the park history. The camp normally costs \$150 a camper, but through the program's partnership the cost was \$50 per student, with three summer camp counselors paid for by the district. The counselors led the recreational activities and the students had an amazing week!

The school's partnership with the Watson Quilters has been wonderful. The volunteers go to the school and provide sewing education and material, while the school provides the sewing machines.

The on-going relationship with Northwest Missouri State students is also a great one. They volunteer at the school by leading clubs, and in return receive class credits.

The district has a great working relationship with Iowa State Extension and Outreach. Extension provides excellent programming and goods to the school, and in turn the district provides students for their required programs.

"Iowa State University Extension and Outreach is honored to be a part of the Hamburg After-School Program. We are always seeking partners who can provide ways for us to share our research-based, youth-focused curriculum, and this program answers the call by connecting us to youth who are engaged and eager to learn, providing consumable supplies, and offering staff support that makes it possible for us to be efficient and effective when presenting content." -Mandy Maher, Iowa State Extension and Outreach

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 and other items to support celebrations, donate items to support the educational programs, donate items to support low income families, and much more.

All partnerships serve the students in one way or another. With the farm school, 4-H offers a plethora of resources. 4-H has taught the students animal science and students have attended the county fair for two years in a row.

The partnership with Washington Plaza is extremely special for students and community members alike. Students spend Friday afternoons with ten elderly community members. The community members lead

planned activities, while the students learn the importance of compassion for elderly people, and discover how wonderful these relationships can be. It is named “The Kindness Club.”

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 afterschool program planning process.

Four Advisory Board meetings were held throughout the year, with one parent at each meeting. One literacy/math night was held in partnership with the school, with 28 parents attending. Two STEM nights were held with 2 parents attending.

Flyers and Facebook posts are used to communicate with parents. If there is an issue with a student, communication with parents takes place with a phone call. It has been discovered that some parents prefer to use Facebook Messenger.

In an effort to increase parental involvement, parents are sent invitations to attend all after school clubs, evening activities, and field trips. As incentives to attend these events, parents are offered meals and goodie bags.

To further enhance the parental connection, parent input was encouraged and shown to be valuable when they were 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 structure and logistics of the club, and the quality of staff and club leaders. This feedback will be used in future planning and program design.

4. GPRA Measures

For 2017-2018, 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: BVSD			
1. The number of elementary 21 st Century regular program participants who improved in mathematics from fall to spring.	42	39	92.9%
2. The number of middle/high school 21 st Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21 st Century regular program participants who improved in mathematics from fall to spring.	42	39	92.9%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: FAST			
4. The number of elementary 21 st Century regular program participants who improved in English from fall to spring.	44	43	97.7%

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.	44	43	97.7%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: FAST			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	15	0	0%
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.	44	39	88.6%
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.	44	39	88.6%
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.	44	36	81.8%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.			
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	44	36	81.8%

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 BVSD math screener and FAST early literacy Composite (1st) and FAST early literacy CBMreading (2nd-6th) tests were chosen. It was a priority of the Hamburg staff to get all students tested on the FAST which allowed for 70 out of the 71 program participants to have a pre and post FAST score, while 67 of the 71 participants have a pre and post BVSD score.

Math performance highlights:

- Of the 71 total participants, 69 had post-scores, and of these **74%** were at benchmark.
- Of the 71 total participants, 67 had pre- and post-scores, and of those **90%** showed growth.
- **21** of the total participant students were below benchmark in the pre-test, and of those students, **8** moved above benchmark in the post-testing. Both of these figures far exceed the previous year...more started out below benchmark, but more were raised above benchmark.
- Of the 44 Regular Attendees, 42 had post-scores, and of these **83%** were at benchmark.
- Of the 44 Regular Attendees, 42 had pre- and post-scores, and of those **93%** showed growth.
- **11** of the Regular Attendee students were below benchmark in the pre-test, and of those students, **4** moved above benchmark in the post-testing.

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 71 total participants, 70 had pre- and post-scores. **69%** were at benchmark during Fall testing, and at Spring testing **66%** were at benchmark.
- These figures are higher than the year before, and **82%** of these students made gains from Fall to Spring testing.
- **22** of the total participant students were below benchmark at Fall testing, and of those students, **4** were testing above benchmark in the Spring.
- Of those **22** below benchmark in the Fall, **100%** showed gains at Spring testing, and their average growth was greater than those beginning the year at benchmark.
- Those students participating in clubs who were lower-achieving at the beginning of the school year out-performed their higher-achieving peers.

- Of the 44 Regular Attendees, all 44 had pre- and post-scores. **66%** were at benchmark during Fall testing, and at Spring testing **59%** were at benchmark.
- While disappointing, **98%** of these students made gains from Fall to Spring testing.
- **15** of the Regular Attendee students were below benchmark at Fall testing, and of those students, **none** tested above benchmark in the Spring.
- Of those 15 below benchmark in the Fall, **100%** showed gains at Spring testing, and their average growth was nearly the same as those beginning the year at benchmark.
- Regular Attendee students participating in clubs who were lower-achieving at the beginning of the school year kept pace their higher-achieving peers.

While we would like to see more students testing proficiently on the FAST assessment of literacy skills, it is encouraging that a high percentage of students are showing growth 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, **89%** showed an improvement throughout the year in homework completion and class participation, and **82%** 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.

5. Local Objectives

STARTING JULY 1, 2017, GPRA MEASURES WERE 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 2017 and the Spring of 2018.

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 8 Table

Cohort 8 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

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: Did not meet but made progress toward the stated objective.	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. In 2014-15, 66% of 3 rd through 6 th grade students were proficient in reading. In 2017-18, 71% of 3 rd -6 th graders were proficient. In 2014-15, 56% of 3 rd -6 th grade students were proficient in math. In 2017-18, 73% of 3 rd -6 th graders were proficient in math. In both reading and math, there was a slight decrease in proficiencies from the previous year. However, the 4-year trend is upward with proficiencies on the rise toward the stated objective; thus the objective has not been met, but progress is being made.

<p>Objective 2: Improve student behavior and participation percentages in school programs.</p>	<p>Objective 2: Did not meet but made progress 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. 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. 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. This is an increase of 3%, demonstrating that the district is making progress towards an 85% participation rate.</p>
<p>Objective 3: Increase the engagement of parents and provide educational opportunities for them.</p>	<p>Objective 3: Did not meet but made progress toward 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. 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 24.4% of the parents. In 2017-18, 30 out of 60 parents took part in these events, which is 50.0% of the parents. This is an increase of 25.6%, thus progress towards the goal is being made.</p>

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

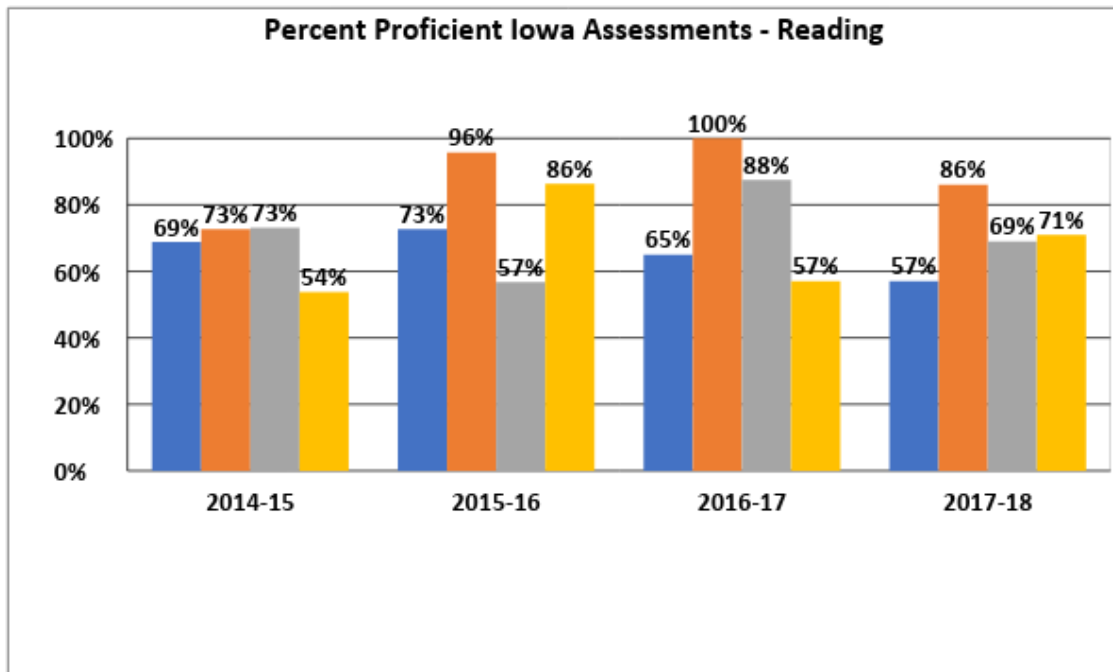
Local Objectives Discussion Required Elements	Complete?
● Statistical Analysis as Applicable.	x
● Improvement over more than one year as observed.	x
● Applicable graphs, tables, and/or charts.	x
● Details on methodology and ratings as needed.	x
● Clarification for objectives not met.	x
● Clarification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

Objective 1: Academics

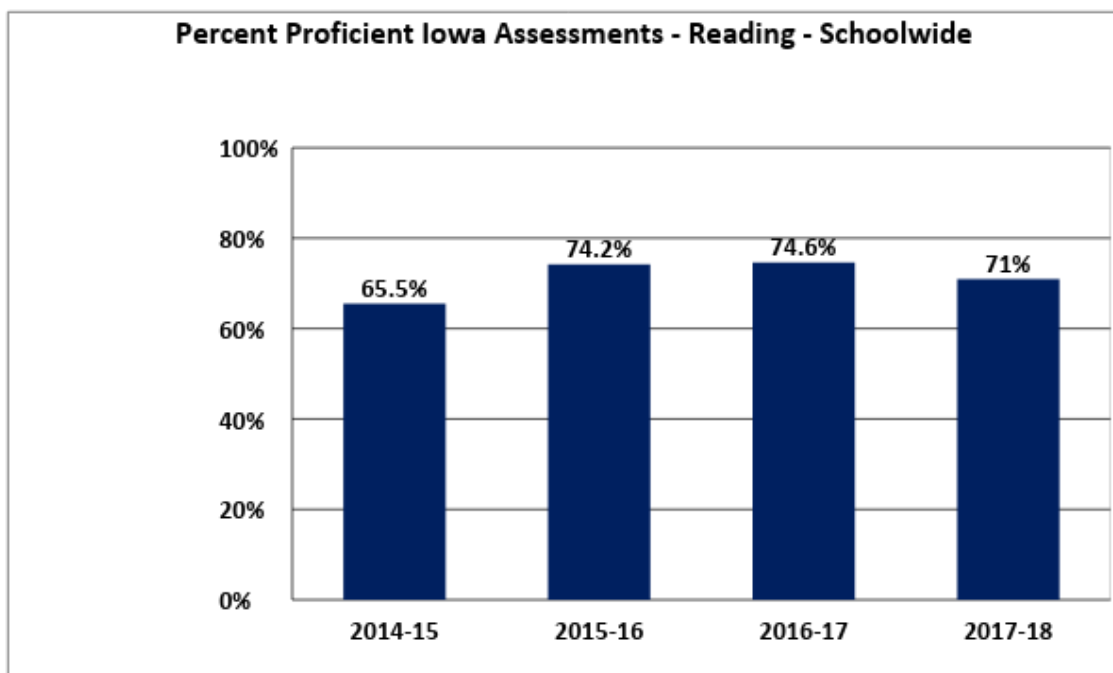
The Hamburg district had many students in their district struggling to meet the Iowa Core Standards in reading and mathematics as measured by the Iowa Assessments, CBM's, FAST, and BVSD Screener, increasing their likelihood of dropping out of school. The district identified factors that were contributing 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.

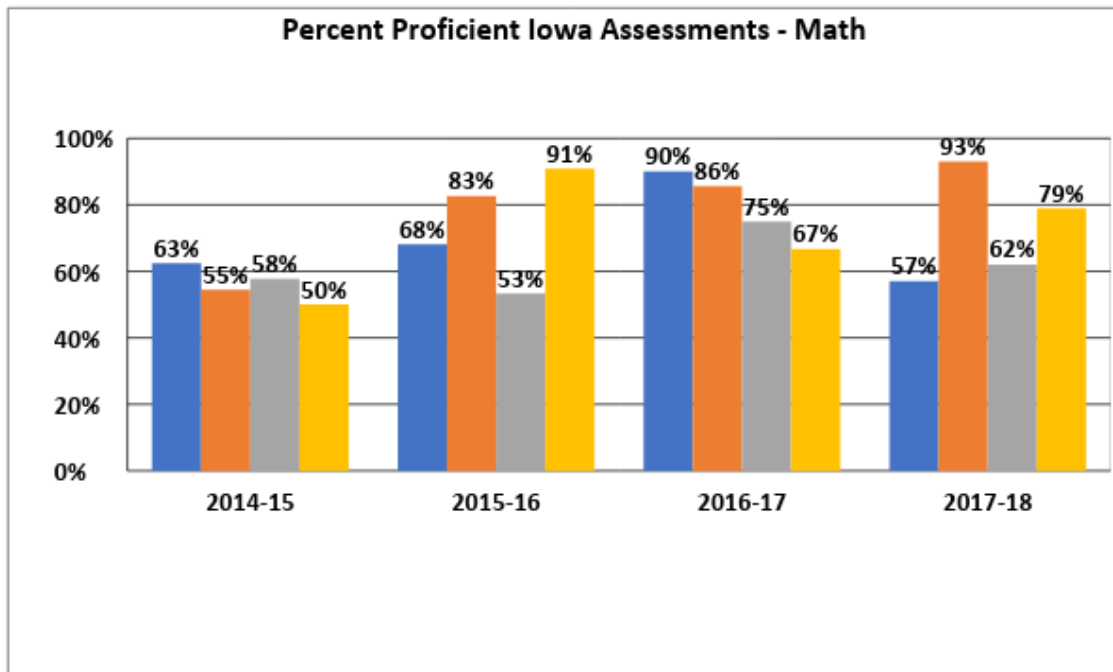
Academic Goal: By June 2019, 80% of students will be proficient in reading and math as measured by the Iowa Assessments.



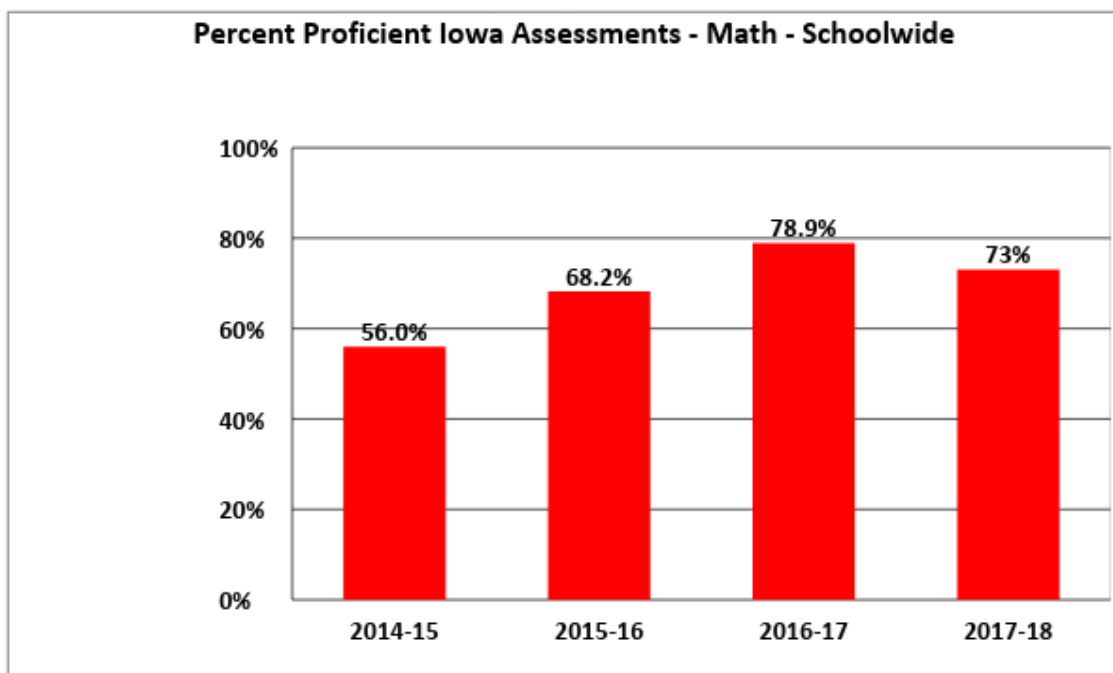
The above chart shows a four-year trend for percent of students proficient in reading, for grades 3rd through 6th. With such small numbers of students tested each year, it may be more informative to look at 3rd through 6th graders as a whole.



While reading proficiencies saw a slight decrease in the past year, there is an upward trend for all 3rd through 6th grade students over the past 4 years.



The above chart shows a four-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.



As with reading, while math proficiencies saw a decrease in the past year, there is an upward trend for all 3rd through 6th grade students over the past 4 years.

Other assessments are given to students throughout the school year, and the following are highlights from various tests:

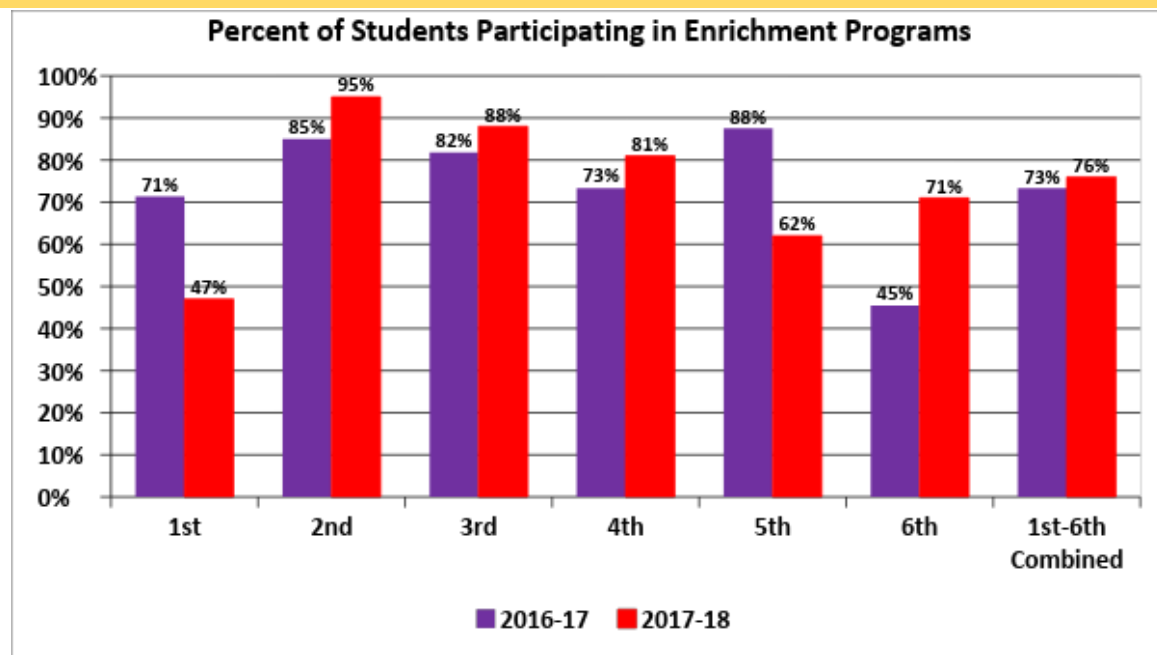
- 96%** of all 1st-6th grade students in 21st Century programming showed a gain on the CBM, and **98%** of regular attenders showed a gain.
- 92%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST, and **95%** of regular attenders showed a gain.
- We saw in the above academic goal that **71%** of all 3rd-6th grade students in the district were proficient in reading on the Iowa Assessments. **36%** of 3rd-6th grade students who did not participate in afterschool clubs were proficient, compared to **84%** of students in 21st Century programming.

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 slight increase in participation in grades 1st-6th combined this past year. A higher percentage of 6th graders participated this past year than the previous year. It was predicted this would happen, as last year the 6th graders were hesitant to jump into the clubs, and this year's 6th graders had club experience. Nearly all of the 2nd graders participated in clubs, with a 95% participation rate, and the lowest percentage of participants were in the 1st grade with over half of them choosing not to participate.

The number of Enrichment Programs attended by students ranged from 1 to 33 different sessions.

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 rate for the 2017-2018 school year was 70%. 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 were 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.

One literacy/math night was held in partnership with the school, with 28 parents attending. Two STEM nights were held with 2 parents attending.

With a total of 60 parents eligible to attend these events, these 30 participants represent 50% of the parents of 1st-6th grade students.

6. Anecdotal Data

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

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

“Xavier has a safe and friendly place to go after school. He is always asking to stay as late as possible so he can keep working and gets mad when I am there to pick him up. Clubs has helped him open up and he now knows kids throughout the whole school. I also noticed his reading has gotten much better as well.” – *A parent of a student who attends Enrichment Programs*

“Rebeka has shown improvements in her behavior throughout the program year. After school staff members have been patient, caring, and understanding of her situation. The program provides a caring and safe environment.” – *A parent of a student who attends Enrichment Programs*

“The before and after school program has helped my family tremendously! The program allows us to have our kids in a safe environment, without it they would be home alone. I also feel the staff is wonderful and the program is structured, offering so many activities for the girls. They do not want to leave the program when I pick up!” – *A parent of a student who attends Enrichment Programs*

“I love the after school club because we had dance! I also love to draw and read with my friends.” – *A student who attends Enrichment Programs*

“The homework club has been a huge help since our school does not have ‘detention.’ The homework club is more of a tutor instead of a punishment.” - *4th grade teacher*

Students in a club called “Sew Helpful” made pillow case dresses and shirts/shorts for “Little Dresses for Africa.” The students learned how to use a sewing machine, simple stitches, and the material was all

donated from the community. The club ended up with a box full of new clothes and mailed them off along with letters and pictures.

The afterschool program has increased parental involvement in the school district as a whole. Parents, school employees, and community members have been more involved and hands-on in club leadership and volunteering for club support. Enrollment in the community mentor program and local church youth group are at an all-time high. Parents volunteer for service projects and are highly involved in the school garden and farm.

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

Best Practices as described by the district:

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. We promote a safe and positive environment at all times. Staff serve as role models and utilize the Seven Healthy Habits which is used by the school district to increase social competence. We measure the success of the program by a tight attendance routine at the beginning of each day, with a check and re-check procedure. The practice was implemented because we do not have a secure building, and people can come and go as they please. We want parents to know their kids are safe here. It absolutely impacts attendance because if a student does not show up for clubs, we go looking for them. If they are not in the building we call home. The students know we do this, and in turn we have a 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. We measure success by looking at grades and test scores. The practice was implemented because our school does not have detention, so the students who needed help were not receiving it. Homework club is a much more inviting atmosphere than "detention." This practice helps our attendance because when they sign out of homework club they must sign in to the afterschool program. That and homework club is not a negative word, so it's not a punishment for them to go and they enjoy it. It absolutely helps with student achievement. Our students don't have a lot of parental support at home, so if they can get the work done at home, 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 (basketball, tetherball, four square, kickball). Students are provided a healthy snack each day which meets USDA guidelines. We measure success by making sure the kids have

each of the required foods and that they participate in the daily activity. We feel 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's not a dreaded activity and they look forward to it every day.

Enrichment - Enrichment activities are an important part of the program. We aim to make the program fun for all students and provide a variety of activities, games, crafts, and offer field trips. We also incorporate learning experiences such as STEM programs, maker space, and music activities. The main purpose for the activities that we choose is to allow students to experience something new that they may not have in their own lives. We measure success by informally surveying the kids after the program to make sure they enjoyed it and if we should offer it again. Having great programming is what keeps the students involved and attendance up. We are full believers that STEM, maker space, and music activities help hands-on learning that carries into the classroom.

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

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. In the past year teachers have been surveyed to determine program academic impact and if the desired student

behaviors are being observed. Feedback from parents during family nights, parent meetings, and parent teacher conferences has been informally collected.

Students are connecting with their community with clubs such as The Kindness Club, through visits with senior citizens, and with their work in cleaning up the local park. 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, like Woodworking Club or work on the school farm. The program also offers parents a safe, enriching, and supervised environment they would not otherwise have. All of this contributes to better student attendance, fewer behavioral problems, and academic success.

“Rebeka has shown improvements in her behavior throughout the program year. After school staff members have been patient, caring, and understanding of her situation. The program provides a caring and safe environment.” – A parent of a student who attends Enrichment Programs

“I love the after school club because we had dance! I also love to draw and read with my friends.” – A student who attends Enrichment Programs

“The homework club has been a huge help since our school does not have ‘detention.’ The homework club is more of a tutor instead of a punishment.” - 4th grade teacher

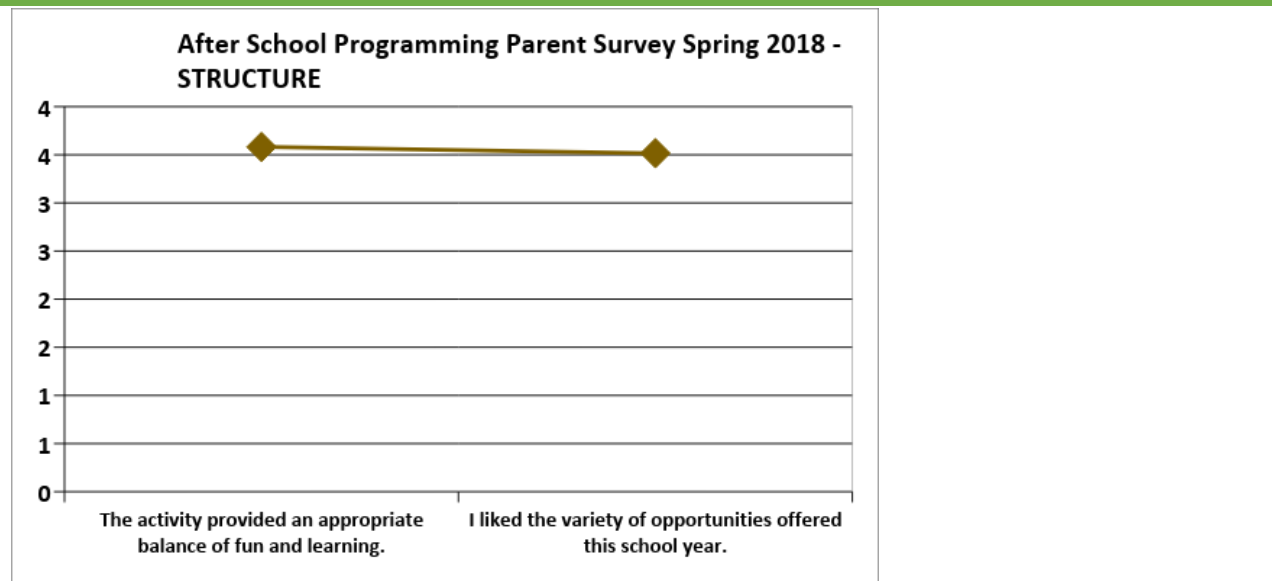
An afterschool program of this scope can only be realized with strong partners, and the Hamburg district has forged powerful relationships within its community.

“Iowa State University Extension and Outreach is honored to be a part of the Hamburg After-School Program. We are always seeking partners who can provide ways for us to share our research-based, youth-focused curriculum, and this program answers the call by connecting us to youth who are engaged and eager to learn, providing consumable supplies, and offering staff support that makes it possible for us to be efficient and effective when presenting content.” -Mandy Maher, Iowa State Extension and Outreach

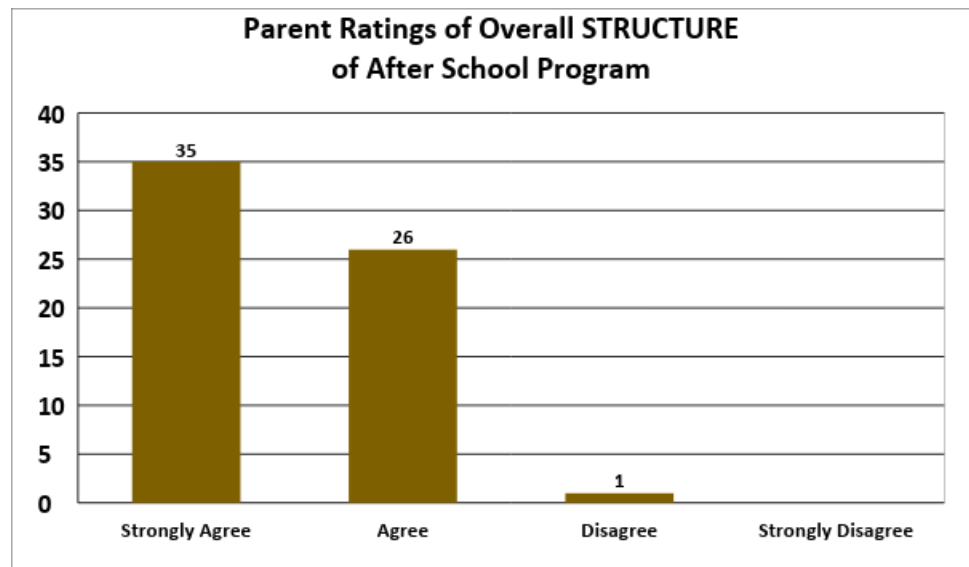
For all of this collaboration to be most effective, Marnie Simons Afterschool Program asks the students and parents for ideas regarding clubs, and takes suggestions from the community for volunteer opportunities and additional input for potential activities.

Parents were given an end-of-the-year survey, encouraging them to provide input, and demonstrating the value placed upon their feedback. Thirty-one parents responded, in contrast to twenty parents last year. This figure alone shows that parent involvement is on the rise.

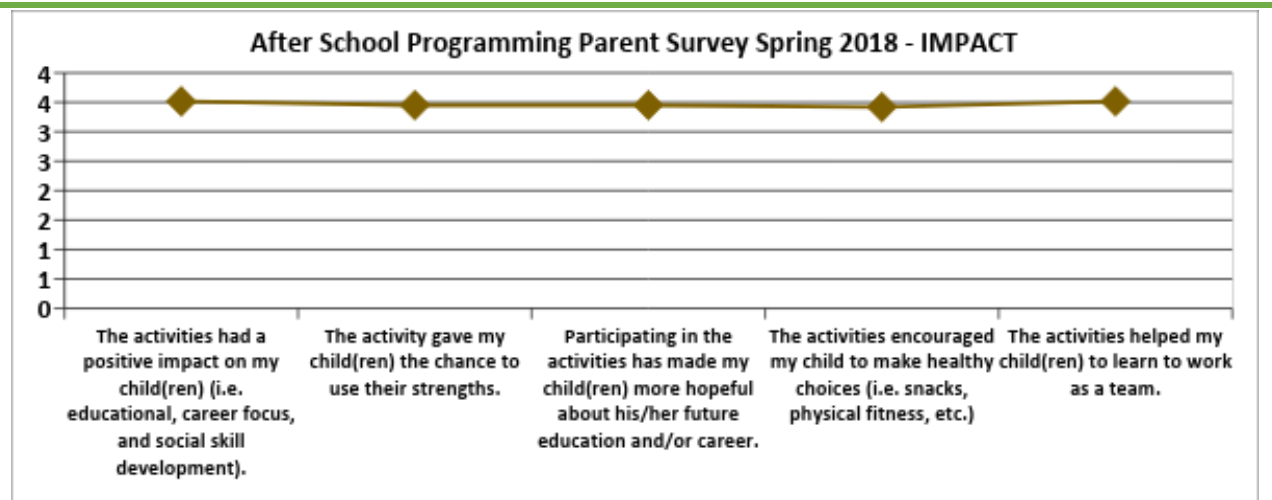
Thirty-one parents filled out this survey, providing input with regard to their perceptions of the afterschool programming, the impact of the program, the structure of the program, and overall satisfaction.



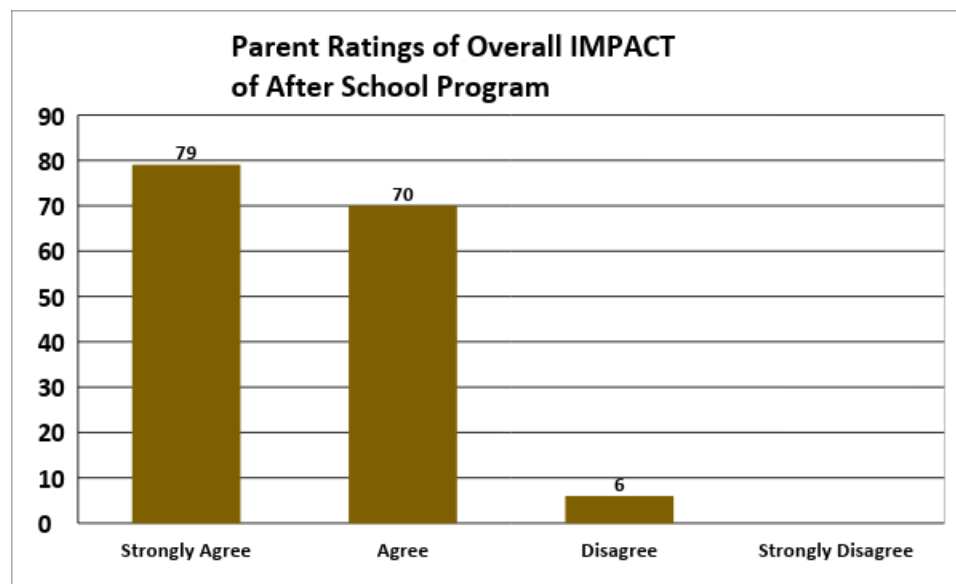
Parents were asked to respond to 2 statements, with Strongly Disagree, Disagree, Agree, or Strongly Agree. The responses were weighted and averaged. The chart above shows the parent responses; the higher the rating, the more agreement shown by the respondents. Parents were in strong agreement with both statements.



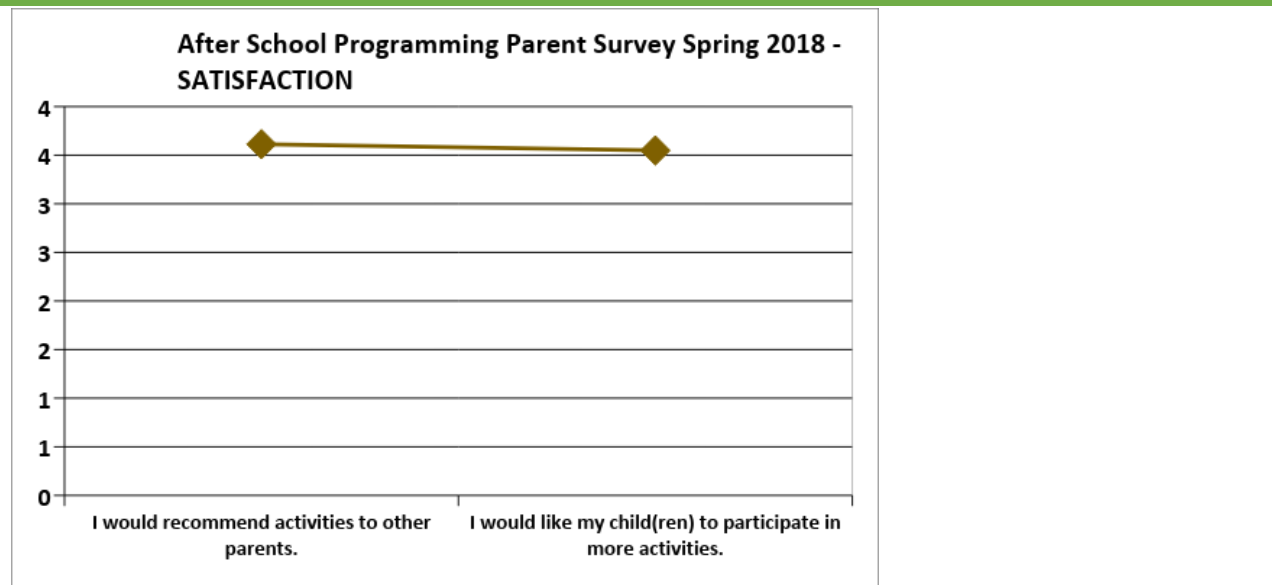
98% of responses regarding the Structure of the programming were positive.



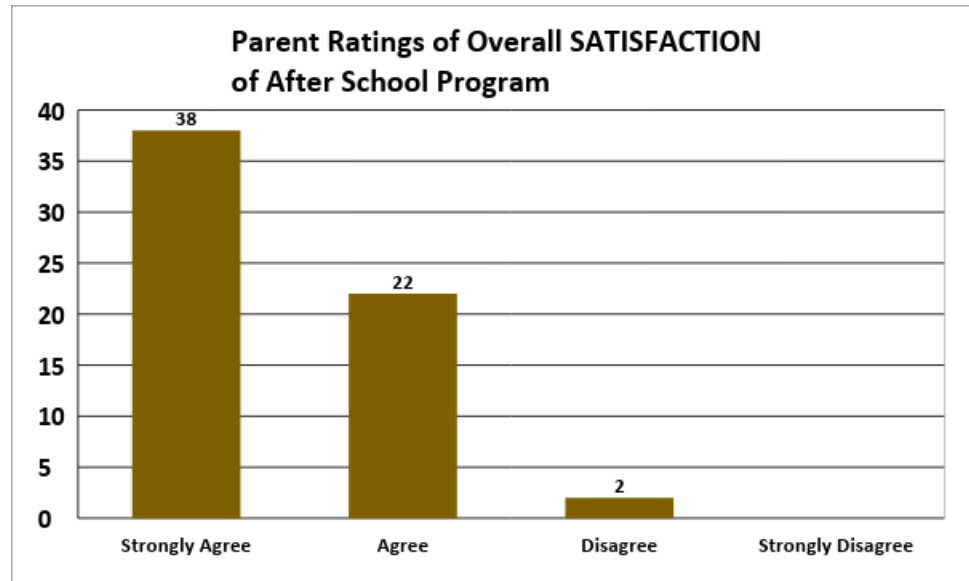
Parents were asked to respond to 5 statements, with Strongly Disagree, Disagree, Agree, or Strongly Agree. The responses were weighted and averaged. The chart above shows the parent responses; the higher the rating, the more agreement shown by the respondents. Parents were in strong agreement with all statements.



96% of responses regarding the Impact of the programming were positive.



Parents were asked to respond to 2 statements, with Strongly Disagree, Disagree, Agree, or Strongly Agree. The responses were weighted and averaged. The chart above shows the parent responses; the higher the rating, the more agreement shown by the respondents. Parents were in strong agreement with both statements.



97% of responses regarding the Satisfaction with the programming were positive.

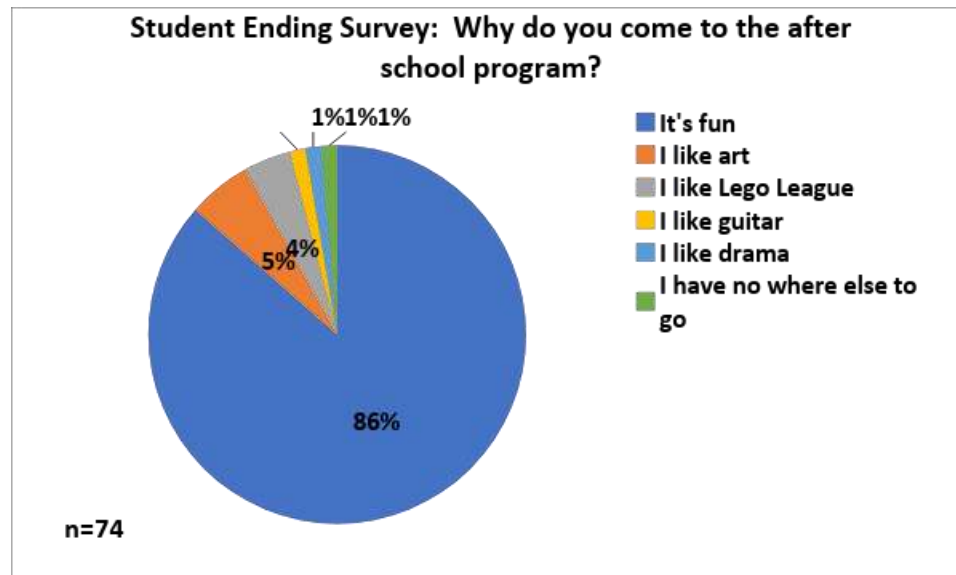
It is evident from the surveys that parents are extremely pleased with the afterschool programming, most notably with the structure and logistics of the clubs, and the impact the enrichment programs are having on their children. This feedback will be used in future planning and program design.

Below are some of their comments:

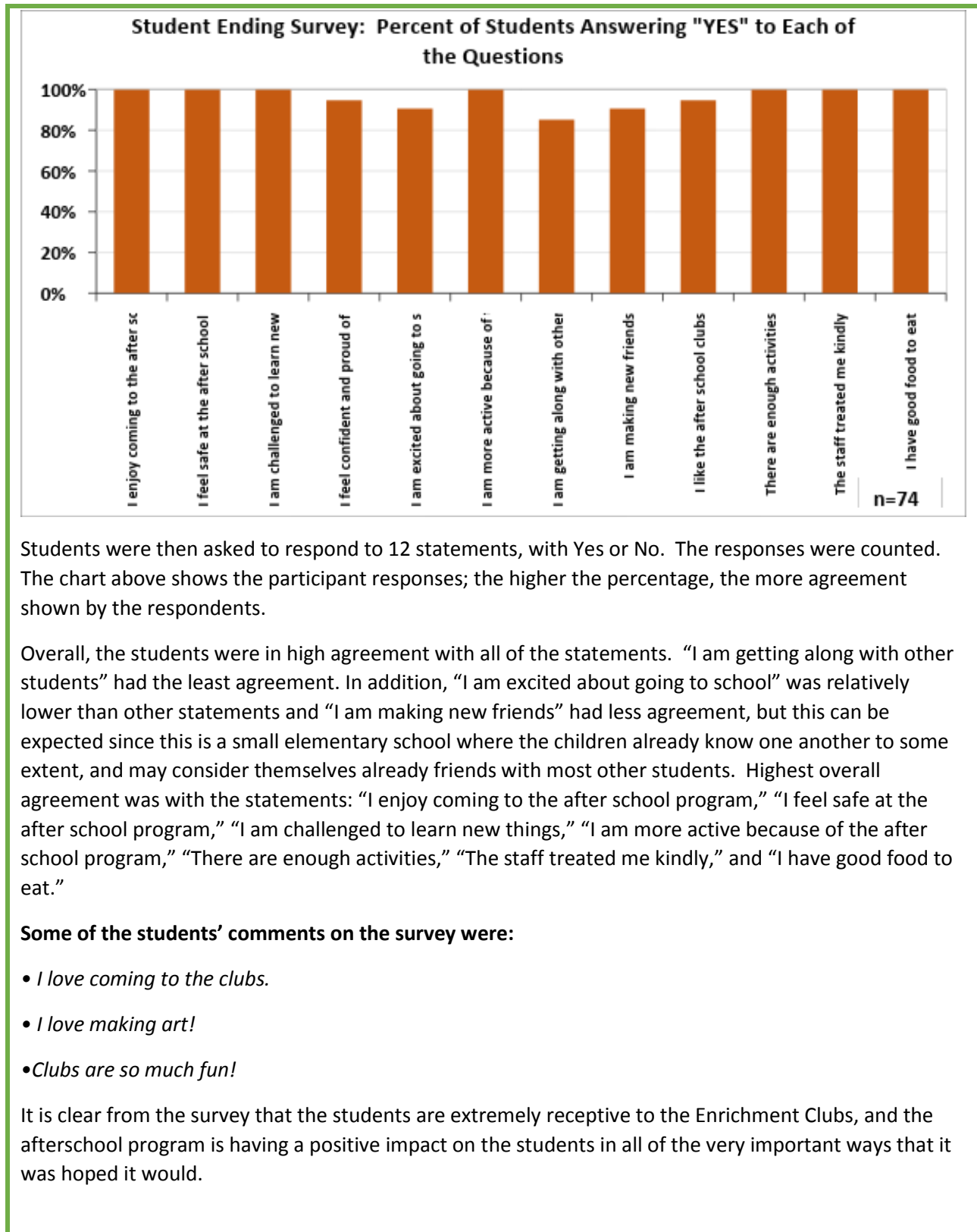
Parent Stakeholder quotes:

- *My child is now more confident in speaking in front of others.*
- *Love how there are different activities for everyone.*
- *The programs are all good!*
- *There are a good variety of options! Can't think of anything to improve.*
- *This is a great start! Hope to see even more activities offered in the future.*
- *I think it was a great opportunity for the kids to participate in activities not usually offered.*

Student club participants were also given a survey at the end of the year. Last year 41 students responded to the survey; this year 74 students answered the survey, and their responses are summarized below:



The top reason for attending afterschool clubs was because the students found them fun!



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

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 ask staff members to volunteer their time for the after school clubs, which is a model we used prior to acquiring this grant. We will also 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.

It can be seen that 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 add 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.	
Recommendations on future plans for change.	

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 second year of the Hamburg 21st Century Community Learning Center program can be deemed a success. The continuing enhancement of a quite elaborate and unique model of afterschool programming went extremely well. During the 2017-2018 school year, 32 clubs were offered during the fall and spring semesters, with homework support offered both in the mornings and after school. An impressive 76% of all 1st through 6th graders attended an Enrichment Club.

Year two brought some logistical changes: the length of each afterschool club went from lasting 12 to 16 weeks to lasting 4 to 6 weeks. Students were more engaged with the shorter club sessions, and it became easier to find volunteers to commit to a 4-6 week session.

A new club was formed in year two, called "Sew Helpful." Students made pillow case dresses and shirts/shorts for "Little Dresses for Africa." The students learned how to use a sewing machine, simple stitches, and all material was donated by the community. The club ended up with a box full of new clothes and mailed them off along with letters and pictures.

The "Kindness Club" was very popular with students and with the new friends they made. Club members walked to the local retirement community and spent Friday afternoons with elderly community members who led planned activities. Both the students and their elderly friends benefited from this experience and all are excited to continue with this in the years to come!

Of those students who attended clubs regularly, 93% showed growth in mathematics, and 98% showed growth in reading. While 36% of 3rd-6th grade students who did not participate in afterschool clubs tested proficiently in reading on the Iowa Assessments, 84% of 21st Century club participants tested proficiently on those tests. Equally notable is that of the regular attending students, 89% showed an improvement throughout the year in homework completion and class participation, and 82% showed improvement in behavior.

These successes are an important component of the positive effects of enrichment programs. Another success of this program is in the growing number of partners in the community that have shown their

enthusiasm and belief in the worthy work that is being done with these students through the Enrichment Clubs.

The impact of the programming is proving to be far-reaching as the program continues to bring excitement into the school days. Not only the students, but teachers, parents, volunteers, and staff are noticing how much fun everyone is having with smiles, laughter, and play. Students are building friendships with children in other grades, gaining respect for all involved, learning about teamwork, gaining self-confidence, and relieving stress. Teachers and staff are impressed with the extension of classroom learning to real world skills, and parents are pleased that their children have a safe place to avoid any risky after school behavior. It is quite clear that 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

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://nishbd.socs.net/vnews/display.v/ART/5a1c7fd95642c?in_archive=1

Additional dissemination will occur through school meetings. It will be presented at the December School Board meeting, the December School Improvement Advisory Committee, and at the December teachers' personal development meeting. The evaluation will also be emailed to current teachers, staff, and parent emails, 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

It is recommended that the Family Literacy Goal related to Objective 3 be changed to a more attainable percentage. The current objective and goal is 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. In 2017-18, this percentage increased to 50%. Even though the percentage increased significantly, it may be more realistic yet still effective to strive for 75% of parents to attend these functions.

Recommendations on Future Plans for Change.

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

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