Local Evaluation for *Operation Threshold*
2019-2020

Overview

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

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

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

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

Required Section	Complete?
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	**Operation Threshold**
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 10	
Cohort 11	
Cohort 12	
Cohort 13	**Irving, Lowell, Becker Elementary Schools**
Cohort 14	
Additional Information from Grantee (optional)	

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

2.   **Introduction/Executive Summary**

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

Type or copy and paste Introduction/Executive Summary here.

One major change that took place this year was the Operation Threshold 21st CCLC program is no longer with the YMCA, but has rather moved its collaboration to the Boys & Girls Clubs of Cedar Valley. This change has allowed Operation threshold to link with an organization familiar with how 21st CCLC programs operate.

The Operation Threshold program has utilized the 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, Operation Threshold used 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 Boys & Girls Club of the Cedar Valley

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 2:30 – 7 PM. The center locations are Irving Elementary, Lowell Elementary and Becker Elementary and occasionally the Boys & Girls Club location. 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?
2019-2020 School Year Attendance Tables	X
• 2019-2020 School Year Attendance Summary Table	X
• 2019-2020 School Year Attendance Ethnicity Table	X
• 2019-2020 School Year Attendance Special Needs Table	X
Summer of 2019 Attendance Tables	X
• Summer of 2019 Attendance Summary Table	X
• Summer of 2019 Attendance Ethnicity Table	X
• Summer of 2019 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

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

21st CCLC Program 2019-2020 School Year Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	**224**	**125**	**99**
	Regular*	**181**	**96**	**85**
Cohort 14	All			
	Regular*			

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

21st CCLC Program 2019-2020 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 10	All						
	Regular*						

Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All	69	27	0	112	16	0
	Regular*	62	23	0	85	11	0
Cohort 14	All						
	Regular*						

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

21st CCLC Program 2019-2020 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 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	36	198	27
	Regular*	23	153	21
Cohort 14	All			
	Regular*			

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

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

21st CCLC Program Summer 2019 Attendance *Summary* Table				
Cohort	Attendees	Total Attendance	Male	Female
Leave Blank if NA		**Enter #**	**Enter #**	**Enter #**
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	273	150	123
	Regular*	229	112	117
Cohort 14	All			
	Regular*			

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

21st CCL Program Summer 2019 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		*Enter #*	*Enter #*	*Enter #*	*Enter #*	*Enter #*	*Enter #*
	All						
Cohort 10	Regular*						
	All						
Cohort 11	Regular*						
	All						
Cohort 12	Regular*						
	All						
Cohort 13	Regular*	93	28	0	142	10	0
	All	81	13	0	129	6	0
Cohort 14	All						
	Regular*						

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

21st CCLC Program Summer 2019 Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		*Enter #*	*Enter #*	*Enter #*
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	33	248	31
	Regular*	24	219	22
Cohort 14	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 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)* • *Explain WHY attendance met or did not meet grant goals.*	x

Type or copy and paste Attendance Discussion here.

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%. 83% of the participants met the 80% standard. This was achieved through multiple systems. 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.

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 2019-2020 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)*
Waterloo Schools	Unpaid	3	13		1
entral Rivers AEA	Unpaid	6	7		5
UNI	Unpaid	6	23		5
UNI Athletics	Unpaid	3	115		1
Hawkeye Community College	Unpaid	6	6		5
Northeast Iowa Food Bank	Unpaid	4	21,000 meals and snacks x $3/meal	$63,000	5
United Way	Unpaid	2		$4,500	2
Boy Scouts	Unpaid	3	1	$3,300	3
Girl Scouts	Unpaid	3	1	$2,500	3
Alternatives	Unpaid	3	2		3
Music UNI School of Music	Unpaid	6	2		3
Kids in the Kitchen ISU Extension – Black Hawk County 4H	Unpaid	6	2		3
Green Iowa	Unpaid	6	2		3
Dance Heinz Academy	Unpaid	6	1		3
Yoga with Kayla Becker	Unpaid	6	1		3
Village Inn	Unpaid	2	0	$500	5
Board of Realtors	Unpaid	2	0	$1,954.00	5
Scratch Cupcakery	Unpaid	2	0	$865.00	5
Side Car Coffee	Unpaid	2	0	$1,200	5

Cedar Valley Sports Commission	Unpaid	2	0	$410	5
Scheel's	Unpaid	2	0	$2,000	5
CBE Group, Inc	Unpaid	2	0	$3185	5
The Shakery Smoothie Bar	Unpaid	2	0	$30	5
Waterloo Dental Associates	Unpaid	2	0	$1000	5
Orchard Hill Church	Unpaid	2	2	$750	5
Your Pie	Unpaid	2		$225	5
John Deere	Unpaid	6	35		2
Prairie Lakes Church	Unpaid	2 & 6	11	$4000	5
1st Presbyterian Church	Unpaid	2	0	$5000	1

*Full – partner works with local program at no cost to the program
Partial – partner works with local program by providing discounted costs/rates
Vendor – services only provided with a cost to the program

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

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
• 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

Type or copy and paste Partnerships Discussion here.

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. Northeast Iowa Food bank has been an amazing asset and collaborative partner. Throughout Afterschool, summer, and Parent nights the Food Bank has provided food. The mission of the Food Bank is to alleviate hunger in our community, as we know children are the biggest victims of food insecurity. Food is provided to our children in any program, but the children participating in our 21CCLC programming are especially prone to a lack of consistent nutritious meals. Food in backpacks is also given to students as they go home for summer, weekends, during the holidays, and any extended breaks from school. This ensures that children are eating even if meals are not readily available in the home. The Northeast Iowa has provided over 21,000 nutritious meals and snacks to children in our program. Northeast Iowa Food Bank has proven to be an invaluable partner in the success of continuing summer and afterschool programming.

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

Type or copy and paste Parent Involvement Information and Discussion here.

During this past year there were 6 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 other avenues of reaching parents such as other parent fairs, safety fairs, child care centers, and post opportunities on social media. We also presented at agencies who also serve our families.

4. **GPRA Measures**

For 2019-2020, 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 <u>regular attendees needed improvement</u>. 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
• Name of Assessment Tools Used for Each Measure.	X
• 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/Transcripts			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	128	79	62%
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.	128	79	62%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Classroom Grades (Reading Habits, Speaking, Writing, Vocabulary)			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	113	68	60%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.			
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	113	68	60%
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.	126	56	44%
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.	**72**	**51**	**71%**
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.	**72**	**51**	**71%**
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.	**37**	**31**	**84%**
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 21st Century regular program participants with teacher-reported improvements in student behavior.	37	31	84%

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 21st CCLC Program based solely on GPRA Measures.	X

Type or copy and paste GPRA Measures Discussion here.

While this year didn't allow us to compare participants against non-participants in terms of grades, attendance and behavior referrals, this evaluation does indicate several positive outcomes that are associated with more frequent attendance in the program. Notable outcomes include higher rates of school attendance and higher grades for those who attended the program 60 or more times during the year.   Participants who attended 60 or more times had 1.6 fewer days missed than participants who had fewer than 60. Participants also in general had fewer discipline referrals than the district average regardless of the number of times present. Participants had .62 fewer referrals than the district average.

5. **Local Objectives**

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2019 and the Spring of 2019.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
• 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 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 48% with two summer's 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.	Currently at 77% with two summer's being measured.	FAST Reading scores compared over time
3. To attain 80 percent Academy attendance rates for students who attend the Summer Learning Academy.	Currently 87%	Average daily attendance sheets
4. To improve student attendance across the school year by 30 percent for those students involved in the Club before and after school programs.	Currently 52% improvement - COVID-19 had an impact on this as virtual student attendance was calculated using minutes whereas in person students were calculated using ½ days.	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	Not completed due to COVID-19	

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
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 63%	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.	Unmeasurable this year.	

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

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

Remember to include a Local Objectives discussion

Type or copy and paste Local Objectives discussion here.

Four of the seven local objectives were met this year. Unmet was the increase in the percentage of third grade students who are considered grade level proficient in reading, and the social emotional DESSA assessment. The goal reading proficiency as to reach 50%, but results measured 48%. Parental engagement was also not able to be measured accurately with the closure of schools for part of the year. FAST proficiency scores as well as individual student transcripts are used to determine if the objectives are met.

6. **Anecdotal Data**

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

Remember to include Anecdotal Data (Interviews, Observations, Comments)

Type or copy and paste Anecdotal Data here.

Due to COVID-19, program delivery changed significantly, for at least part of the year and summer. We tried a variety of methods to continue delivering programs virtually and reduce the number of in-person program sessions. Once the schools were closed, we moved more of the program directly to the Boys & Girls Club which was open sooner but with less capacity. We also utilized resources from the school district as well as other partners to support the academic programs while our school district was closed.

During the Pandemic we were very strategic in planning and supporting our children. PPE equipment was consistently used during all programming and interaction with students by all staff. PPE was provided to students and staff; including hand sanitizer, masks, and disinfectant wipes and spray. Social distancing is practiced during all facets of programming. COVID precautions are also planned to continue during future programming in an effort to keep all students and staff safe.

Success Stories

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

Remember to include a student success story

Type or copy and paste Success Stories here.

Child # A- is a first grader who was enrolled in the We Believe Summer Academy. This first grader had recently moved to the community from Chicago with his family. He was currently attending Irving Elementary school. Child # A 's teacher was concerned and thought Summer Academy was a good fit for him due to him having a history of moving around to different places, and he just needed a little extra help with reading and math. Child #A started with the Academy and was apprehensive at first. His Mother stated that she was worried and was told that he was behind and really needed extra attention. Mom was assured that child #A would be given the very best of help during the 6 weeks he would be attending the Academy.

The Academy was held from 8am-6pm. Children were served breakfast, lunch, and snacks. Literacy, Math, Stem were all main focuses during the morning sessions with Recreation, Social Emotional and the arts were all focuses in the afternoon. Child # A was tested weekly on Literacy-one of the goals was to raise his FAST testing scores so that he would be proficient in reading for his grade level.

Right away Child #A responded to the smaller class sizes, the structured scheduled and the many dedicated staff and volunteers. After only 2 short weeks Child #A had already increased his FAST score by 3 points. By the 4th week it was 6 points and by the conclusion of Summer Academy he had raised his score by a total of 9 points. Child # A continued to thrive throughout the school year and into his 2nd year of school. Child # A's mother stated that she noticed big changes in him at home. He seemed to enjoy reading and interacting with his Peers much better than in the past. Child #A says that he is excited to attend Summer Academy again next summer.

Pre Service Teacher B comes to the Academy as a new staff member. She is a teaching student and was close to graduating and completing her degree. The Academy employs Preservice Teachers as part of a partnership with the University of Northern Iowa, and also as an opportunity for recruitment from the Waterloo Community School district. During Preservice Teacher B's interview, she stated that she had a strong desire to teach children but realized that her lack of exposure and experience could be a barrier. Preservice teacher B was hired and placed with a veteran teacher in the School district. During the 6 week period Preservice Teacher B had the opportunity to make Lesson plans, interact with students, and teach classes. She received lots of professional mentorship during the course of the Academy. As the Academy drew to a close- Preservice Teacher received a job offer from the Waterloo community School District to be a teacher at one of the elementary schools. Preservice Teacher B credits her working at the

Academy with other veteran teachers as a reason she felt the confidence to accept a teaching position with the Academy. She plans to return to the Academy next Summer this time as an employed teacher.

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

Remember to include a few best practices that you observed or that were reported to you

Type or copy and paste Best Practices here.

Partnering with the Waterloo Community School District has continued to be extremely beneficial as they provide bus transportation and help with trained staff. Increasing our community partnerships has also proven to be very beneficial as it expands the number of available programs and services offered to participants.

Pictures

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures, take action shots of children reading, participating, smiling and being involved in the activities.   Please send 4-8 of your best pictures.

Pictures
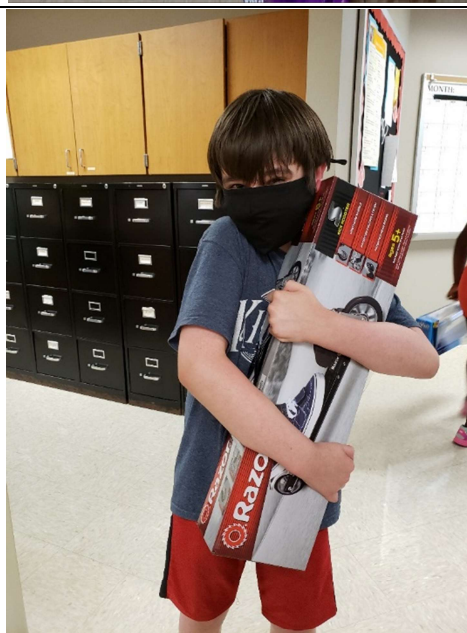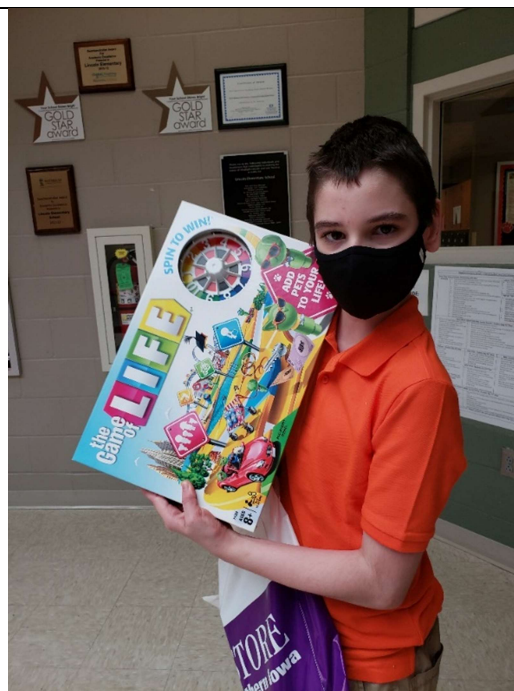
Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, and stakeholders.	X
Quotes from partners.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior and academic success.	x

Type or copy and paste student, teacher, parent and stakeholder input here.

"Every child deserves a champion who believes in them in them and will never give up." – Madison (Becker Teacher)

"I'm here to make sure there is a safe happy environment for all kiddos." – Katie (Irving Teacher)

"I enjoy watching Scouts and youth experience things they are never going to experience anywhere else" – Richard (Scouts Program Manager)

"I mostly have the most fun with the reading we do in the morning. And the highest score I got over the summer was 198 words in a minute, which is a 100% improvement over last time when I only read 158 words in a minute." – Student

"We have so many fun things to do in the afternoon, I love the Rec Specialists, they are all amazing, they are all nice, and the teachers are amazing- I love them!" -Student

"It's so nice to have program that takes care of my daughter and teachers who truly care about her." Shara (Parent)

7. **Sustainability Plans**

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

Discuss the level of sustainability over the life of the grant.   Explain how partner contributions can help sustain the program after federal funding ends.

Type or copy and paste Sustainability Discussion here.

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**
> **Boys & Girls of the Cedar Valley**
> **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**
> **Otto Schoitz Foundation**
> **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. The Boys & Girls Club of the Cedar Valley 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 national Boys & Girls Club 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.

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.

Aside from COVID-19, the largest change this year was that the Operation Threshold 21st CCLC program is no longer with the YMCA but has rather moved its collaboration to the Boys & Girls Clubs of Cedar Valley. This change has allowed Operation threshold to link with an organization familiar with how 21st CCLC programs operate.

A video was made this year highlighting the year, but has not been posted yet. We will forward the link once it's live.

The staff for the program have been incredibly flexible and creative this year in delivering the best possible program to youth in our community. Everyone pitched in and did was necessary, even if it didn't fit with their duties or job description. There were many successes, and one of the largest was our connection with the Food Bank of Northeast Iowa. They provided not only an incredible number of meals and snacks for our program participants but provided for the entire community once the pandemic struck.

Given the difficult year, most of the objectives were met, and those that didn't were extremely close to their goal. Youth are typically very flexible and resilient, and what we witnessed this past year was no different. Students wanted to continue to be part of the program, and that was reflected in us reaching our attendance goals.

In the past we have been able to compare program participants against non-participants, but this year data was limited in the areas of grades, attendance and behavior referrals. We hope next year we will be able to demonstrate those results once again as they were powerful and truly showed the impact of the 21st CCLC 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

Type or copy and paste Dissemination of Local Evaluation here.

The local evaluation will be shared with all board members, all committee members, and families once approved by the board of directors. The report will also be made available on the Operation Threshold website: http://www.operationthreshold.org/wp-content/uploads/2020/03/WCSD-21st-CCLC-Local-Eval-19-20.pdf.

Recommendations for Local Objectives.

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

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

Type or copy and paste Recommendations for Local Objectives here.

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

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

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

This is the second year of operation for this program and it changed partners from the YMCA to the Boys & Girls Club of the Cedar Valley. It was anticipated the second year would provide richer data to compare against, but COVID-19 dramatically changed that. Attendance, behavior referrals, grades, FAST scores, etc. all changed once the district went virtual. The 2019-2020 year basically served as an extended baseline.

UNEXPECTED DATA (Unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other) Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond?   You may include pictures to help illustrate the challenges faced because of natural disaster.

Type or copy and paste Unexpected data input here.

Of all the data points, most were anticipated with the exception of attendance. We expected attendance to suffer much more than it did due to COVID-19. We were pleasantly surprised to see how many students were attending on a regular basis. Looking back, it might have been due to the lack of other programming, sports and church activities that contributed to our attendance rates.

One other surprise was the continued involvement with our partners. We expected more of them to drop off after the initial shutdown, but the majority of them remained and continued to provide support to the program.