

Local Evaluation for *Hamburg Community School District*
Iowa 21st CCLC for 2018-2019

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 2018-2019 school year. Reported data will be from the Fall of 2018 and the Spring of 2019. Data will also be reported for the Summer of 2018. 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 2018-2019>. The form must be completed and submitted in Word format. *(Note: Instructions and clarifications are shown in RED.)*

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

1. General Information

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

Basic Information Table	
Item	Information
Date Form Submitted	12-24-2019
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 9	
Cohort 10	
Cohort 11	Marnie Simons Elementary School
Cohort 12	
Cohort 13	
Additional Information from Grantee (optional)	

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 located in Hamburg, Iowa in Fremont County, in the extreme southwest corner of the state. The previous two evaluations spoke of Hamburg's devastating 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. It is now beyond belief that this community was hit again with flooding in March of 2019. The following image shows an article from *The New York Times* in which journalist Hilary Swift spoke of the school district's superintendent Mike Wells:



Flooding in Hamburg, Iowa, turned streets into canals. Hilary Swift for The New York Times

"Mike Wells, the school superintendent, whose duties, as flooding swept across the Midwest in recent days, have included running an emergency shelter in his building, helping to evacuate a retirement complex and canoeing through floodwaters to save a missing cat."

Fremont County is one of the poorest in the state of Iowa. Marnie Simons Elementary housed 133 students PK through 6th grades in 2018-2019. 67% of the students qualify for free or reduced lunch, and 17% of the students are identified as special education.



Hamburg residents receive donated meals from a Salvation Army emergency relief truck on May 29, 2019. Following major floods this spring, no operating restaurants remain in Hamburg other than a convenience and drug store, leaving most to travel to Shenandoah, 25 miles northeast, for groceries. (Photo: Olivia Sun/The Register)

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

grant application to implement the Hamburg 21st Century Community Learning Center. Through the extensive needs analysis process, it was determined the objectives of the program should focus on three areas: improving student learning in math and reading, improving student behavior and participation in school programs, and increasing the engagement of parents and provide educational opportunities for them.

The Hamburg Community Learning Center was designed following a collaborative community model. A board of directors was created as the governing body of the program. There was a combination of school personnel, learning center personnel, and two boards assuring a check and balance system. The program was structured to allow for sustainability. The governing board was 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 2018-2019 school year, 32 clubs were offered during the fall and spring semesters, with homework support offered both in the mornings and after school. The format of club offerings changed somewhat this past year. 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 three 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.

In 2018-19, 47% of all 1st through 6th graders attended an Enrichment Club. This is lower than previous years. Of those students who attended clubs regularly, 93% showed growth in mathematics, and 100% showed growth in English. Of regular attending students, 41% were at benchmark in math in the fall, and by spring 70% were at benchmark. For these same students, 30% were at benchmark in reading in

the fall, and 85% were at benchmark at the spring testing. Equally notable is that of the regular attending students, 97% showed an improvement throughout the year in homework completion and class participation, and 97% showed improvement in behavior. Both figures are higher than the previous year. 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 third year, despite the horrific set-backs experienced by residents with the March flooding, 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 dodge any risky after school behavior and are keeping busy with various activities, avoiding screen time. 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?
2018-2019 School Year Attendance Tables	x
• 2018-2019 School Year Attendance Summary Table	x
• 2018-2019 School Year Attendance Ethnicity Table	x
• 2018-2019 School Year Attendance Special Needs Table	x
Summer of 2018 Attendance Tables	x
• Summer of 2018 Attendance Summary Table	x
• Summer of 2018 Attendance Ethnicity Table	x
• Summer of 2018 Attendance Special Needs Table	x
Attendance Discussion	x
Partnerships	x
• Partnerships Table	x
• Partnerships Discussion	x
Parent Involvement Information and Discussion	x

2018-2019 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2018 and the Spring of 2019. There are separate tables for the Summer of 2018. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2018-2019 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 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All	42	15	27
	Regular*	29	12	17
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			

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

21 st CCLC Program 2018-2019 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 9	All						
	Regular*						

Cohort 10	All						
	Regular*						
Cohort 11	All	42	0	0	0	0	0
	Regular*	29	0	0	0	0	0
Cohort 12	All						
	Regular*						
Cohort 13	All						
	Regular*						

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

21 st CCLC Program 2018-2019 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All	0	35	14
	Regular*	0	24	5
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			

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

Summer of 2018 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2018 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2018 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 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All	21	8	13
	Regular*	3	3	0
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			

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

21 st CCL Program Summer 2018 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 9	All						
	Regular*						
Cohort 10	All						
	Regular*						
Cohort 11	All	21	0	0	0	0	0
	Regular*	3	0	0	0	0	0
Cohort 12	All						
	Regular*						
Cohort 13	All						
	Regular*						

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

21 st CCLC Program Summer 2018 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All	0	13	5
	Regular*	0	2	0
Cohort 12	All			
	Regular*			
Cohort 13	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 st 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"> 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 **89** students in grades 1st through 6th in 2018-2019, **42** attended one or more enrichment clubs. This is **47%** of the students. Of these 42 students, **27** were female (**64%**) and **15** were male (**36%**). **83%** of these students received free and/or reduced lunch, and **14** of the 42 (**33%**) had Individualized Education Plans, with both percentages being higher than the elementary school as a whole.

Of the 42 program participants, **29** are considered Regular Attendees (**69%**), having attended clubs at least 30 times. Once again, this year brought additional changes to the design of the program in hopes of increasing and keeping attendance high, through student sign up. 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. 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. 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 bit of a flop; the district has been flexible and able to change direction on a dime.

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 always highlight the awesome activities that take place.

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 two 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 **29** Regular Attendees, there were **17** females (**59%**) and **12** males (**41%**). **83%** of these students received free and/or reduced lunch, and **5** of the 29 (**17%**) had Individualized Education Plans.

Compared to All Attendees and Regular Attendees from last year, there was a higher participation rate this past year by free and/or reduced lunch students and students with an IEP. In addition, there was a slight increase in the percentage of regular attendees that participated 30 days or more.

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 2018-2019 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>
City of Hamburg	Full	3-4-5-6	Volunteer mentors with monthly meetings, games, and team building, club support	\$500	1
Benefiel Truck Repair and Towing	Full	4-5	Provided food and supplies for a family night	\$300	1
Fremont ISU Extension & Outreach	Full	3-5-6	Volunteers for afterschool clubs; STEM & Animal Science; Literacy Nights	\$500	1
4H	Full	3-5-6	Volunteers for afterschool clubs; STEM & Animal Science	\$1500	1
Department of Natural Resources	Full	3-5-6	Volunteers lead outdoor education club	\$750	1
Hamburg Music Boosters	Full	5		\$250	1
Northwest Missouri University	Full	6	Volunteers lead various clubs	\$500	1

Free Methodist Church	Full	3-5-6	Volunteers lead programs	\$100	1
University of Iowa Wildlife Camp	Full	3-4-5	Programming	\$2500	1
Assessment Solutions for Education	Vendor	1	External evaluation		1
Marnie Simons Elementary teachers	Vendor	7	Paid teacher time	\$1250	1
Iowa Agriculture Literacy Foundation	Full	3	Provided their series of farm books which are used in programming	\$500	1
Watson Quilters	Full	3-5-6	Volunteers for afterschool clubs	\$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.

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. (all partner types) 	x
<ul style="list-style-type: none"> Efforts to recruit partners. 	x
<ul style="list-style-type: none"> Highlights of partnerships. 	x
<ul style="list-style-type: none"> How partnerships help program serve students. 	x

Although a small community, Hamburg has a number of entities providing support to the afterschool programming. Thirteen strong partners have emerged; 11 are full partners working with the local programming at no cost to the program and 2 are paid vendors. 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, 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 continued to be a fun partnership for summer camp students. The camp ran for five, 8-hour days at Waubonsie State park. Camp leaders were from Hamburg's program, the local DNR, and leaders from University of Iowa's Nature Camps. Participants studied mammals, insects, amphibians, birds, and geology. They explored the woodland, aquatic, and prairie ecosystem while learning about the park history. For many of the Hamburg campers, this experience pushed them beyond their comfort zone, and many parents expressed appreciation for their child's opportunity to participate. Not only did it allow time spent in nature, but it allowed the students to be with friends away from video games and screen time. 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 strong 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 several years in a row.

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.

One family math night was held in partnership with the school's title math program. A Family Casino Math Night was held, designed for families to come solve math problems, play games, win prizes, and have dinner. Throughout the night 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. It was a fun and successful night with 18 after-school families attending.

To promote and highlight the program's physical activities, an end of the year after-school track meet was held. The after-school students trained, learning about running and field events. This culminated in the track meet with families invited to come watch and cheer them on. Students were awarded medals to celebrate their hard work and willingness to try something new. Thirteen parents along with numerous grandparents, aunts, and uncles were in attendance.

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

To further enhance the parental connection, parent input is encouraged and shown to be valuable when they are given an end-of-the-year survey. It is evident from the surveys that parents are pleased with the afterschool programming, most notably with the structure, logistics, and impact of the club, and the quality of staff and club leaders. This feedback is used in planning and program design.

4. GPRA Measures

For 2018-2019, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

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

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: FAST aMath			
1. The number of elementary 21 st Century regular program participants who improved in mathematics from fall to spring.	27	25	93%
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.	27	25	93%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: FAST aReading			
4. The number of elementary 21 st Century regular program participants who improved in English from fall to spring.	27	27	100%
5. The number of middle/high school 21 st Century regular program participants who improved in English from fall to spring.			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	27	27	100%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: FAST aReading			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	19	15	79%
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.	29	28	97%
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.	29	28	97%
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.	29	28	97%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	29	28	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 st CCLC Program based solely on GPRA Measures.	X

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

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

Using these criteria, the FAST aReading and aMath tests were chosen. It was a priority of the Hamburg staff to get all students tested on the FAST which allowed for 38 out of the 42 program participants to have a pre and post FAST score in both reading and math.

Math performance highlights:

- Of the **38** students with pre- and post-scores, **13 (34%)** were at benchmark in the Fall.
- Of those **38**, **23 (61%)** were at benchmark in the Spring.
- Of those **38**, **35 (92%)** showed growth from Fall to Spring.
- Of the **25** students below benchmark in the Fall, **11 (44%)** moved above benchmark in the Spring testing.

These figures exceed last year's performance.

- Of the 38 students with pre- and post-scores, **27** were Regular Attendees, and **11 (41%)** of those Regular Attendees were at benchmark in the Fall.
- Of those **27** Regular Attendees, **19 (70%)** were at benchmark in the Spring.
- Of those **27** Regular Attendees, **25 (93%)** showed growth from Fall to Spring.
- **16** of the Regular Attendee students were below benchmark in the Fall, and of those students, **9 (56%)** moved above benchmark in the Spring.

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 **38** with pre and post-scores, **10 (26%)** were at benchmark in the Fall.
- Of those **38**, **27 (71%)** were at benchmark in the Spring.
- Of those **38**, **37 (97%)** showed growth.
- Of the **28** students below benchmark in the Fall, **17 (61%)** moved above benchmark in the Spring testing.

These figures exceed last year's performance.

- Of the 38 students with pre- and post-scores, **27** were Regular Attendees, and **8 (30%)** of those Regular Attendees were at benchmark in the Fall.
- Of those **27** Regular Attendees, **23 (85%)** were at benchmark in the Spring.
- Of those **27** Regular Attendees, **27 (100%)** showed growth from Fall to Spring.
- **19** of the Regular Attendee students were below benchmark in the Fall, and of those students, **15 (79%)** moved above benchmark in the Spring.

Reading performance and growth of the Regular Attendees was impressively high. There are other indications of positive outcomes for those regularly attending students based upon teacher reports. Teachers report that of the Regular Attendees, **97%** showed an improvement throughout the year in homework completion and class participation, and **97%** 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

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 2018 and the Spring of 2019.

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 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 2018-19, 69% of 3 rd -6 th graders were proficient. In 2014-15, 56% of 3 rd -6 th grade students were proficient in math. In 2018-19, 71% 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.
<i>Objective 2: Improve student behavior and participation percentages in school programs.</i>	Objective 2: Did not meet and no progress was made 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 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 1 st -6 th , 85 of them took part in at least one

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
		<p>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. In 2018-19, 42 out of 89 students in grades 1st-6th took part in at least one enrichment program, which is 47% of the students. This is a decrease of 29%, demonstrating that in this 3rd year of the program, the district failed to make progress towards an 85% participation rate.</p>
<p><i>Objective 3: Increase the engagement of parents and provide educational opportunities for them.</i></p>	<p>Objective 3: 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. 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. This is an increase of 12%, thus progress towards the goal is being made.</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

Local Objectives Discussion.

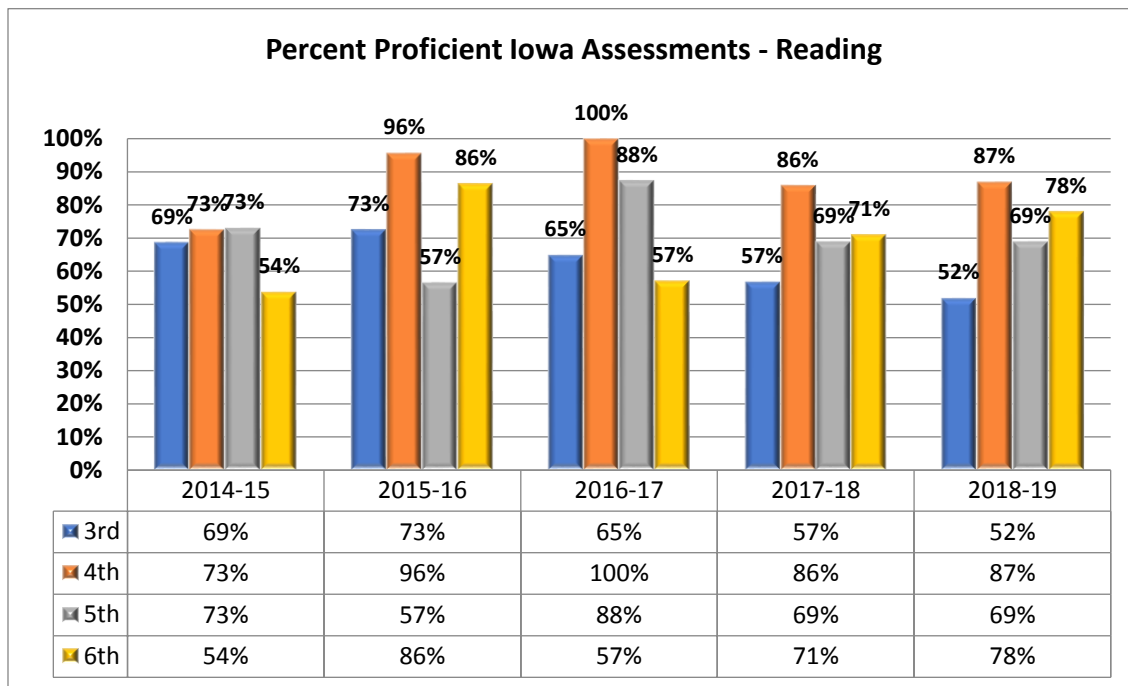
Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	x
• Improvement over more than one year as observed.	x
• Applicable graphs, tables, and/or charts.	x
• Details on methodology and ratings as needed.	x
• Clarification for objectives not met.	x
• Clarification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

Objective 1: Academics

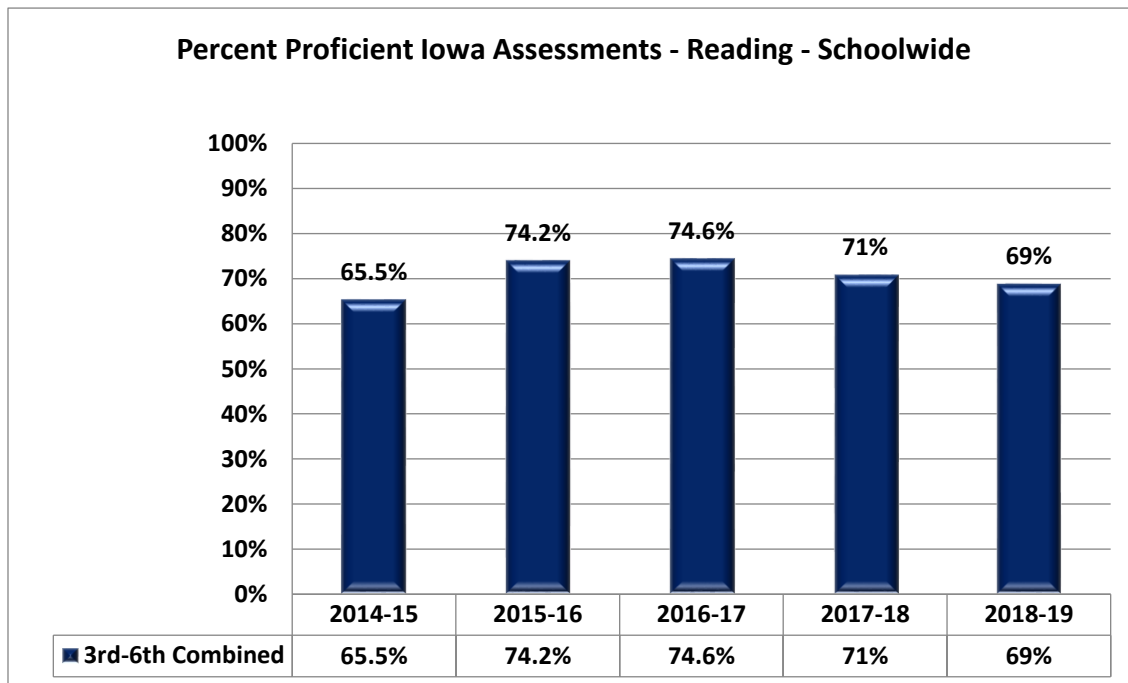
The Hamburg district had many students in their district struggling to meet the Iowa Core Standards in reading and mathematics as measured by the Iowa Assessments, CBM’s, FAST, and BVSD Screener, increasing their likelihood of dropping out of school. The district identified factors that were contributing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

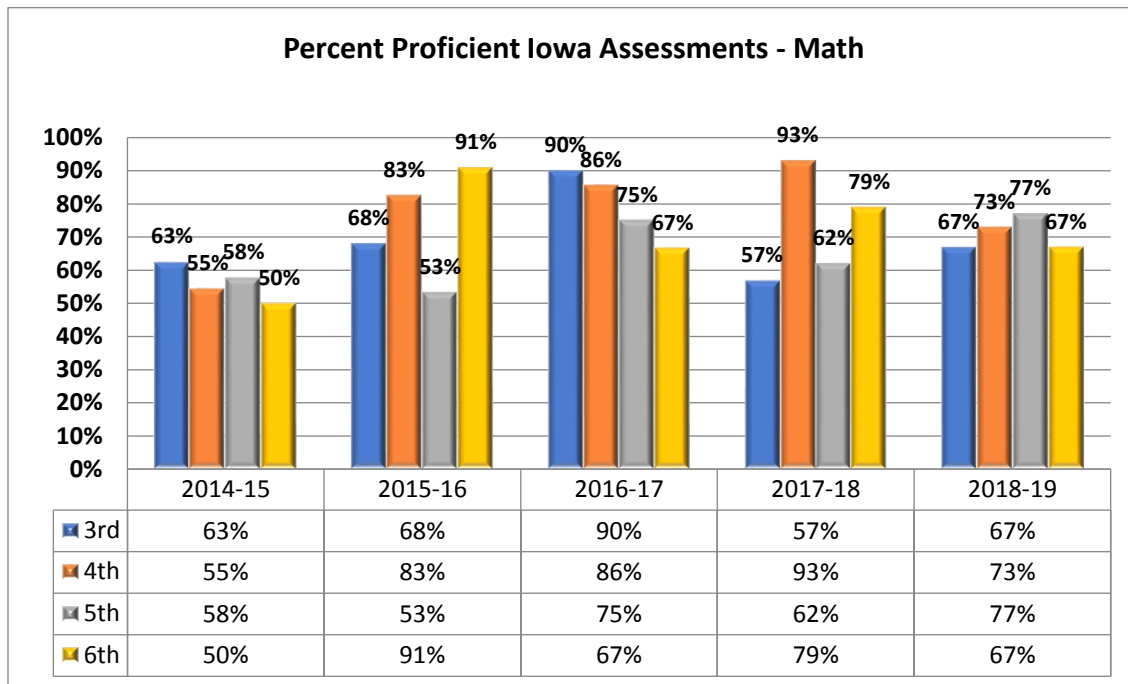
Academic Goal: By June 2019, 80% of students will be proficient in reading and math as measured by the Iowa Assessments.



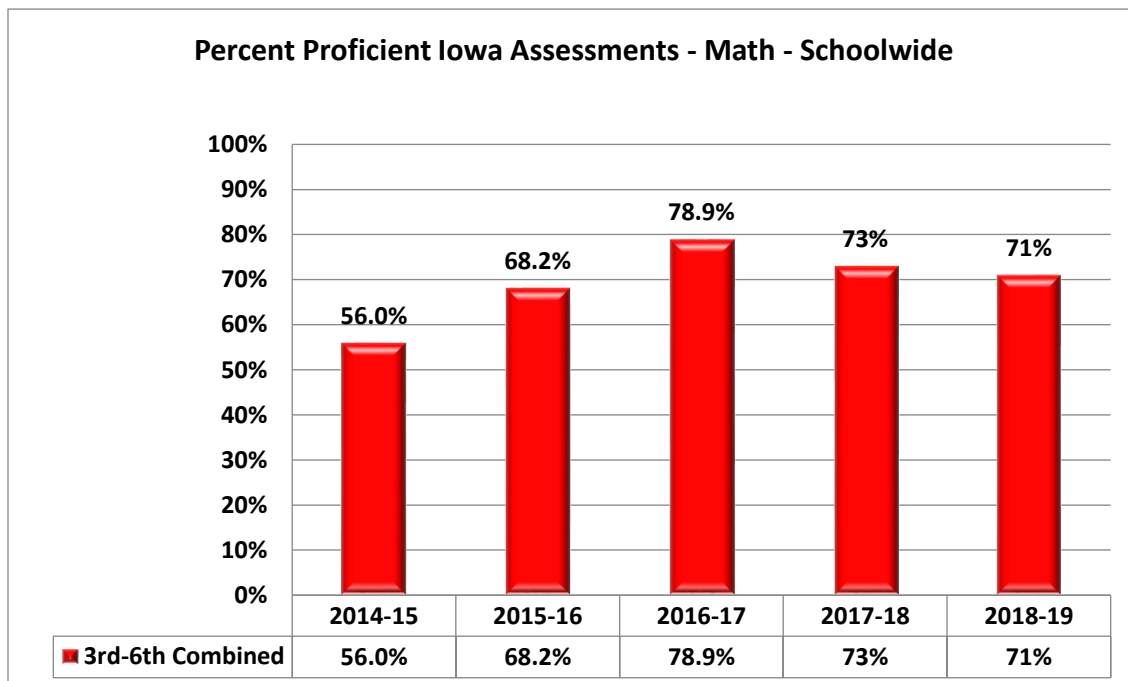
The above chart shows a five-year trend for percent of students proficient in reading, for grades 3rd through 6th. With such small numbers of students tested each year, it may be more informative to look at 3rd through 6th graders as a whole.



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

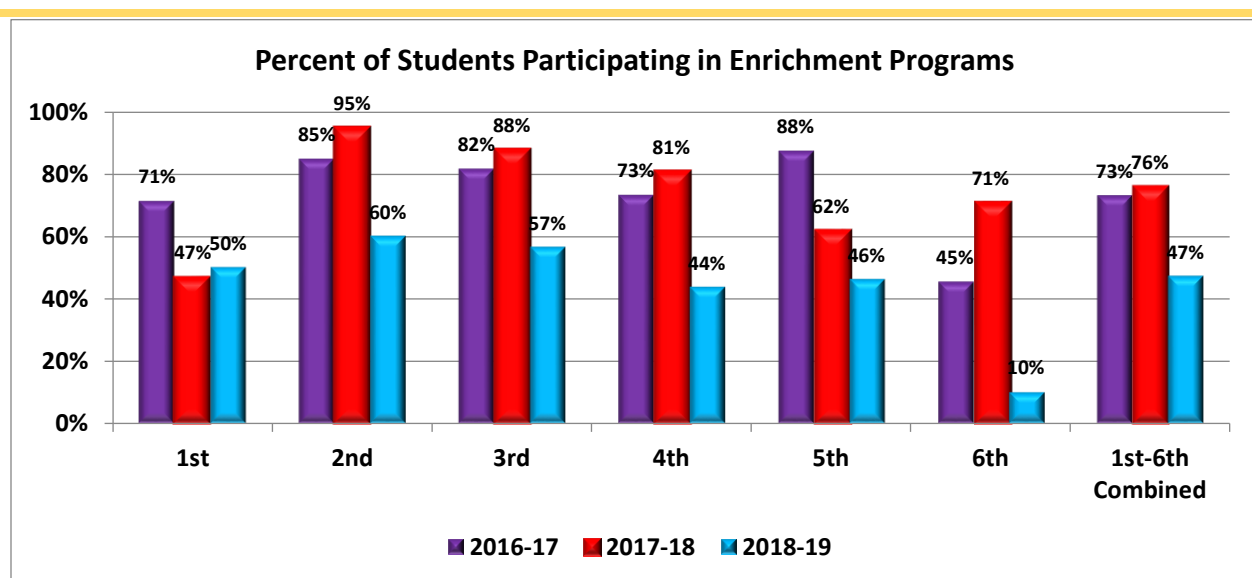
- In math, **92%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST, and **93%** of regular attenders showed a gain.
- For regular attendees in math, **41%** were at benchmark on the FAST at fall testing, and by spring **70%** were at benchmark
- In reading, **97%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST, and **100%** of regular attenders showed a gain.
- For regular attendees in reading, **30%** were at benchmark on the FAST at fall testing, and by spring **85%** 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 a dramatic decrease in participation in grades 1st-6th combined this past year. This decrease occurred at all grade levels except 1st grade. The most extensive drop in participation occurred at the 6th grade level. This objective has not been met and is experiencing a downward 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 rate for the 2018-2019 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.

In lieu of a family literacy night, a Family Math Casino Night was held in partnership with the school with 26 parents attending. With a total of 42 parents eligible to attend these events, these 26 participants represent 62% of all parents. This is an increase of 12% from the previous year and is an all-time high for parent engagement since the inception of the program.

6. Anecdotal Data

Anecdotal Data Required Elements	Complete?
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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

A student was struggling on many levels this past school year. She exhibited inappropriate behaviors and her relationships with school mates suffered. During the first semester she was involved in many instances of fighting, but by the end of the school year the fighting had ceased. Not only was she getting along better with her club mates, but she developed a group of friends that welcomed her and engaged in play every day. She even found an older student that became a mentor to her. The older student took this younger student under her wing and when struggles came up the older student was there to help and guide her back to what she should be doing.

“It just felt like what I needed to do. I have friends who help me out at times, and I thought she (the younger student) might need this as well.” -*Response of the older mentor student when asked by a leader why she took the younger student under her wing*

“She is so much more willing to participate than earlier in the year.” -*Summer leader that worked with the younger student during the school year*

“I don’t have to worry about her while doing daily activities, allowing me to help more of the other students in the program.” -*Another summer leader that worked with the younger student during the school year*

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

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 absolutely 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 helps attendance because when students sign out of homework club they must sign in to the afterschool program. Homework club is not a negative word, so it's not a punishment for student to attend and they enjoy it. It absolutely helps with student achievement. These students don't have a lot of parental support at home, so 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's not a dreaded activity and they look forward to it every day. The end-of-the-year track meet which was implemented this year was a great success.

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 offer field trips. Incorporated are earning experiences such as STEM programs, maker space, and music activities. The main purpose of the activities is to allow students to experience something new that they may not have in their own lives. Success is measured by informally surveying the kids after the program to make sure they enjoyed it and if the club they attended should be offered again. Having great programming is what keeps the students involved and attendance up. This program believes that STEM, maker space, and music activities advance hands-on learning that carries into the classroom.

Additional highlighted activities for the 2018-2019 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.

Students participated in a creative writing group which promoted literacy as well as penmanship. At the beginning of the semester students struggled to come up with ideas about which to write, but by the end of the year the group was able to easily generate their own stories within minutes.

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 most fulfilling activity was making thank you cards for the local sheriff's department. The cards were made and then presented to the sheriff's deputy who took the time from his day to visit the after-school students. He spoke to them about his job, what K-9 officers do, as well as explaining the importance of police within the community.

Pictures

Family Math Night:







End of Year After-School Track Meet:





Practicing the Shot Put:



Students Receiving Care Packages: This was at a time when the town was still without running water:



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

"It was helpful that I didn't have to find after-school childcare." – A parent of a student who attends Enrichment Programs

"I just love the clubs and I like the teachers too." – A student who attends Enrichment Programs

"My mom works and I get to spend time with friends." – A student who attends Enrichment Programs

"The homework club is such an asset for both the students needing help and the teachers who also benefit from the added instruction provided to the students." - Elementary teacher

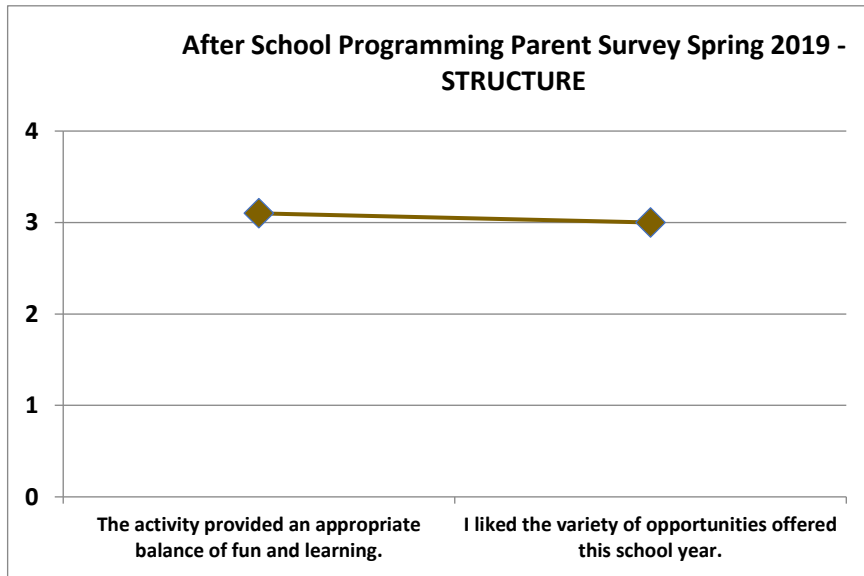
An afterschool program of this scope can only be realized with strong partners, and the Hamburg district has forged powerful relationships within its community.

"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

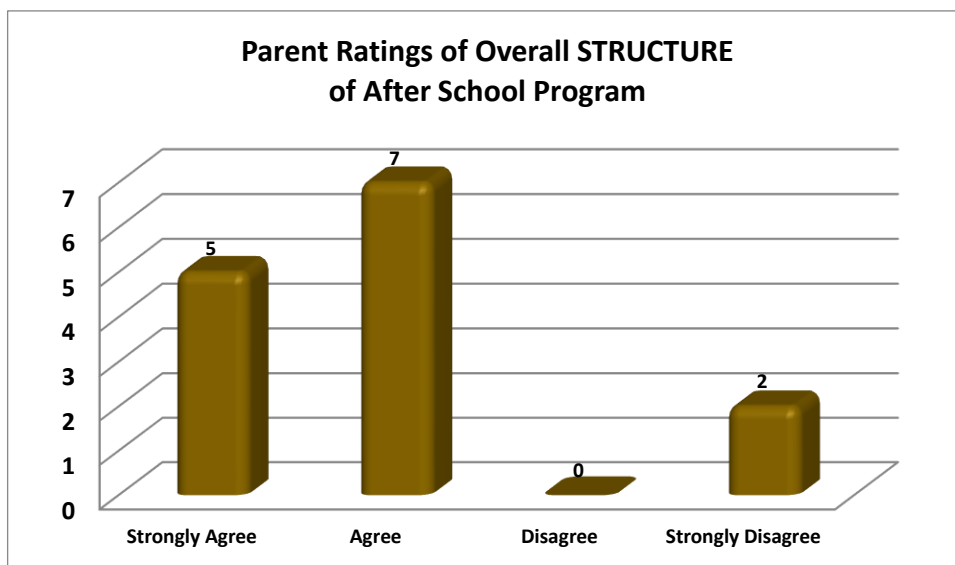
For all of this collaboration to be most effective, Marnie Simons Afterschool Program asks the students and parents for ideas regarding clubs, and takes suggestions from the community for volunteer opportunities and additional input for potential activities.

Parents are given an end-of-the-year survey, encouraging them to provide input, and demonstrating the value placed upon their feedback. Unfortunately, only seven parents responded this past year. The school year came to an end as the community was dealing with extreme flooding and displacement from homes. The stress, time, and trauma associated with this catastrophe surely influenced the participation rate for this survey.

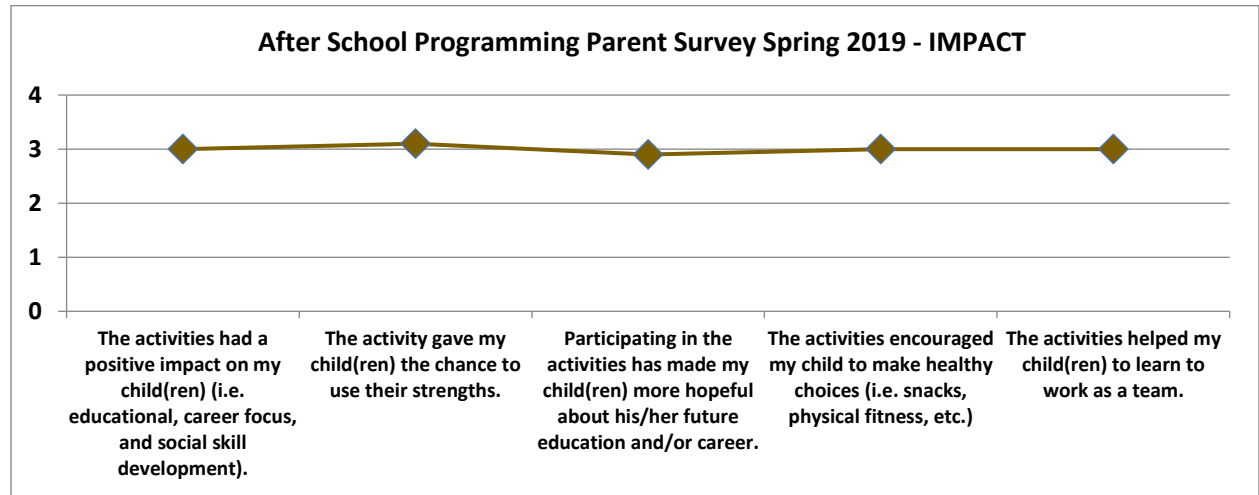
Seven parents filled out this survey, providing input regarding their perceptions of the afterschool programming, the impact of the program, the structure of the program, and overall satisfaction.



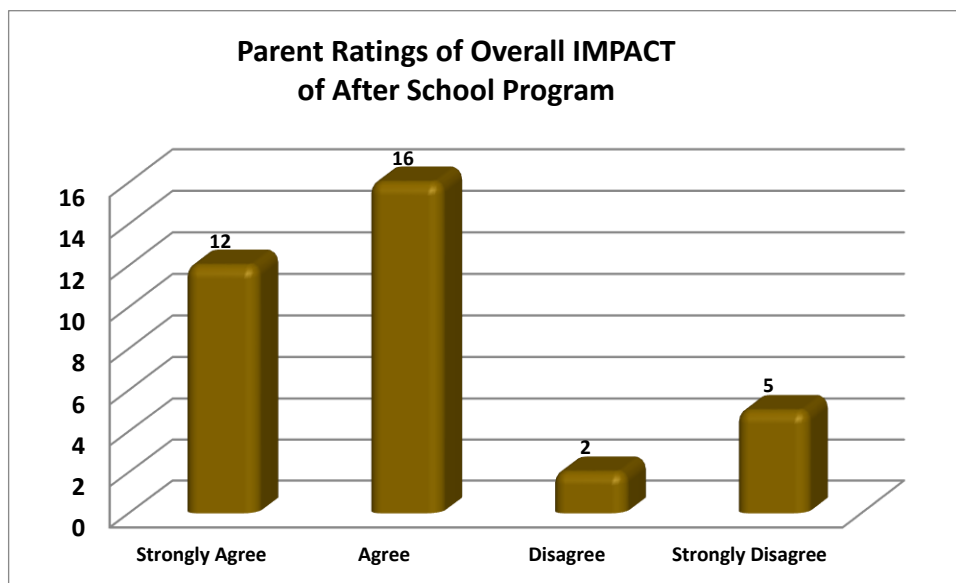
Parents were asked to respond to 2 statements, with Strongly Disagree, Disagree, Agree, or Strongly Agree. The responses were weighted and averaged. The chart above shows the average parent responses on a scale of 1-4; the higher the rating, the more agreement shown by the respondents. Parents agreed with both statements.



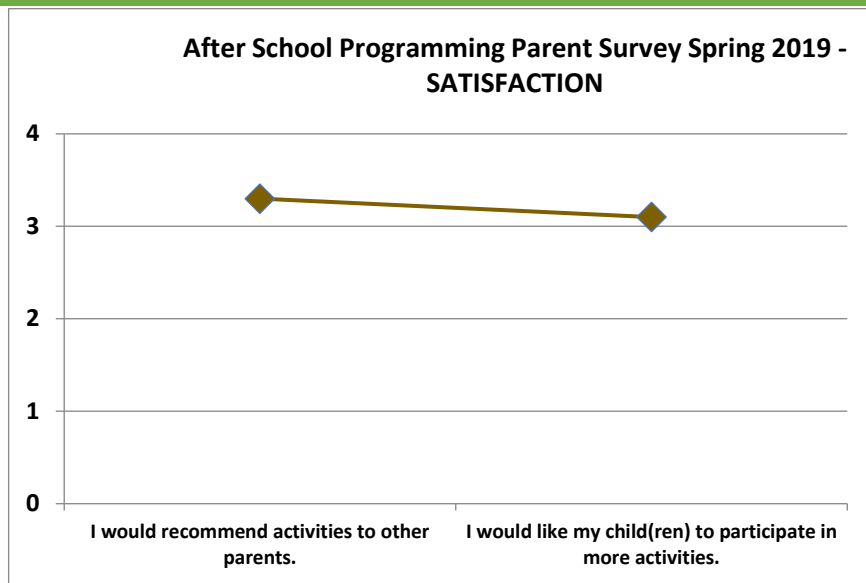
86% of responses regarding the Structure of the programming were positive.



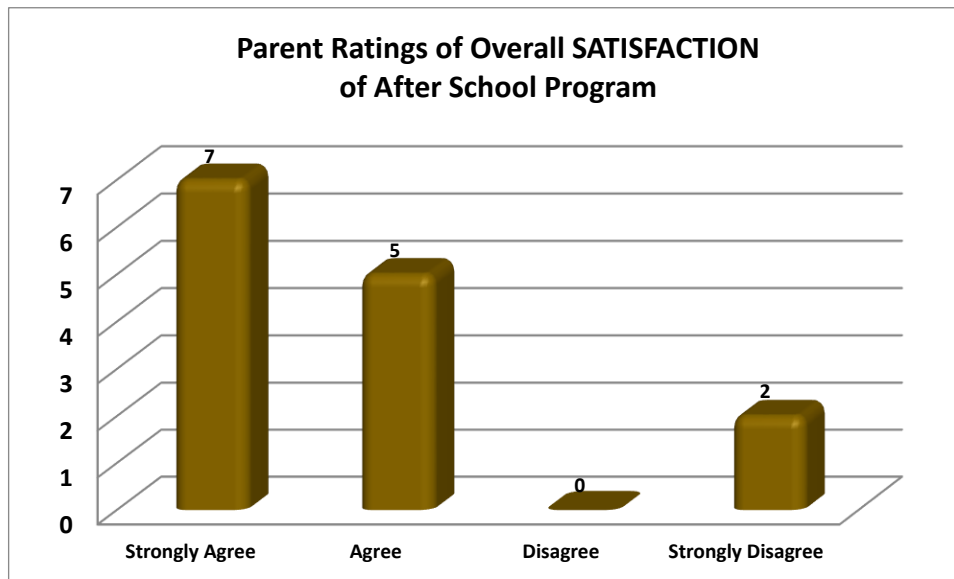
Parents were asked to respond to 5 statements, with Strongly Disagree, Disagree, Agree, or Strongly Agree. The responses were weighted and averaged. The chart above shows the average parent responses on a scale of 1-4; the higher the rating, the more agreement shown by the respondents. Parents agreed with all statements.



80% 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 average parent responses on a scale of 1-4; the higher the rating, the more agreement shown by the respondents. Parents agreed with both statements.



86% of responses regarding the Satisfaction with the programming were positive.

It is evident from the surveys that parents are pleased with the afterschool programming, most notably with the structure and logistics of the clubs, and the impact the enrichment programs are having on their children. Only seven parents provided feedback, and one of these respondents strongly disagreed with every statement. Interestingly, this same parent spoke highly of the program in the comments. This feedback will be used in future planning and program design.

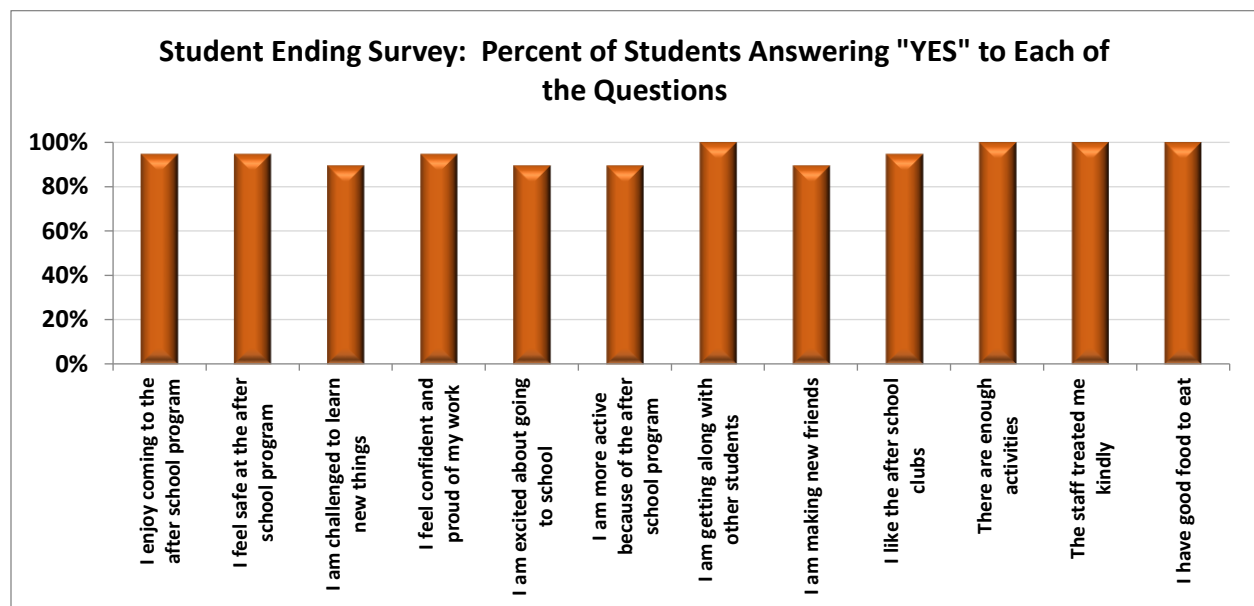
Below are some of their comments:

Parent Stakeholder quotes:

- *My children enjoyed all the activities.*
- *My kids were always very proud of the crafts they brought home!*
- *It was helpful that I didn't have to find after-school childcare.*
- *I think it is great for the kids.*
- *I liked my kids being active, and doing different activities, not screen time.*

Student club participants were also given a survey at the end of the year. Nineteen students responded to the survey and their responses are summarized below:

The top reasons for attending afterschool clubs: the students enjoy the activities and they get to spend time with friends!



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

Overall, the students were in high agreement with all statements. Highest overall agreement was with the statements: "I am getting along with other students," "There are enough activities," "The staff treated me kindly," and "I have good food to eat." 100% of the students agreed with these statements.

Some of the students' comments on the survey were:

- *It is fun!*
- *I get to spend time with friends.*
- *To hang out with friends even more!*
- *I like the teachers.*
- *I like the things we do.*
- *Mom works and I get to spend time with friends.*
- *It gives me more to do than sit at home.*
- *The activities are fun.*
- *I like to color.*

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

7. Sustainability Plans

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

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, such as the donation of goods and support of family events like Benefiel Towing

provided this year. Volunteers from local organizations will continue to support the program such as Hamburg's Methodist Church and Watson's quilters through facilitating clubs and activities.

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.	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 third 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 another round of catastrophic flooding. However, the before and after school programs 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 2018-2019 school year, clubs were offered during the fall and spring semesters, with homework support offered both in the mornings and after school. 47% of all 1st through 6th graders attended an Enrichment Club, and of the 42 participants, 69% were Regular Attendees.

Year three once again brought some logistical changes to the design of the program with hopes of increasing and keeping attendance high, through student sign up. 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.

The Kindness Club was once again very popular with students, a highlight being the making of thank-you cards for the sheriff's department which culminated in a deputy sheriff visiting the school.

A Family Casino Math Night was introduced, it proved to be well-received, and will likely be repeated. Another new event was the end of the year track meet, which was also deemed a success.

- In math, **92%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST, and **93%** of regular attenders showed a gain.
- For regular attendees in math, **41%** were at benchmark on the FAST at fall testing, and by spring **70%** were at benchmark
- In reading, **97%** of all 1st-6th grade students in 21st Century programming showed a gain on the FAST, and **100%** of regular attenders showed a gain.
- For regular attendees in reading, **30%** were at benchmark on the FAST at fall testing, and by spring **85%** were at benchmark

Reading performance and growth of the Regular Attendees was impressively high. There are other indications of positive outcomes for those regularly attending students based upon teacher reports. Teachers report that of the Regular Attendees, **97%** showed an improvement throughout the year in homework completion and class participation, and **97%** showed improvement in behavior. These figures are higher than the previous year.

These successes are an important component of the positive effects of enrichment programs. Another success of this program is in the strong 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 dodge any risky after school behavior and are keeping busy with various activities, avoiding screen time. 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://nishbd.socs.net/vnews/display.v/SEC/After%20School%20Clubs>

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 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 Academic Goal related to Objective 1 be changed to a more concise outcome. The current objective and goal is 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.

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.

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%. 2018-19 saw an even greater gain to 62%. The percentages continue to increase, and 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.	x
Changes in recruitment efforts.	x
Changes in partnerships.	x
Changes for sustainability plans.	x
Other changes as suggested by governing body.	x

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 work with students and parents to determine reasons for the decline in Enrichment Club sign-up and participation. Once the contributing factors are identified, the district can examine its partnerships, recruitment efforts, and program design and move forward with greater student and parent involvement.