Local Evaluation for Waterloo 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	
Grantee Name	**Waterloo Community School District**
Program Director Name	**Stephanie Shavers**
Program Director E-mail	**sshavers@OperationThreshold.org**
Program Director Phone	**319.291.2065**
Evaluator Name	**Brad McCalla**
Evaluator E-mail	**brad@successlink.us**
Evaluator Phone	**319.234.3728**
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	**Centers**
(If not in a cohort, leave that cohort info blank)	***(Enter Names of Centers, separated by commas)***
Cohort 9	
Cohort 10	
Cohort 11	
Cohort 12	
Cohort 13	**Irving, Lowell, Becker**
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	

Through a community wide collaboration with Cedar Valley Readers Campaign for Grade Level Reading, SuccessLink has been contracted to assess and conduct a comprehensive evaluation of our 21st CCLC grant program. Cedar Valley Readers currently has evaluation tools in place from the pilot program and SuccessLink has the capacity and experience to successfully conduct a rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education.

SuccessLink currently has a data agreement with Waterloo School District and has captured all data necessary for the 21st CCLC reporting requirements. SuccessLink is a well-known and respected community-wide data-management agency in our community. Our evaluator has access to all District data and other partner agencies data to rigorously evaluate our 21st CCLC program outcomes.

The YMCA has evaluated the impact of its Achievement Gap After School Program (AG ASP) through its partnership with Aperture Education to collect and analyze data through the Devereux Student Strengths Assessment (DESSA) and an academic indicator called ACE. DESSA measures social-emotional competency (SEC) based on eight factors or domains: self-awareness, self-management, personal responsibility, decision-making skills, relationship skills, goal-directed behavior, optimistic thinking, and social awareness. ACE measures three interim academic indicators: school Attachment, school Conduct, and self-Efficacy.

The DESSA is a widely used, standardized, norm-referenced assessment. It uses an online system which allows ASP program staff to create reports that depict group and individual youth competencies as 'strengths', 'typical' or 'needs'. The online system provides immediate reports for staff to access at the participant, group, or site level, as well as helps program staff foster translating data into action. These research-informed strategies include lesson plans and can be implemented at the individual, group, or site level and are intended to bolster social-emotional development in program participants.

To assess and monitor program quality, the YMCA uses the School-Age Program Quality Assessment® (PQA), developed by the David P. Weikart Center for Youth Program Quality. The PQA measures high-quality program processes, including safe and supportive climate, positive adult and peer relationships and interactions, youth engagement and appropriate programmatic structure. Staff are trained to observe and score program performance, and an online system called Scores Reporter provides

overview and detailed reports of internal and external assessment scores. In addition to being trained in assessment via observation, staff have been equipped to develop improvement plans based on the data, and to use an observation-reflection approach to collaborate among staff to improve practices. To reinforce the use of data and improvement plans, the Y provides staff with a series of hands-on workshops (Youth Works Methods) that are aligned with practices in the PQA and are designed to strengthen the program quality.

The hours of operation for the program are Monday – Friday 7:45AM – 6PM. The center locations are Irving Elementary, Lowell Elementary (held at Kittrell due to roof collapse) and Becker Elementary. In terms of activities, Academic Stem focus is in the morning session (Literacy, Math, Engineering, Coding) and recreation focus is in the afternoon, which is centered around physical and social emotional activities. 80% of the participants are required to attend in order to attend the Friday fieldtrips.

The Waterloo Community School Board is the governing entity over this program.

3. Demographic Data

Demographic Data Required Elements	Complete?
2018-2019 School Year Attendance Tables	
• 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	
• 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	
• 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.***

21st CCLC Program 2018-2019 School Year Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	**170**	**102**	**68**
	Regular*	**146**	**85**	**61**

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

21st CCLC Program 2018-2019 School Year Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***
Cohort 9	All						
	Regular*						
Cohort 10	All						
	Regular*						
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All	**58**	**19**		**80**	**12**	
	Regular*	**49**	**17**		**70**	**10**	

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

21st CCLC Program 2018-2019 School Year Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	**25**	**137**	**15**
	Regular*	**13**	**108**	**7**

*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.***

21st CCLC Program Summer 2018 Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All			
	Regular*			

Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	**198**	**101**	**97**
	Regular*	**141**	**62**	**79**

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

21st CCL Program Summer 2018 Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA							
Cohort 9		***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***
	All						
Cohort 10	Regular*						
	All						
Cohort 11	Regular*						
	All						
Cohort 12	Regular*						
	All						
Cohort 13	Regular*						
Cohort	All	**55**	**25**		**101**	**17**	
	Regular*	**40**	**20**		**70**	**11**	

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

21st CCLC Program Summer 2018 Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	**31**	**147**	**27**

	Regular*	**19**	**115**	**21**

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

Attendance Discussion.

Attendance Discussion Required Elements	**Complete?**
General discussion on attendance including	
• Percentage of 21st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. *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)*	X

Attendance is a large focus for all programming including proficiency, Summer Slide and contact hours requirement. During programming attendance is expected and required to be at minimum 80%. During Summer Academy if students were absent, staff would call students home to find out why they were absent. Transportation was provided if the student was able to attend summer academy (child overslept, no transportation, etc). Initiatives are also offered during programming to encourage students to be at summer academy daily. In addition to initiatives parents and students are given messaging about the importance of good attendance. Lastly, Students are not able to attend weekly field trips if they have not maintained good attendance (meaning no unexcused absences).

Weekly initiatives were given out in individual buildings to encourage children to be at Summer Academy daily. Initiatives included such items as slime, markers, coloring books, balls and books. During the conclusion of the Summer Academy, larger initiative items such as scooters and bikes were given out to the children that had missed no days during the Academy.

Attendance Cohort 13	Avg. # School Days Missed – All	District Average	Avg. Attendance Prior to Program	Difference
All	**5.6**	**8.8**	**8.7**	**3.1**
By Gender:				
Male	**6**	**8.7**	**9.1**	**3.1**
Female	**5.1**	**9**	**9**	**3.9**
By Lunch Status:				
Free	**6.2**	**9.8**	**10.3**	**4.1**
Reduced	**3.7**	**7.9**	**6.4**	**2.7**

Ineligible	**3.8**	**7.4**	**7.9**	**4.1**
By Ethnicity:				
African American	**6.5**	**10.2**	**10.6**	**4.1**
Caucasian	**5.6**	**7.9**	**8.8**	**3.2**
Hispanic	**3.9**	**8.9**	**8.8**	**4.9**
Multi	**4.5**	**9**	**10.3**	**5.8**

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***

21st CCLC Program 2018-2019 Partnerships Table					
Name of Partner ***(Enter name of Partner)***	Type*: Full/ Partial/ Vendor ***(descriptions below)***	Contribution Type ***(From list above)***	Staff Provided ***(Describe if applicable)***	In-kind Value ***(Monetary Value if unpaid partner)***	Number of Centers Served ***(Input the number of centers this partner served)***
NEIFB (Food Bank)	Full	4		$3000	3
Hawkeye Community College	Full	3		$1500	3
University of Northern Iowa	Full	3		$800	3
YWCA	Full	3		$600	3
YMCA	Full	3		0	3
Goodwill	Full	3		0	3

**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	
• Summary of partnerships table.	X
• Total ~~unpaid and paid partners~~. (all partner types)	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

Our efforts to recruit partners includes community meetings, conferences, retreats, flyers, etc. in which there are opportunities for recruitment through conversations and information sharing. Other opportunities include reaching out to potential partners via emails, mailings, and phone calls. Also, potential new partners from current or previous partners are also used to recruit additional volunteers. Social media platforms are also used to recruit new partners and volunteers. Our Summer Academy could not be as successful as it has been without the partners that were involved. The partnership with Hawkeye community College for example was a huge asset and one that has been imperative to the success of our programming. For example, Hawkeye participated in our Parent Nights, and parent engagement education. Through the partnership Hawkeye provided families with information on how to further their own education while encouraging their little ones On the importance of reading and being at school every day. Partnerships help students because we can build capacity by pooling resources among all the partnerships. Partnerships also show students that the commitment from the community is imperative for their success. Our plan going forward is to continue to educate and inform the community of the work that occurs between all the partners. We also plan to have yearly summits to invite and inform current and future partners to join the work that we are doing.

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

During this past year there were 9 parent meetings held. Those parent meeting incorporated a variety of speakers and events, including summer programming, law enforcement engagement, you and your child back to school, current community services, meaningful mealtime, routines and your child, and

how to get your child ready for school. Social media and phone calls were the primary methods of communication to reach parents, but phone calls, flyers and personal contact were also used. To increase attendance at meetings, we tried to have we reached out to other avenues of reaching parents such as other parent fairs, safety fairs, childcare centers, and post opportunities on social media. We also presented at agencies that are serving families.

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	
• Name of Assessment Tools Used for Each Measure.	X
• Data Entered for all Applicable Measures.	X
GPRA Measures Discussion	

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: Iowa Assessment			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	93	31	33%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	93	31	33%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Classroom Grades (Reading Habits, Speaking, Writing, Vocabulary)			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	87	58	66%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.			
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	87	58	66%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: FAST			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	101	41	41%
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:			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
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.			
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used:			

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

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	
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 21st CCLC Program based solely on GPRA Measures.	X

The charts below compare the grades* and behavior referrals* of Cohort 13 using the same criteria as the above chart for attendance.

*Elementary students are not given a grade point average (GPA), but rather are graded using a 4 point scale. The above is the average of their grades using that scale.

Number of Behavior Referrals*	Participants Avg. # of Referrals	District Average # of Referrals	Avg Referrals Prior to Program	Difference
All	7	3.8	8.6	1.6
By Gender:				
Male	6.8	4.3	8.4	1.6
Female	7.4	3	7.9	0.5
By Lunch Status:				
Free	7.4	4.2	9.2	1.8

Reduced	NA			
Ineligible	6	2.7	6.4	0.4
By Ethnicity:				
African American	8.4	4.4	10.3	1.9
Caucasian	7.2	3.2	8.3	1.1
Hispanic	4.8	3.1	5.5	0.7
Multi	4.8	4.4	6.3	1.5

*Major behavior referrals only.

Grades	Average Elementary "GPA"	District Average Elementary	"GPA" Prior to	"GPA" Difference

	of participants	"GPA"	Program	
All	2.56	2.84	**2.36**	**0.2**
By Gender:				
Male	2.58	2.78	**2.43**	**0.15**
Female	2.54	2.9	**2.41**	**0.13**
By Lunch Status:				
Free	2.51	2.75	**2.38**	**0.13**
Reduced	2.67	2.93	**2.42**	**0.25**
Ineligible	2.68	3	**2.47**	**0.21**
By Ethnicity:				
African American	2.43	2.7	**2.29**	**0.14**
Caucasian	2.55	2.94	**2.45**	**0.1**
Hispanic	2.77	2.83	**2.69**	**0.08**
Multi	2.65	2.81	**2.59**	**0.06**

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	
• Rating of each Objective as listed below.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.

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

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

Cohort 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

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
1. To increase the percentage of third grade students who are considered grade level proficient in reading by 50 percent for students who participate in the Academy two or more summers, as measured by FAST assessments.	Currently at 41% with only one summer being measured.	FAST Reading scores compared over time
2. To prevent summer learning loss for 75 percent of the children who participate in the Summer Learning Academy, as measured by FAST assessments.	69%	FAST scores and Waterloo Community School District local data
3. To attain 80 percent Academy attendance rates for students who attend the Summer Learning Academy.	Currently 86.1%	Average daily attendance sheets

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
4. To improve student attendance across the school year by 30 percent for those students involved in the Y before and after school programs.	Currently 49%	Calculated by comparing absenteeism rates at the individual level prior to program and one full year later.
5. To increase levels of social and emotional competencies by 15 percent by the end of the school year for children in the before and after school program, as measured by the DESSA Student Strengths Assessment.		
6. To decrease the number of behavior incidents at school for children in the before and after school program by 30 percent over the course of each academic year, as measured by behavior referrals.	Currently 27%	Calculated by comparing behavior referrals reports at the individual level prior to program and one full year later.
7. To increase parents' engagement in their children's educational experience by 30 percent over the course of each academic year, as measured by attendance at school and program events.		

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

Type or copy and paste Local Objectives Discussion here.

With this being the first year of this program, we are looking forward to the next evaluation where we can measure the same students again and see what improvements have been made over the course of the year.

6. Anecdotal Data

Anecdotal Data Required Elements	Complete?

Success Stories	X
Best Practices	X
Pictures	X
Student, teacher, parent, and stakeholder input.	X

Success Stories

Success Stories Required Elements	**Complete?**
Specific Examples.	**X**
Key People Involved	**X**
Quotes from participants, teachers, parents, etc.	**X**
Include objectives showing large increases.	X

Jamall a second grader (changed student name) was placed with a family friend just the night before summer academy due to his Mom being in jail, and him having no immediate family available to take him. He ended up being taken in by the family friend. Jamal had suffered a great deal of trauma in his life and unfortunately his Mom not being there on the first day of Summer Academy at Irving when he was already nervous and upset was just one more thing to happen to him. In addition to his challenges outside of school. He also had some challenges academically. His fast score was only a 58 (this was well below where he needed to be). He came into the gym with his family friend in tears. He didn't want to be there, and he said it over and over. His teacher for Summer Academy Mrs. Brown pulled him to the side and told him if he was willing to give Summer Academy a chance, she promised by the end of the week he would love it. Well after only 2 days Jamal informed Mrs. Brown that he loved it and would give Summer Academy a chance. During the 7 weeks of Summer Academy Jamal flourished not only academically but emotionally. He made friends and showed great leadership. The best news is that he raised his FAST score from 58 to 98 in just 7 weeks. Since Summer Academy Jamal continued his growth into the school year. He continues to use the tools that he learned during the summer. When asked what was his favorite part of the Summer was he said " making new friends, and learning all of the cool stuff in my class like building bridges, and getting help with my reading-I like reading now and it doesn't make me nervous anymore.

Molly is a Burmese 4th grade student and her and family had many challenges since moving to the community. Molly's parents spoke no English and relied solely on Molly to interpret the services that were needed for her family (bank, insurance, utilities, etc). Molly was in ELL services during her regular school year. Molly's parents expressed their apprehension with Molly participating in Summer Academy because it would take her away from helping her parents during the day. It was communicated to Molly's that there was an agency in town that helped with interpretive services that would be to help the family, and then Molly could attend Summer Academy. Molly's Parents reluctantly agreed to give it try with the understanding that if they weren't comfortable Molly would have to leave Summer Academy. Fast forward 6 weeks. Molly has excelled during the Academy, she raised her FAST Score by 35 points, and had an ELL (early language learners) teacher to help with some other literacy needs. Her Parents were very happy with interpretive services who had helped the family in various ways including finding a job for the Father, and transportation back and forth to work. Molly continues to do well, and plans to attend Summer Academy again next summer.

Quotes:

(3rd) Teacher (Becker) - Sheritta Stokes- Veteran Teacher- 20 years. "The model with paring veteran teachers with pre service teachers is a great opportunity for staff and students alike. It gives us an opportunity to keep our skills sharp while we mentor the younger generation. I like how it serves our students because they are able to be taught by two individuals that cares about them, and wants them to excel to their full potential"

Paige Canfield (Becker) Preservice Teacher – "I found out about Summer Academy through being a student at UNI. I loved the feeling of being able to teach in my own classroom but then being guided and mentored through a Vet teacher. I also enjoyed having the students who have been a big part of my learning. The kids also have really boosted my confidence; I wasn't nervous or anxious at all. This has been a great experience I can't wait until summer."

Cace (1st Grader) (Irving) - "My favorite part of Academy has been building stuff, reading my favorite books, and lunch"

Camarion (Parent) – "I have really enjoyed seeing my son Cace really come out of his shell during the Academy. I have also enjoyed the attention that the Academy has given the parents; we have been given great info and really have been included during Parent Nights."

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

Type or copy and paste Best Practices here.

During programming days/times; children are tested weekly and measured to see if they are continuing to be proficient in math, reading, and homework (during the school year). The planning team meets monthly to make sure that all programming guidelines are being followed by the team. Parent Nights are planned out by sites to make sure that requirements by 21CCLC are being followed at all times.

Pictures

Y BELIEVE SUMMER ACADEMY
IRVING

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	**Complete?**
Quotes from **s**tudent, 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

A written statement could be included, but the following links truly reflect the student, teacher, parent and stakeholder involvement best:

https://www.youtube.com/watch?v=_6Iz8TsNhVc&feature=youtu.be (2018- Summer Academy)

https://youtu.be/jhbmAG3OHi8 (2019-Summer Academy)

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

The Waterloo Community School District is committed to sustaining the 21st CCLC program through advocacy, community awareness, and resource development. To sustain this program beyond the grant period we will continue to partner and collaborate with Cedar Valley Readers, which is a community collaborative that includes the following organizations:

Black Hawk County Gaming Association
Cedar Falls Community Schools
Cedar Valley United Way
Cedar Valley's Promise
Iowa Child Care Resource and Referral
Community Foundation of Northeast Iowa
Family YMCA of Black Hawk County
Greater Cedar Valley Alliance and Chamber
Jacobsen Center for Comprehensive Literacy
Operation Threshold
R.J. McElroy Trust
SuccessLink
Tri-County Child and Family Development Council
UPS
Waterloo Community Schools

This strong network brings credibility and attention to our work, so our success in reaching our outcomes can be easily disseminated. We believe the continued success of the Academy model, as well as the Achievement Gap After School Program model implemented by the YMCA and YWCA, will naturally lead to increased interest by community stakeholders, funders, businesses, and private donors. With the increased awareness of the results from the Y Believe Summer Academy pilot project, local funders have expressed some interest in potential funding, as well.

Operation Threshold will provide assistance in grant seeking and resource development. YMCA and YWCA engage in annual fundraising campaigns to support before/afterschool programming that could support the work of the 21st CCLC programs in the future. The Cedar Valley United Way has been a strong supporter of before and after school programming in the past, so that is a potential source of future funding.

The Y-USA has a tradition of investing in program models they believe have the potential to be brought to a national level, so there is great potential in that type of support as we continue to show our model is a viable one that produces meaningful, long-lasting results.

Lastly, with proven results from the Y Believe Summer Academy we believe the District could potentially scale this program and use summer school funding to implement this model as our summer school programming.

Continuing the program without 21CCLC funding will be difficult and a challenge. Seeking funding through various avenues will be heavily explored as the We Believe Summer Academy and the WE believe Afterschool program is an expensive program to operate. Partners involved will be also be involved in finding and co-writing of grants for sustainability

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

Type or copy and paste Summary of Program here.

The Waterloo Community School District, UNI, YMCA, and the Cedar Valley Readers expanded upon a pilot program that was initially offered during the summer of 2017 and served 200 students in the District. We expanded the program to serve approximately 300 students in a seven-week program during the summer of 2018 at Irving Elementary and Lowell Elementary. Students from Irving, Lowell, and Becker Elementary Schools were also invited to participate based on need. The same program structure used during the pilot program in 2017 was utilized, with the exception of it being open to K-5th grade, and not just 1st – 3rd grade. Students received classroom instruction during the first half of the day and after lunch and engaged in recreational activities. On Fridays, the participants went on field trips, a highlight as some students have never visited area places of interest. Breakfast, lunch and a snack were provided through the Waterloo School District summer feeding program.

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 local evaluation will be shared with all board members, all committee members, and families. The report will also be made available on the Operation Threshold website. It will be posted at http://www.operationthreshold.org/about/21cclc/annual-report/

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 the opinion of the 21st CCLC team to keep the local objectives where they are. We fell short in a few areas, but are close to achieving them. Rather than adjust down, we would like to keep them at present levels and adjust programming and services to meet them at the set levels. Reading and FAST scores should increase after we have two full summers to measure progress. No additional objectives will be added, and all we set were measured.

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

In other local 21st CCLC programs, the participants and the district average continues to widen each year. Since this is the first year for the Operation Threshold evaluation, it will be important to measure the same students next year. In the evaluation for next year it is my recommendation to also link this data with National Youth Outcomes Initiative to get a richer data set and possibly uncover other outcomes previously not researched. This year served as a baseline, and we will be better equipped to see improvement or areas of concern with additional data from next year.