

**Local Evaluation for *Hamburg Community School District*  
2019-2020**

**Overview**

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 9-13 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring .

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

The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2019-2020>. The form must be completed and submitted in Word format.

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

Required Section	Complete?
<b>1. General Information</b>	X
<b>2. Introduction/Executive Summary</b>	X
<b>3. Demographic Data</b>	X
<b>4. GPRA Measures</b>	X
<b>5. Local Objectives</b>	X
<b>6. Anecdotal Data</b>	X
<b>7. Sustainability Plans</b>	X
<b>8. Summary and Recommendations</b>	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	12-30-2020
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 10	
Cohort 11	Marnie Simons Elementary School
Cohort 12	
Cohort 13	
Cohort 14	
Additional Information from Grantee (optional)	

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

## 2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	x
• Needs Assessment Process	x
• Key People Involved	x
• Development of Objectives	x
Program Description	x
• Program days and hours	x
• List of activities	x
• Location of centers	x
• Attendance requirements	x
• 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 126 students PK through 6th grades in 2019-2020. 71% of the students qualify for free or reduced lunch, and 18% of the students are identified as special education.

Prior to applying for 21<sup>st</sup> 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 2019-2020 school year, the following clubs were made available:

Robotics: LEGO, Wedo, Cubelets, Ozobots

STEM (with 4H Extension office): Cooking, Science lessons, Arts and Crafts

Art history lessons with activities

LEGO: Free building, LEGO kits

Perler/Hemma Beads

1st Grade Club

Library Service Learning

Farm Chores

Readers Theatre

Magic Club (math based)

Reading Room

Homework Club (includes tutoring)

Arts and Crafts (paired with a book): Loom bands, Painting, Drawing, Shrinky Dinks, and Craft Kits

Wreck this Journal

Guitar

Board Games

## Outdoor and Gym Games

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. A Family Math Night was offered this year to engage parents in their child's learning.

The 2019-2020 school year proved to be another challenging one for the Hamburg school district. In March, nearly to the exact day of the one-year anniversary of the floods, came the announcement that students and staff were being sent home for 30 days to engage in remote learning. As it turns out, that was the end of in-person instruction for the remainder of the year. Staff, students, and parents discovered ways to overcome the challenges that arose from the COVID-19 pandemic which forced the district to quickly pivot and adapt to a new way of doing business. This marked the end of Enrichment Clubs for the year, yet despite the setbacks, there was still measurable success.

Due to the COVID-19 pandemic, spring FAST testing did not take place. Fortunately, it is a priority of the Hamburg staff to get all students tested on the FAST for all three testing periods: fall, winter, and spring. This proved to be extremely valuable this year, allowing us to have an indication of growth using a pre and post score, from fall to winter. One can only imagine what growth would have been demonstrated if students had experienced a typical school year including regular instruction and spring testing.

In 2019-20, 55% of all 1st through 6th graders attended an Enrichment Club. This is higher than last year. Of the program participants, 82% were regular attendees. This was a notable increase of 13% from last year. Of those students who attended clubs regularly, 92% showed growth in mathematics, and 89% showed growth in reading. Of regular attending students, 57% were at benchmark in math in the fall, and by winter 65% were at benchmark. For these same students, 46% were at benchmark in reading in the fall, and 54% were at benchmark at the winter testing. Equally notable is that of the regular attending students, 95% showed an improvement throughout the year in homework completion and class participation, and 97% showed improvement in behavior. These figures are high, just as they were in the previous year. These successes are an important component of demonstrating the positive effects of enrichment programs. Another success of this program is in the growing 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. Three new partners were added just this year.

In its fourth year, despite the 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?
2019-2020 School Year Attendance Tables	X
• 2019-2020 School Year Attendance Summary Table	X
• 2019-2020 School Year Attendance Ethnicity Table	X
• 2019-2020 School Year Attendance Special Needs Table	X
Summer of 2019 Attendance Tables	X
• Summer of 2019 Attendance Summary Table	X
• Summer of 2019 Attendance Ethnicity Table	X
• Summer of 2019 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

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

21 <sup>st</sup> CCLC Program 2019-2020 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All			
	Regular*			
Cohort 11	All	49	20	29
	Regular*	40	15	25
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			

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

21 <sup>st</sup> CCLC Program 2019-2020 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 10	All						
	Regular*						

<b>Cohort 11</b>	All	49	0	0	0	0	0
	Regular*	40	0	0	0	0	0
<b>Cohort 12</b>	All						
	Regular*						
<b>Cohort 13</b>	All						
	Regular*						
<b>Cohort 14</b>	All						
	Regular*						

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

21 <sup>st</sup> CCLC Program 2019-2020 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
<b>Cohort 10</b>	All			
	Regular*			
<b>Cohort 11</b>	All	0	34	10
	Regular*	0	26	8
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	All			
	Regular*			

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

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

21 <sup>st</sup> CCLC Program Summer 2019 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
<b>Cohort 10</b>	All			
	Regular*			
<b>Cohort 11</b>	All	0	0	0
	Regular*	0	0	0
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	All			
	Regular*			

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



21 <sup>st</sup> CCL Program Summer 2019 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>							
Cohort		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	All						
<b>Cohort 10</b>	Regular*						
	All						
<b>Cohort 11</b>	Regular*	0	0	0	0	0	0
	All	0	0	0	0	0	0
<b>Cohort 12</b>	Regular*						
	All						
<b>Cohort 13</b>	Regular*						
<b>Cohort 14</b>	All						
	Regular*						

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

21 <sup>st</sup> CCLC Program Summer 2019 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>				
Cohort		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	All			
	Regular*			
<b>Cohort 11</b>	All	0	0	0
	Regular*	0	0	0
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	All			
	Regular*			

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

#### Attendance Discussion.

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

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

Of the **89** students attending Marnie Simons Elementary in grades 1<sup>st</sup> through 6<sup>th</sup> in 2019-2020, **49** attended one or more Enrichment Clubs. This is **55%** of the students, more than half of the 1<sup>st</sup>-6<sup>th</sup> population, and a higher percentage than last year. Of these 49 students, **29** were female (**59%**) and **20** were male (**41%**). **69%** of these students received free and/or reduced lunch, and **20** of the 49 (**20%**) had Individualized Education Plans. Both of these percentages are extremely close to the elementary school percentages as a whole.

Of the 49 program participants, **40** are considered Regular Attendees (**82%**), having attended clubs at least 30 times. This is up from 69% last year, a strong increase of 13%. In the previous school year, changes were made to the design of the program in hopes of increasing and keeping attendance high, and it seems to have been successful. 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.

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 2019-2020 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 wonderful 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.

Of the **40** Regular Attendees, there were **25** females (**62.5%**) and **15** males (**37.5%**). **65%** of these regular attendees received free and/or reduced lunch, and **8** of the 40 (**20%**) had Individualized Education Plans.

Of the **34** free and/or reduced lunch students that took part in the clubs, **26** of them (**76%**) attended regularly. Of the 10 students with IEP's, 8 of them (**80%**) attended clubs regularly. These high percentages tell us that 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 <sup>st</sup> CCLC Program 2019-2020 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this 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

<b>Fremont ISU Extension &amp; Outreach</b>	Full	3-5-6	Volunteers for afterschool clubs; STEM & Animal Science; Literacy Nights	\$500	1
<b>Hamburg Colonial Theatre</b>	Full	5	Provided free movie passes to after-school kids, as well as a space to put on a play	\$260	1
<b>4H</b>	Full	3-5-6	Volunteers for afterschool clubs; STEM & Animal Science	\$1500	1
<b>Department of Natural Resources</b>	Full	3-5-6	Volunteers led outdoor education club	\$750	1
<b>Hamburg Music Boosters</b>	Full	5	Provide goods.	\$250	1
<b>Bluffers Sports Cards</b>	Full	8	Allowed us to use their store front during trick-or-treat event	\$100	1
<b>Stoner Drug Co.</b>	Full	3-5	Provided programming as well as gift certificates to the soda fountain	\$100	1
<b>University of Iowa Wildlife Camp</b>	Full	3-4-5	Programming	\$2500	1
<b>Assessment Solutions for Education</b>	Vendor	1	External evaluation		1
<b>Grape Community Hospital</b>	Full	3	Programming	\$500	1
<b>Iowa Agriculture Literacy Foundation</b>	Full	3	Provided their series of farm books which are used in programming	\$500	1
<b>Fremont County Sheriffs Office</b>	Full	3	Programming	\$100	1
<b>Hamburg Youth Sports</b>	Full	3	Were to assist at the end-of-the-year youth track meet	\$200	1

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

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

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

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

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	x
<ul style="list-style-type: none"> <li>• Summary of partnerships table.</li> </ul>	x
<ul style="list-style-type: none"> <li>• Total <del>unpaid and paid partners.</del> (all partner types)</li> </ul>	x
<ul style="list-style-type: none"> <li>• Efforts to recruit partners.</li> </ul>	x
<ul style="list-style-type: none"> <li>• Highlights of partnerships.</li> </ul>	x
<ul style="list-style-type: none"> <li>• How partnerships help program serve students.</li> </ul>	x

Although a small community, Hamburg has numerous entities backing the afterschool programming. Seventeen strong partners have emerged; this is three more than the previous year which speaks to the on-going strength of the program, and the endless encouragement this community offers toward the education of its children. Sixteen are full partners working with the local programming at no cost to the program. 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.

The University of Iowa Wildlife Camp has always been a highlight for the students. The camp runs for five, 8-hour days at Waubonsie State park, allowing students to spend time in nature, while with friends away from video games and screen time. Unfortunately, camp was not attended this year. It was scheduled, but both the University and Hamburg school programs were cancelled.

Bluffers Sports Cards was a new partner this year. They allowed the use of their store front for the trick-or-treat event which premiered this year.

Another new partner, Hamburg Colonial Theatre, offered the use of their theatre for the Drama club to perform their play, which was scheduled for the end of the school year. The students had rehearsed and were prepared to perform, but unfortunately this had to be cancelled due to the pandemic.

The district has a terrific 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, facilities, and other items to support celebrations, provide goods to enhance the educational programs, support low 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, more than in the past.

The first family night was held in conjunction with Hamburg's Kawanis' annual "Trick-Or-Treat on Main Street." For a Halloween celebration, companies throughout the town, including many program partners, set up tables on main street; families from the Hamburg community came to trick-or-treat. This year the after-school program hosted a table. It was an informal setting that allowed for casual conversation and interaction with parents and students throughout the event. In addition, the after-school kids worked to create special "Ghost" tootsie-pops to hand out to everyone the night of the event. It was a wonderful opportunity to interact with a majority of the families in the after-school program, including those that may not have felt as comfortable attending a more structured night of activities. Twenty-three families attended this event, including thirty-one students from the after-school program and thirty parents or guardians.

Family Math Night was held in partnership with the school's title math program. It was once again a Family Casino Math Night, designed for families to come solve math problems, play games, win prizes, and have dinner. Throughout the evening students and their families worked to solve math problems, winning tickets. These tickets were then redeemed to play casino games to win prizes at the end of the night. As in the past, it was an enjoyable and successful evening. In all, ten after-school families joined in the 2019-2020 Math Night fun, including twelve students from the after-school program and fourteen parents or guardians.

To promote and highlight the program's physical activities, an end of the year after-school track meet was scheduled. The after-school students planned to train, learning about running and field events. It

was to culminate in a track meet with families invited to come watch and cheer them on. Unfortunately, it was cancelled due to school closings related to COVID-19.

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, 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. In years past, it has been evident from the surveys that parents are pleased with the afterschool programming, most notably with the structure, logistics, and impact of the clubs, and the quality of staff and club leaders. This feedback is used in planning and program design. Parent surveys were sent out this past year, but due to the COVID-19 pandemic and end-of-year turbulence, none were returned.

#### 4. GPRA Measures

For 2019-2020, the US DOE has indicated that 21<sup>st</sup> CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

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

#### GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
<b>GPRA Measures 1-3 – Improvement in Mathematics</b>			
<b>Assessment Tool Used: FAST aMath</b>			
1. The number of elementary 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.	37	34	92%
2. The number of middle/high school 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21 <sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.	37	34	92%
<b>GPRA Measures 4-6 – Improvement in English</b>			
<b>Assessment Tool Used: FAST aReading</b>			
4. The number of elementary 21 <sup>st</sup> Century regular program participants who improved in English from fall to spring.	37	33	89%
5. The number of middle/high school 21 <sup>st</sup> Century regular program participants who improved in English from fall to spring.			



<b>GPRA Measures</b>	<b>Number of Regular Student Attendees Needing Improvement</b>	<b>Number of Students Who Improved</b>	<b>Percentage of Students Who Improved</b>
<b>6. The number of all 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>	37	33	89%
<b>GPRA Measures 7-8 – Improvement in Proficiency</b>			
<b>Assessment Tool Used: FAST aReading</b>			
<b>7. The number of elementary 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in reading.</b>	20	4	20%
<b>8. The number of middle/high school 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in mathematics.</b>			
<b>GPRA Measures 9-11 – Homework and Class Participation</b>			
<b>Assessment Tool Used: Teacher Survey</b>			
<b>9. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	39	37	95%
<b>10. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>			
<b>11. The number of all 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	39	37	95%
<b>GPRA Measures 12-14 – Student Behavior</b>			
<b>Assessment Tool Used: Teacher Survey</b>			
<b>12. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	39	38	97%
<b>13. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
<b>14. The number of all 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	39	38	97%

#### GPRA Measures Discussion.

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

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

- Administered in the fall, winter, 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. Fortunately, it is a priority of the Hamburg staff to get all students tested on the FAST for all three testing periods: fall, winter, and spring. This proved to be extremely valuable this year, allowing us to have a pre and post score, from fall to winter. Due to the COVID-19 pandemic, spring testing did not take place. These testing periods allowed for 41 out of the 49 program participants to have a pre and post FAST score in both reading and math.

Math performance highlights:

- Of the **41** students with pre- and post-scores, **21 (51%)** were at benchmark in the Fall.
- Of those **41**, **24 (59%)** were at benchmark in the Winter.
- Of those **41**, **37 (90%)** showed growth from Fall to Winter.
- Of the **20** students below benchmark in the Fall, **6 (30%)** moved above benchmark in the Winter testing.

- Of the **41** students with pre- and post-scores, **37** were Regular Attendees, and **21 (57%)** of those Regular Attendees were at benchmark in the Fall.
- Of those **37** Regular Attendees, **24 (65%)** were at benchmark in the Winter.
- Of those **37** Regular Attendees, **34 (92%)** showed growth from Fall to Winter.
- **16** of the Regular Attendee students were below benchmark in the Fall, and of those students, **6 (38%)** moved above benchmark in the Winter.
  
- Of the **41** students with pre- and post-scores, **4** were non-Regular Attendees, and **0 (0%)** of those non-Regular Attendees were at benchmark in the Fall.
- Of those **4** non-Regular Attendees, **0 (0%)** were at benchmark in the Winter.
- Of those **4** non-Regular Attendees, **3 (75%)** showed growth from Fall to Winter.
- All **4** of the non-Regular Attendee students were below benchmark in the Fall, and of those students, **0 (0%)** moved above benchmark in the Winter.

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. This took place in the short span of a few months. One would think that even greater growth and higher performances would have occurred if this had been a routine school year with typical instruction and 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 **41** with pre- and post-scores, **19 (46%)** were at benchmark in the Fall.
- Of those **41**, **22 (54%)** were at benchmark in the Winter.
- Of those **41**, **36 (88%)** showed growth.
- Of the **22** students below benchmark in the Fall, **4 (18%)** moved above benchmark in the Winter testing.
  
- Of the **41** students with pre- and post-scores, **37** were Regular Attendees, and **17 (46%)** of those Regular Attendees were at benchmark in the Fall.
- Of those **37** Regular Attendees, **20 (54%)** were at benchmark in the Winter.
- Of those **37** Regular Attendees, **33 (89%)** showed growth from Fall to Winter.

- **20** of the Regular Attendee students were below benchmark in the Fall, and of those students, **4 (20%)** moved above benchmark in the Winter.

Of the 38 students with pre- and post-scores, **4** were non-Regular Attendees, and **2 (50%)** of those Regular Attendees were at benchmark in the Fall.

- Of those **4** non-Regular Attendees, **2 (50%)** were at benchmark in the Winter.
- Of those **4** non-Regular Attendees, **3 (75%)** showed growth from Fall to Winter.
- **2** of the non-Regular Attendee students were below benchmark in the Fall, and of those students, **0 (0%)** moved above benchmark in the Winter.

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 these students, most notably with those who were regular attendees of the enrichment programs. As with math, this took place in the short span of a few months, and one would think that even greater growth and higher performances in reading would have occurred if this had been a routine school year with typical instruction and testing. Reading 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.

There are other indications of success for those regularly attending students based upon teacher reports. Teachers confirm that of the Regular Attendees, **95%** showed an improvement throughout the year in homework completion and class participation, and **97%** showed improvement in behavior. These figures are high, just as they were in the previous year. These percentages are worthy of praise and are an important aspect of the positive effects of enrichment programs.

## 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 2019 and the Spring of 2019.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	x
<ul style="list-style-type: none"> <li>• Rating of each Objective as listed below.</li> </ul>	x
<ul style="list-style-type: none"> <li>• Full Methodology used for measurement.</li> </ul>	x
<ul style="list-style-type: none"> <li>• Justification for Rating</li> </ul>	x
Local Objectives Discussion	x

### Local Objectives Data Tables.

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

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

**Cohort 10 Table**

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
<b><i>Objective 1: Improve student learning in math and reading.</i></b>	Objective 1: Did not meet but made progress toward the stated objective.	<p>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 Statewide Assessment of Student Progress (ISASP).</p> <p>In 2014-15, 66% of 3<sup>rd</sup> through 6<sup>th</sup> grade students were proficient in reading. In 2018-19, 69% of 3<sup>rd</sup>-6<sup>th</sup> graders were proficient.</p> <p>In 2014-15, 56% of 3<sup>rd</sup>-6<sup>th</sup> grade students were proficient in math. In 2018-19, 71% of 3<sup>rd</sup>-6<sup>th</sup> graders were proficient in math.</p> <p>In 2019-20, the ISASP was not administered to students, due to the COVID-19 pandemic.</p> <p>Based upon 2018-19 results (which are the most recent at this point) 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> <p>It is anticipated that the ISASP will be administered once again during the 2020-21 school year.</p>
<b><i>Objective 2: Improve student behavior and participation percentages in school programs.</i></b>	Objective 2: Did not meet but made progress toward the stated objective.	Objective 2: A social-behavioral goal was set for this objective: By June 2019, 85% of students will have participated in an

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
		<p>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 1<sup>st</sup>-6<sup>th</sup>, 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 1<sup>st</sup>-6<sup>th</sup> 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 1<sup>st</sup>-6<sup>th</sup> took 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 1<sup>st</sup>-6<sup>th</sup> took part in at least one enrichment program, which is 55% of the students. This is an increase of 8% from the previous year, yet still below the ultimate goal, demonstrating that in this 4<sup>th</sup> year of the program, the district did not meet but made progress towards an 85% participation rate.</p>
<p><b><i>Objective 3: Increase the engagement of parents and provide educational opportunities for them.</i></b></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.</p> <p>In 2016-17, the baseline year for this measure, of the 86</p>

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
		<p>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 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. Although this is a decrease from last year, it is an increase of 2% since 2016-17, thus progress towards the goal is being made based upon the 2016-17 baseline year.</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

## 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

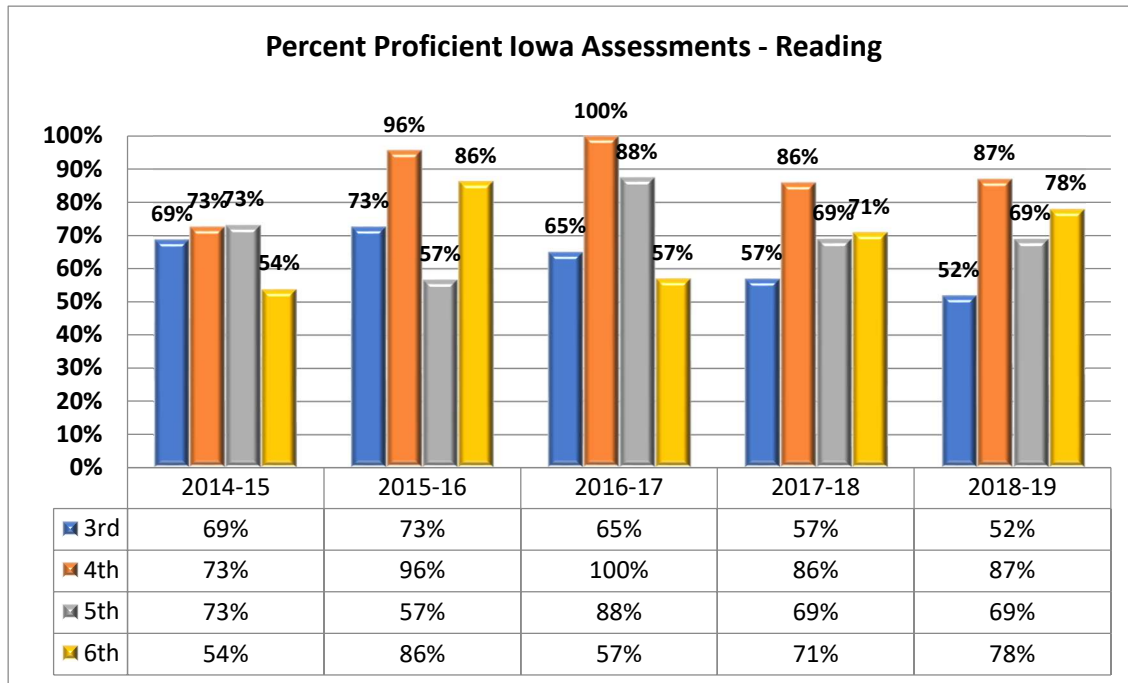
## Remember to include a Local Objectives discussion

**Objective 1: Academics**

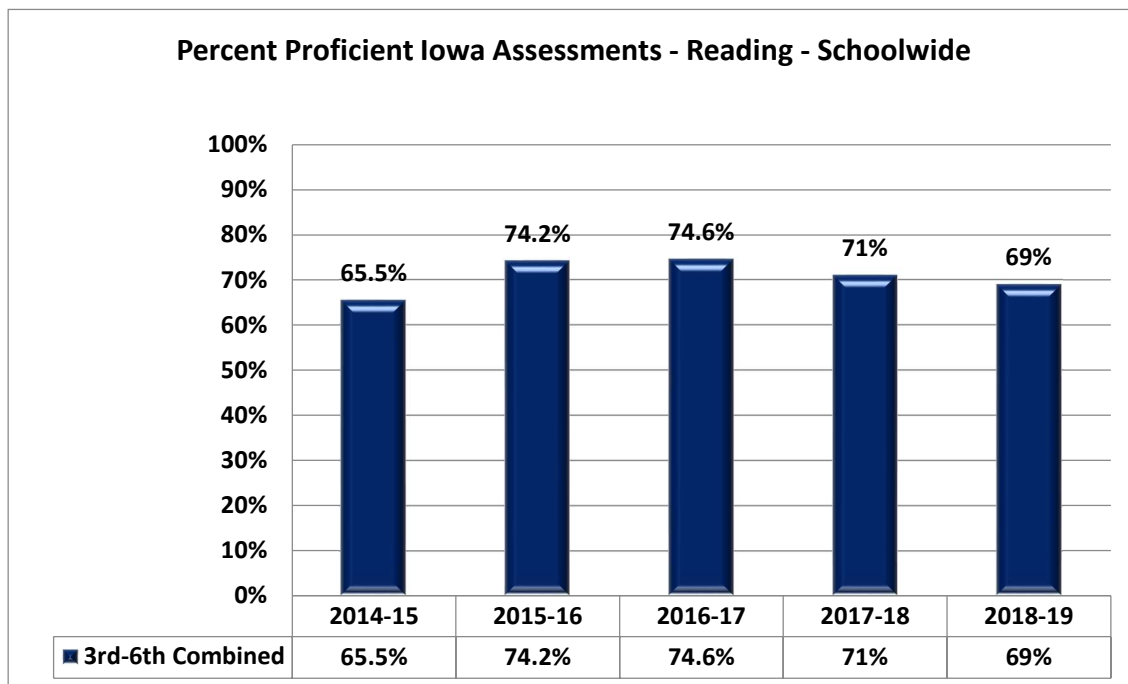
The Hamburg district had many students in their district struggling to meet the Iowa Core Standards in reading and mathematics as measured by the Iowa Assessments, CBM's, FAST, and BVSD Screener, increasing their likelihood of dropping out of school. The district identified factors that were contributing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

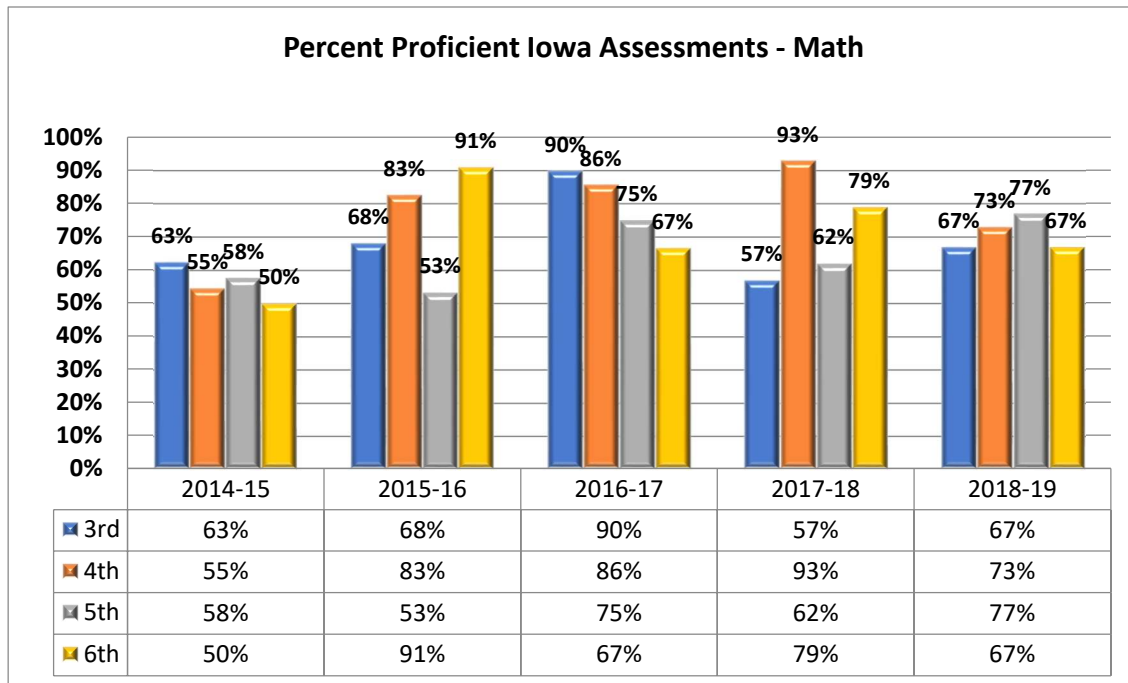
**Academic Goal:** By June 2019, 80% of students will be proficient in reading and math as measured by the Iowa Assessments. *Note: The Iowa Statewide Assessment of Student Progress (ISASP) was not administered in the Spring of 2020, due to the COVID-19 pandemic. With no other standardized tests given that Spring, Objective 1 is being measured with the most recent ISASP data that was administered in the Spring of 2019. It is anticipated that the ISASP will once again be given to the students in the Spring of 2021.*



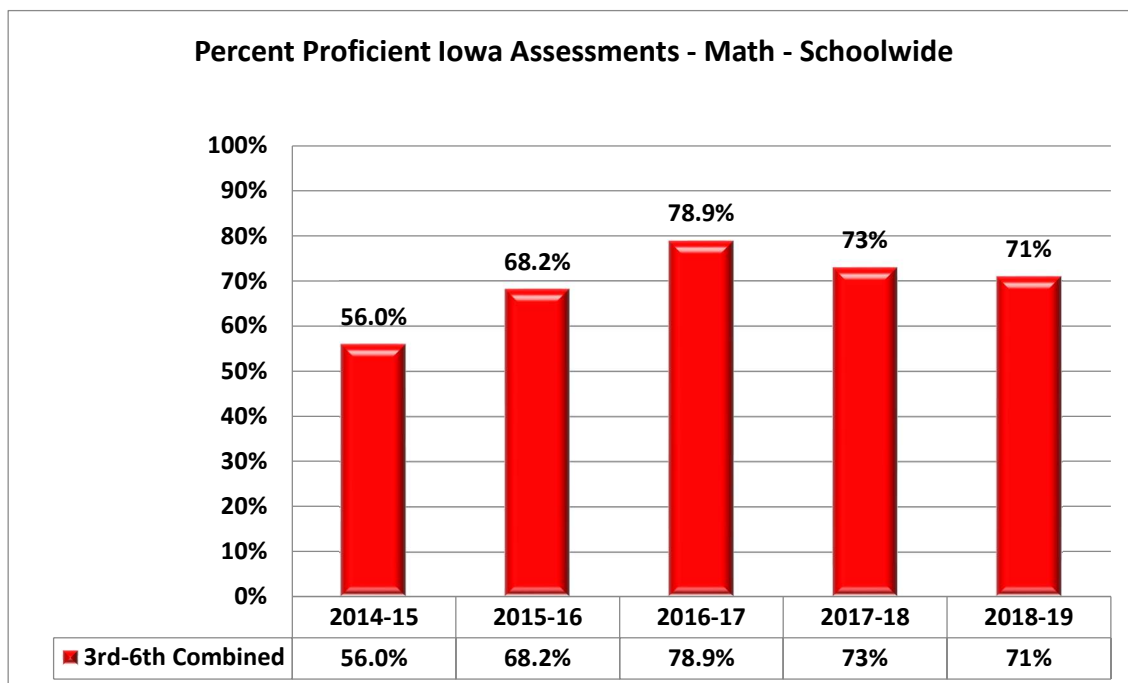
The above chart shows a five-year trend for percent of students proficient in reading, for grades 3rd through 6th. With such small numbers of students tested each year, it may be more informative to look at 3rd through 6th graders as a whole.



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



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.



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

Other assessments were given to students in the Fall and Winter of the 2019-2020 the school year, and the following are highlights:

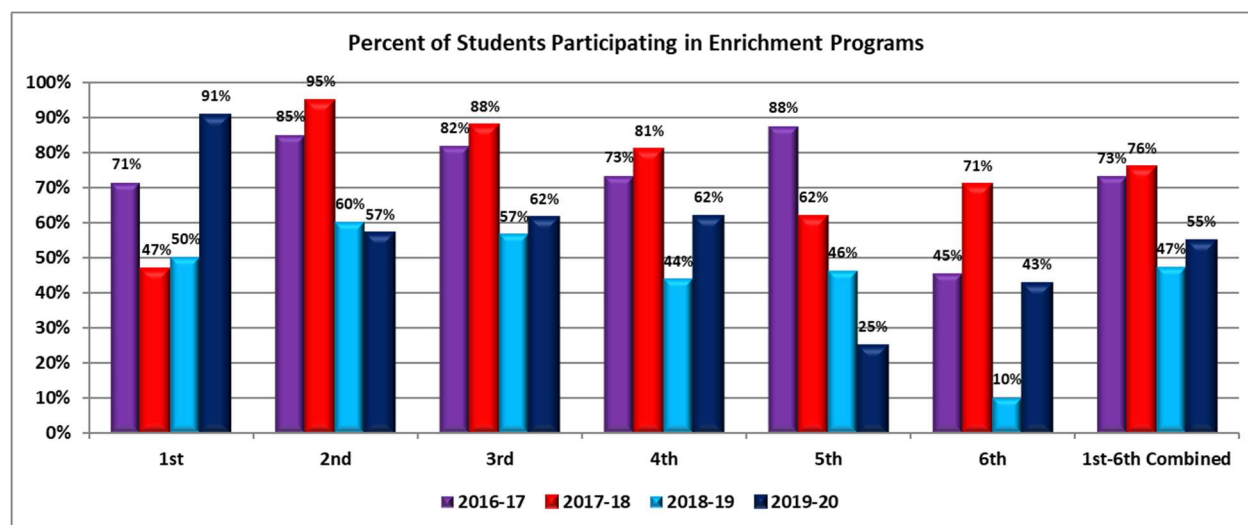
- In math, **90%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST
- 92%** of regular attenders showed a gain, and **75%** of non-regular attenders showed a gain
- For all attendees in math, **51%** were at benchmark on the FAST at fall testing, and by winter **59%** were at benchmark, a gain of **8%**
- For regular attendees in math, **57%** were at benchmark on the FAST at fall testing, and by winter **65%** were at benchmark, a gain of **8%**
- For non-regular attendees in math, **0%** were at benchmark on the FAST at fall testing, and by winter **0%** were at benchmark
  
- In reading, **88%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST
- 89%** of regular attenders showed a gain, and **75%** of non-regular attenders showed a gain
- For all attendees in reading, **46%** were at benchmark on the FAST at fall testing, and by winter **54%** were at benchmark, a gain of **8%**
- For regular attendees in reading, **46%** were at benchmark on the FAST at fall testing, and by winter **54%** were at benchmark, a gain of **8%**
- For non-regular attendees in reading, **50%** were at benchmark on the FAST at fall testing, and by winter **50%** were at benchmark

### **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 an increase in participation in grades 1st-6th combined this past year, with over half of the students participating in enrichment programs. This increase occurred in grade levels 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup>. These increases in participation were quite significant in grades 1<sup>st</sup>, 4<sup>th</sup>, and 6<sup>th</sup>. This objective has not been met but is once again experiencing an upward trend.

### 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 2019-2020 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 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.

This past year, in lieu of a family literacy night, a Family Math Casino Night was held in partnership with the school with 14 parents attending. With a total of 53 parents eligible to attend these events, these 14 participants represent 26% of all parents. This is a decrease of 36% from the previous year, yet an increase of 2% from the 2016-2017 baseline year.

**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 2019-2020 school year was shaping up to be a fun, busy year. This year had a high registration rate as well as incredibly high regular attendance. New partners had been brought on, and original programming was lined up leading to much excitement for the new year. We were still recovering from the previous year's natural disaster (flooding) but despite that, our kids were ready to be back and to be involved. The winter term went just as expected, and we had nearly all registered students return for the spring term.

When March rolled around, we had just begun guitar lessons, and a new group of students had started their service-learning project at the Hamburg Public Library. The COVID-19 pandemic was beginning to affect the operation of school districts, and we were informed that we would be going home for 4 weeks with the hope we would be able to return. Unfortunately, we did not.

We initiated and continued planning for summer camp, but just three days before the start of staff training, we had to cancel all summer plans. This was extremely disappointing, as our summer program is the closest many of our students come to getting a summer vacation or getting to do things outside of just sitting at home or at a daycare.

During the summer months, staff at the school assisted in delivering hot lunches every day to our students throughout the district. When we saw students, we were frequently met with questions about whether we would have clubs next year. From these quick conversations, it was easy to tell there was still excitement around the topic of clubs, even though we were not meeting at the time. It is certainly an understatement to say that we did not know that was coming our way when the school year began, but our students have proven over the last couple of years just how resilient they are.

**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
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**Remember to include a student success story**

Success Story 1: For many first graders, participating in Enrichment Clubs presents their first opportunity to interact with students above the 3rd grade while in school. In the past year, we have witnessed many of the younger students come out of their shells and become friends with older students. In return, these older students have developed their leadership skills through these friendships, and it drives them to be more helpful during the after-school time, as well.

Success Story 2: We have a student who has had an ongoing struggle with behavior issues during club time. This year, rather than take disciplinary action, we chose to give this student more responsibility; an opportunity to develop her leadership skills. Each week, during two of our five days, we allowed her to be an assistant to a leader. She greatly enjoyed getting to assist with the younger kids, as well as interacting with the adult in charge, and she knew that through her continued good behavior she would maintain her helping role on those days. Kaitlin Stockstell, Director of the After School Clubs, says, "Encouraging her to take on added responsibility and giving her a sense of purpose seems to have inspired her to make better choices throughout her after-school time."

**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. The practice was implemented because the school is not a secure building, and people can come and go as they please. The school wants parents to know their children are safe within its walls. It definitely 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. The 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 in to 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 (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.

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 STEM 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 2019-2020 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.

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

A Kindness Club met once a week, with the goal of spreading kindness and love throughout the community. Small activities took place inside the school, such as making crafts to share with teachers and staff. The Kindness Club participated in the trick-or-treat community event. Kindness Club students created the “ghost” tootsie pops that were handed out to trick-or-treaters attending the event.

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.

### Pictures



*Drama Club Kids during rehearsal*



*5<sup>th</sup>/6<sup>th</sup> Grader during service-learning time at the Hamburg Public Library*



*4<sup>th</sup> Graders creating tootsie-pop ghosts for Downtown Trick-or-Treat Night*



*The after-school table at the Downtown Trick-or-Treat Night*



*Working together to assemble LEGO kits*



*Snowman STEM challenge*



*1<sup>st</sup> – 6<sup>th</sup> Graders engaging in activities with 4H Extension Office*



*Paper Chain STEM challenge*



*LEGO STEM building challenge*

#### 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 nights, parent meetings, and parent teacher conferences has been informally collected.

Students are connecting with their community with clubs such as The Kindness Club. 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.

From the students:

*"I like clubs because we do activities I like."*

*"I like after school-clubs because we get to do fun things like LEGO kits, and they are my favorite."*

*"I do like clubs it is fun. We get to do fun stuff."*

*"The leaders are nice, and they let us do fun stuff."*

*"I like after school clubs because it has fun activities and I like snack time. I like doing slime."*

*"We get to do hemma beads! I want to do LEGO kits longer."*

*"I like it but my mom makes me come."*

*"I like clubs because sometimes we get to do dance videos during recess!"*

*"I like doing hemma beads and making them into fridge magnets."*

From the parents:

*"After-school clubs is a great alternative to having to find daycare while I'm still at work."*

*"Clubs is great, but I do wish they could get some of the older programs back like sewing."*

*"My girls were very excited about drama. Hopefully in future years we will be able to do plays again."*

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

From the partners:

*"It is always fun to come to the school to work with the students."*

*"Getting to help support the after-school program is a fun way to get involved with the school."*

*"Happy to be a part of a program that engages kids in worthwhile activities, and one that is actively involved in the community and not just the school."*

*"We love having the kids come to the library. Unfortunately, coming to the library isn't a thing many kids do anymore, so it is fun teaching them about the library and having them be invested in our public library."*

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. No surveys were collected this past year. The school year came to an end as the district and community was dealing with the COVID-19 pandemic. Surveys were sent to parents, but unfortunately none were returned. In lieu of these surveys, parent quotes from above were collected in the Fall of 2020.

**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, with three new partners added just this past year. 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 fourth year of the Hamburg 21st Century Community Learning Center program brought with it many challenges for staff, students, parents, and community partners as they dealt with yet another upheaval to a school year. Prior to the abrupt end of in-person instruction due to the COVID-19 pandemic, 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 the 2019-2020 school year, clubs were offered during the fall and a portion of the spring semester, with homework support offered both in the mornings and after school. 55% of all 1<sup>st</sup> through 6<sup>th</sup> graders attended an Enrichment Club, and of the 49 participants, 82% were Regular Attendees. It seems the previous year's 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.

Robots were introduced this year, and for many students this was their first experience with basic computer coding. Also new for Enrichment Club members was the hosting of a table at the community "Trick-Or-Treat on Main Street." For this occasion, the Kindness Club students created the "ghost" tootsie pops that were handed out to trick-or-treaters attending the event. Another new activity was the making of melt and pour soaps. The students enjoyed making small handmade soaps to share with each other, family members, and the staff at the school.

Unfortunately, two major Enrichment Club events were forced to be cancelled: the end-of-the-year track meet, which proved to be a popular event in its debut the previous year, and the Drama Club play, which was to be performed on the stage of the Hamburg Colonial Theatre.

Academically, the Enrichment Club students demonstrated success in a short amount of time, from fall to winter testing:

- In math, **90%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST, and **92%** of regular attenders showed a gain.
- For regular attendees in math, **57%** were at benchmark on the FAST at fall testing, and by winter **65%** were at benchmark.
- In reading, **88%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST, and **89%** of regular attenders showed a gain.
- For regular attendees in reading, **46%** were at benchmark on the FAST at fall testing, and by winter **54%** were at benchmark.

In both math and reading, there was 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. This took place in the short span of a few months, and one would think that even greater growth and higher performances in math and reading would have occurred if this had been a routine school year with typical instruction and testing.

There are other indications of success for those regularly attending students based upon teacher reports. Teachers report that of the Regular Attendees, **95%** showed an improvement throughout the year in homework completion and class participation, and **97%** showed improvement in behavior. These figures are high, just as they were in the previous year.

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

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 has not been met, but progress is being made. It is difficult to have a goal that is two-pronged. Proficiency could be met in one subject area and not in the other, and the objective would still be considered unmet. It would tidy up the measurement of success if either reading or math were chosen as the subject area upon which to track proficiency.

In addition, the current goal's date needs to be extended, perhaps to a 3-5 year timeframe, which would be anywhere from 2023 to 2025.

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. In 2017-18, this percentage increased to 50%. 2018-19 saw an even greater gain to 62%. In 2019-2020, the percentage dropped to 26%. This 26% is only measuring those parents who attended the Math Night (in lieu of a Literacy Night), however, if it would include any Enrichment Club activity, the percentage would be much higher, and a more accurate measure of parent engagement.

#### 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*. Rather than a once-a year review of the data related to the Enrichment Club participants, it would benefit the program to have an on-going evaluation plan in place for continual improvement.

It is recommended that Hamburg CSD continues to evaluate club participation by examining its partnerships, recruitment efforts, and program design and move forward to build upon student and parent involvement.

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.

As submitted by the Program Director:

We are certainly no strangers to adversity during our after-school program, as we were struck by the flood in 2019 and learned that together we are able to overcome anything that is put in our way. During this time, our students learned the importance of resiliency. Little did we know that exactly one year later we would, again, be required to come together and support each other. This time due to a pandemic.

In early March we were sent home, expecting the remote learning to last for thirty days. Unfortunately, it was the end of in-person instruction for the year at Hamburg. The after-school program was put on hold to allow for all focus to be on the students to help them succeed while learning at home. As director of the program, I was the only one that remained in contact with any of the after-school kids. Staff, students, and parents struggled as we adapted to using computers and iPads to help students achieve their goals.

We were unable to hold our end-of-the-year youth track meet. We were to partner with the Hamburg Youth Sports group to host it. They intended to assist in the planning, operate a concession stand, and help on the day of the track meet. Unfortunately, it was cancelled.

Another cancelled event was the Drama Club's play. They had been rehearsing and planned to put on their play at the end of the school year. The Hamburg Colonial Theatre had donated their theater space and intended to let the students perform their play on the theater's stage free of charge.

I and other staff delivered homework and daily hot meals to the students' homes. This is when I would get to see a smiling face through a window as I left items at their doors. As summer rolled around, we had hoped to avoid the spike of Covid-19 in our county, and we went full steam ahead with planning summer enrichment camp. The goal was to assist kids in academic areas in which they needed help, while trying to create a fun, educational, experience for our students. We had hoped that we would be a welcomed distraction once again in their lives.

Unfortunately, after receiving registration from nearly twenty-five students and planning daily activities and schedules, we were notified that we would not be able to have our summer program. There was a spike in Covid cases in our area; with the assistance of the county health department, our school's administration decided it would be best if we were not to have a summer program. Fortunately, I was able to continue delivering food throughout the summer which gave me the opportunity to see students, from afar, and to check in to see how parents were doing as well.

