

Grantee: NAME HERE**21st CCLC Local Evaluation for 2021-2022****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 12-16 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 2021-2022**>. 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	November 30, 2022
Grantee Name	Cedar Rapids CSD
Program Director Name	Stephanie Stulken
Program Director E-mail	sstulken@crschools.us
Program Director Phone	319/558-1334
Evaluator Name	Miriam Landsman
Evaluator E-mail	Miriam-landsman@uiowa.edu
Evaluator Phone	319/335-1257
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) INCLUDE SCHOOL LEVEL (i.e. Elementary, Middle, High School)</i>
Cohort 12	
Cohort 13	
Cohort 14	
Cohort 15	
Cohort 16	Harrison Elementary, Johnson Elementary, and Van Buren Elementary
Additional Information from Grantee (optional)	

Note: If you are in Cohort 17, 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	
• 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	X

Type or copy and paste Introduction/Executive Summary here.

Kids on Course University (KCU) is a 21CCLC summer-only program serving children and families in the Cedar Rapids Community School District (CRCS). KCU, a collaboration between CRCS and the Zach Johnson Foundation, has served several hundred children each summer. KCU's high quality programming meets children's academic, nutritional, and social-emotional needs in small class sizes taught by certified teachers, and at no cost to participants. KCU targets summer learning loss with a proven method of support, instruction, and fun. Students eligible to participate in KCU are those who have not met the benchmark according to the FAST (Formative Assessment System for Teachers).

The Cedar Rapids Community School District has seen an increase in the number of children experiencing poverty. The Free and Reduced Lunch (FRL) percentage across the district has grown by 20% over the past five years. Today, the FRL average for district elementary students is 60%. That means more than half the children come from households earning less than 185% of the poverty line. While the CRCS has invested in professional development on adapting instruction, family engagement strategies and behavior management techniques that better serve children who come from low resource households, the academic data shows it is not enough. According to the 2018-19 Iowa assessments, 45.87% of CRCS students receiving FRL were not proficient in reading.

During the previous summer (2020-2021), with schools closed due to the COVID-19 pandemic, a different type of programming was required. With permission of IDOE, KCU modified the summer program to distribute food and learning materials to children and families in the community, which was heavily utilized and highly successful. Compounding the impact of COVID-19, a Derecho swept through the area in August 2020, causing significant damage to homes and delaying the start of the 2020-2021 school year by nearly three weeks. This caused disruption to educational access and many already vulnerable households experienced additional financial and emotional struggles.

Summer 2021 marked the return to in-person KCU programming. With the support of 21st Century Community Learning Center (21CCLC) funding, KCU offers students with reading deficits opportunities for remediation necessary to make gains. KCU was offered in three sites in the district: Johnson Elementary, Harrison Elementary, and Van Buren Elementary Schools. KCU capitalizes on the

proven instructional methods of licensed, certified teachers, while keeping class sizes very small. Librarians at each site make all the books accessible for students to check out for home use. Along with classes of only 15 students led by certified teachers and access to reading materials, the seven-week summer program eliminates all barriers to attendance while also providing for students' basic needs. Children must feel loved, be well fed, have reliable transportation, and have their medical needs met if they are going to learn. KCU addresses those needs and more. Students attending KCU will have a ride to and from the program, access to a health secretary and RN, and receive breakfast and lunch every day. In addition, students in KCU are eligible for extended-day care until 5 pm, offering them a safe, enriching environment while providing the childcare support that working families need during the summer months.

The strength of the KCU program is that the community values and financially supports its students. The Cedar Rapids School district used COVID relief funds to cover the cost of the facilities, transportation, special education staff, academic materials, and food service personnel. The USDA Summer meals program provided meals to not only KCU students, but each site was also a site that members of their community could drive through and pick up meals as needed. AmeriCorps members assisted with many aspects of the day. This included riding buses, handing out meals, providing additional learning opportunities and becoming involved in student's lives. In addition, the United Way of East Central Iowa, The Greater Cedar Rapids Foundation, and private donors supported the program by providing funding for librarians, books for each child and a weekend food bag for each student.

With COVID and Derecho impacts, student learning was at the forefront of the instructional days at KCU. Each student was engaged in explicit, systematic instruction of reading. This included phonemic awareness, phonics, phoneme mapping and graphing, and application of those skills into decodable text. Because the pandemic and natural disaster also impacted the teachers in the community, it was imperative that they were supported with research based curricular materials that allowed them to engage in the instructional practices in a meaningful way. In doing that, materials were purchased from the 95% Group that aligned with the needs of these impacted readers.

Four days a week, students engaged in ninety minutes of reading instruction and sixty minutes of math instruction. In addition, students had the opportunity to check out books from the library. The highlight for many students was enrichment, which is a thirty-minute time to move and interact with physical, art or food activities. Friday was the highlight for most students. Fun was brought to each site because of the ongoing COVID restrictions. This consisted of exposing students to activities and situations that had them use higher level thinking as well as building their vocabulary. Students who live in poverty often experience academic challenges such as limited educational experiences and vocabulary development. Each KCU member enjoyed the experiences of summer and loved every minute of it.

Kids on Course University met Monday-Friday from 8:30-12:30, for seven weeks, starting on June 14th and ending on July 30th. July 5th was a holiday, and no classes were held. Wraparound care was provided at two sites by the AmeriCorps team which had forty-five students enrolled until 5:00. This allowed participation of students whose families did not have half-day childcare and their student would not have been able to attend.

It is required that students attend 30 days. Because of COVID and following the recommendations of the Linn County Department of Health, students had to follow these recommendations for not being allowed back to KCU. The program had very few cases of COVID or exposure until the last two weeks, when it spiked all over the country.

Kids on Course University Governance included the following:

Eric Christenson, Cedar Rapids Community School District, Executive Director, Elementary Schools
 Steph Stulken, Kids on Course University Program Director
 Beth Malicki, Zach Johnson Foundation Board Member
 Jonathan Galbraith, Cedar Rapids Community School District Building and Grounds Manager
 Matt Dunbar, Cedar Rapids Community School District Custodial and Grounds Manager
 Suzy Ketelsen, Cedar Rapids Community School District Food & Nutrition
 Jennifer Hook Cedar Rapids Community School District Food & Nutrition
 Patti Lucas, Cedar Rapids Community School District Confidential Secretary
 Sherry Luskey, Cedar Rapids Community School District Accountant Manager
 Greg White, Zach Johnson Foundation AmeriCorps Program Director
 Jenny Becker, Zach Johnson Foundation Executive Director
 Cassie Mitvalsky, Kids on Course Program Director

Highlights from the local evaluation show that KCU achieved its goals of providing a high-quality summer program to high-need students. Pretests and posttests administered at the beginning and end of the summer program indicated that among students for whom both pretest and posttest data were available, 80% of KCU students improved in reading and 61% improved in math. All students participated in organized physical fitness for at least 200 minutes per week, all had regular access to library materials, and all participated in field trips which brought community activities to the schools. Parent/guardian attendance at Parent Night was higher than pre-pandemic levels, with 49% of parents attending. Surveys of parents, teachers and staff were quite positive, affirming the value of KCU.

3. Demographic Data

Demographic Data Required Elements	Complete?
2021-2022 School Year Attendance Tables	
• 2021-2022 School Year Attendance Summary Table	NA
• 2021-2022 School Year Grade Level Table	NA
• 2021-2022 School Year Sex Table	NA
• 2021-2022 School Year Attendance Population Specific Table	NA
• 2021-2022 School Year Attendance Race/Ethnicity Table	NA
Summer of 2021 Attendance Tables	
• Summer of 2021 Attendance Summary Table	X
• Summer of 2021 Grade Level Table	X
• Summer of 2021 Sex Table	X
• Summer of 2021 Population Specific Table	X
• Summer of 2021 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2021-2022 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2021 and the Spring of 2022. There are separate tables for the Summer of 2021. Leave blank any cohorts that do not apply.*

21st CCLC Program 2021-2022 School Year Attendance <i>Summary Table</i>						
<i>Reflects Number of Students</i>						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
<i>Less than a week (Less than 15 Hours)</i>						
<i>More than a week (More than 15, Less than 45 Hours)</i>						
<i>More than a Month (More than 45, Less than 90 Hours)</i>						
<i>More than two Months (More than 90, Less than 180 Hours)</i>						
<i>More than three Months (More than 180, Less than 270 Hours)</i>						
<i>More than four Months (More than 270 Hours)</i>						
TOTALS						

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Grade Level Table</i>						
<i>Reflects Total Number of Students</i>						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>						
<i>How many 1st Grade</i>						
<i>How many 2nd Grade</i>						
<i>How many 3rd Grade</i>						
<i>How many 4th Grade</i>						
<i>How many 5th Grade</i>						
<i>How many 6th Grade</i>						
<i>How many 7th Grade</i>						
<i>How many 8th Grade</i>						
<i>How many 9th Grade</i>						
<i>How many 10th Grade</i>						
<i>How many 11th Grade</i>						
<i>How many 12th Grade</i>						
TOTALS						

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Sex</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Male						
Female						
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)						
Gender Data Not Provided						

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Population Specific</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Students who are English Learners (LEP)						
Students who are economically disadvantaged (FRPL)						
Students with disabilities						
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)						

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Race/Ethnicity</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
American Indian/Alaska Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or more races						
Data not provided						

Summer of 2021 Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2021 **ONLY**. Leave blank any cohorts that do not apply.*

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Summary</i> Table						
<i>Reflects Number of Students</i>						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Less than a week <i>(Less than 15 Hours)</i>					0	0
More than a week <i>(More than 15, Less than 45 Hours)</i>					20	20
More than a Month <i>(More than 45, Less than 90 Hours)</i>					71	71
More than two Months <i>(More than 90, Less than 180 Hours)</i>					363	363
More than three Months <i>(More than 180, Less than 270 Hours)</i>					0	0
More than four Months <i>(More than 270 Hours)</i>					0	0
					454	454
TOTALS						

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Grade Level</i> Table						
<i>Reflects Total Number of Students</i>						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
How many Prekindergarten						
How many Kindergarten					83	83
How many 1st Grade					131	131
How many 2nd Grade					99	99
How many 3rd Grade					88	88
How many 4th Grade					53	53
How many 5th Grade						
How many 6th Grade						
How many 7th Grade						
How many 8th Grade						
How many 9th Grade						
How many 10th Grade						
How many 11th Grade						
How many 12th Grade						
					454	454
TOTALS						

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Sex</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Male					216	216
Female					238	238
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)					0	0
Gender Data Not Provided					0	0

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Population Specific</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Students who are English Learners (LEP)					88	88
Students who are economically disadvantaged (FRPL)					361	361
Students with disabilities					129	129
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)					223	223

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Race/Ethnicity</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
American Indian/Alaska Native					2	2
Asian					5	5
Black or African American					113	113
Hispanic or Latino					55	55
Native Hawaiian or Pacific Islander					2	2
White					224	224
Two or more races					53	53
Data not provided					0	0

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• 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
• 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
<i>Explain WHY attendance met or did not meet grant goals.</i>	

Type or copy and paste Attendance Discussion here.

Kids on Course University students represent 13% of the total population of students in the target communities. Among KCU attendees, 79.6% were eligible for FRPL. The respective percentages by school were 78% in Johnson, 81% in Harrison, and 80% in Van Buren.

Kids on Course University offered four hours of program for seven weeks, or 34 days with July 5th being observed as a holiday. Over seventy five percent of the students, at all three sites, made the attendance goal of attending 30 days or more. Of those seventy five percent, over 300 of them made growth in their learning from the beginning of the summer to the end of the summer testing. To ensure that all students have access, transportation is an option for all students when they register for KCU. Eight bus routes transported over 250 students daily to KCU. Teachers and health secretaries made family contact via phone calls, text messages and emails to encourage participation, following up daily with many. If language was a barrier, translators were used to communicate with families.

Students were chosen to be invited by their home school in February of 2021; this led to over 730 students being invited. Instructional coaches, building administrators, and classroom teachers provided feedback and encouraged families to fill out the application. The application process was determined by students not meeting the winter FAST benchmark. Schools then forwarded their returned applications to the program director who followed up with emails and mailings to each family with information about the schedule, transportation, and expectations of KCU.

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 2021-2022 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>
Cedar Rapids Community School District	Full	7	Certified teachers, bus drivers	\$257,795
Zach Johnson Foundation	Full	2		\$5,811
Kirkwood Community College	Full		Staff to enroll parents	\$800
Kids on Course AmeriCorps Program	Full	6	AmeriCorps Volunteers	\$86,547
Cedar Rapids Schools Foundation	Full	7	Librarians	\$12,000
Greater Cedar Rapids Community Foundation	Full	3		\$20,000
United Way of East Central Iowa	Full	4		\$12,500
Miriam Landsman/University of Iowa	Vendor	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	
• Summary of partnerships table.	X
• Total Partners by Type	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.

Partnerships allowed students in the summer program, Kids on Course University, to eat two meals a day, have high quality mentors, go on at least two field trips, learn about adult education opportunities, have food bags to address over the weekend and receive incentive rewards for attendance. All of these partners provided their services (totaling \$395,453) at no cost to the program or its participants. Most partners provide their services during the summer-only program, while the evaluator, Dr. Miriam Landsman, analyzes data about KCU throughout the year. Partners are recruited through community connections of the Project Leader, Program Director, and other governance members.

The Cedar Rapids Community School District provided breakfast and lunch, which totaled more than 30,000 meals over the summer through the USDA Summer Food Service Program. The program provides free meals not only to students enrolled in Kids on Course University, but also to those under the age of 18 who chose to participate. All are welcome and information is shared through social media and the local TV station to encourage participation.

Kirkwood Community College brought adult educational opportunities to the families of Kids on Course University through the Parent Night. Each site held a parent/family night where Kirkwood had navigators discussing GED completion, English as a Second Language classes, K-PACE program details and other adult education opportunities.

The Zach Johnson Foundation and the Greater Cedar Rapids Community Foundation did the heavy lifting in fundraising for Kids on Course University. The federal grant, 21st Century Community Learning Centers, provides about one third of the funding for Kids on Course University. The rest was raised privately or funded through in-kind donations. Without additional grants and fundraising through the Zach Johnson Foundation and the Greater Cedar Rapids Community Foundation this program would not have happened. However, with the district's access to COVID relief dollars to provide instruction to make up for learning loss used, these funds were used in place of the money normally donated by the ZJF. This also allowed for the non-profit to provide and save for further programming in the community and for the future of Kids on Course University.

The AmeriCorps members through the Zach Johnson Foundation provided role models and mentors for students at no cost to Kids on Course University. Most of these young people were college students who were home for the summer in the Cedar Rapids metro area.

The Cedar Rapids Schools Foundation provided funding for librarians, allowing each student to access the enormous book collections at each school. This also ensures the schools' inventories are maintained and students are matched with reading materials that align with their interest areas and levels.

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.

KCU offered a parent event at each site. Because of COVID restrictions, these were held outdoors and included a fitness challenge with activities, a free book (to tie in the literacy component), estimation activities, and a snack. Families had not been invited to attend an activity at school since March of 2020 which made these nights even more exciting for the students and families. Every family member was able to participate and engage in the activities and meet the staff of KCU. Community representatives such as the Cedar Rapids police department participated, and Kirkwood Community College was present at the event to assist parents in enrolling in literacy services.

Across the three sites, a total of 223 parents (out of 454 students) attended the event: 87 at Johnson, 74 at Harrison, and 62 at Van Buren. This represents an overall participation rate of 49%.

4. GPRA Measures

For 2021-2022, the US DOE has changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to current school year is the 2021-2022 school year. **Please note that the data tables for each GPRA Measure mirror the APR data entry tables. Please do not change any of the tables.**

GPRA Measures Required Elements	Complete?
GPRA Measures Data Tables	
• GRPA Measure 1A – Reading Progress	X
• GRPA Measure 1B – Math Progress	X
• GRPA Measure 2 – Academic Achievement GPA	X
• GRPA Measure 3 – School Day Attendance	X
• GRPA Measure 4 – Behavior	X
• GRPA Measure 5 – Teacher Survey	X
GPRA Measures Discussion	X

GPRA Measure 1A – Reading Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments.

If you have no data to report for GPRA Measure 1A – Reading Progress, provide an explanation here:

The student population of KCU includes kindergarten through fourth grade. Because the GPRA measure only pertains to grades 4-8 grades, this excludes most of our students. Therefore, we report progress in reading under local objectives.

The student population of KCU includes kindergarten through fourth grade. Because the GPRA measure only pertains to grades 4-8 grades, this excludes most of our students. Therefore, we report progress in reading under local objectives.

GPRA Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.						
Number of Attendees who exhibited growth.						
Percentage of Attendees who exhibited growth. Calculated for each column.						

GPRA Measure 1B – Math Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments.

If you have no data to report for GPRA Measure 1B – Math Progress, provide an explanation here:

The student population of KCU includes kindergarten through fourth grade. Because this GPRA measure only pertains to grades 4-8 grades, this excludes most of our students. Therefore, we report progress in math under local objectives.

GPRA Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.						
Number of Attendees who exhibited growth.						
Percentage of Attendees who exhibited growth. Calculated for each column.						

GPRA Measure 2 – Academic Achievement - GPA. Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4.
- Grade of B = GPA of 3.
- Grade of C = GPA of 2.
- Grade of D = GPA of 1.
- Grade of F = GPA of 0.

If you have no data to report for GPRA Measure 2 – Academic Achievement - GPA, provide an explanation here:

KCU serves elementary school-aged children. GPAs are not used at the elementary school level.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report and who had a prior year unweighted GPA of less than 3.0?.						
For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?						
Percentage of Attendees who improved their GPA. Calculated for each column.						

GPRA Measure 3 – School Day Attendance. Percentage of students in **grades 1-12** participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:

Improvement in attendance from the prior to the current year could not be measured due to disrupted attendance in the prior year (explained further below).

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2020-2021)?						
Of these students, how many demonstrated an improved attendance rate in the current school year (2021-2022)?						
Percentage of Attendees who improved their attendance rate. Calculated for each column.						

GPRA Measure 4 – Behavior. Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:

Data on in-school suspensions were not available for these elementary school children because KCU is a summer-only program (explained further below).

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2020-2021)?						
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2021-2022)?						
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.						

GPRA Measure 5 – Teacher Survey. Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning.

If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:

See discussion below. There are data on teacher-reported student engagement in learning based on a survey completed by teachers, but the data are not child-specific and cannot be presented by hours of participation.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?						
Of these students for whom you have outcome data to report, how many demonstrated an improvement in						

teacher-reported engagement in learning?						
Percentage of Attendees who improved. Calculated for each column.						

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Discussion of high performing and low performing areas.	X
Discussion of issues with any GPRA Measure.	X
Assessment of 21 st CCLC Program based solely on GPRA Measures.	X

Type or copy and paste GPRA Measures Discussion here.

GPRA measures 1 and 2: Progress in reading and math are discussed in the local objectives section. The GPRA measures only pertain to children in grades 4-8, and this excludes most of our KCU students.

GPRA Measure 3: This could not be measured because school attendance in the prior school year had been seriously affected by a derecho that caused substantial disruptions in attendance. Thus, it was not feasible to compare to compare students' attendance from the previous year to the current year.

GPRA Measure 4: KCU had 42 behavior incidents during the summer of 2021. Each site had a behavior tech as well as support of a special education leader who wrote and implemented behavior plans to make sure that the students were successful. Students who needed extra support with behavior were identified prior to the program and monitored with positive behavior interventions. Staff was also trained on de-escalation strategies and restorative practices during preservice training. Behaviors were not tracked during the school year to see if there were improvements made. The summer was very successful because of the preventative measures put in place and the highly qualified staff that encouraged all students to achieve at high levels.

GPRA Measure 5: The survey of teachers distributed by KCU asked teachers an overall question: "What percentage of students in your class showed a higher level of engagement with school at the end of KCU?" Because this was not linked to specific children, we cannot report this measure by the number of hours. The reported percentages by 16 teachers ranged from a low of 67% to a high of 100%, with a median of 84%. These data indicate that teachers perceived strong growth in student engagement over the course of the program.

Since KCU is a summer-only program serving elementary school students, its value cannot be accurately assessed solely with the GPRA measures. The data presented under local objectives provide a more useful assessment of this program.

5. Local Objectives

GPRA Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRA Measures. The following guidelines should be followed when entering the Local Objectives.

1. Enter no more than **five** Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. Local Objectives should **NOT** mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1 there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
4. Objectives will be rated as one of four ways. These are the **ONLY** acceptable ratings:
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - b. 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.)
 - c. 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.)
 - d. 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.)
5. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
• No more than FIVE Objectives per Cohort.	X
• Rating of each Objective as listed above.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.**Cohort 12 Table**

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 16 Table

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
1. 60% of students will demonstrate growth in literacy and math	Met the stated objective	pretests and posttests administered at the beginning and end of the summer program indicated that among students for whom both pretest and posttest data were available, 80% of KCU students improved in reading and 61% in math.
2. 100% of students will engage in organized physical fitness at least 200 minutes a week	Met the stated objective	The physical fitness objective was assessed through a review of the KCU weekly school schedules. All students participated in organized physical fitness for at least 200 minutes per week
3. 100% of students will have access to the school's library materials	Met the stated objective	Access to school library materials was assessed through a review of the KCU weekly school schedules. All students had weekly access to their library.
4. 100% of students will attend field trips	Met the stated objective	The field trip objective was assessed through a review of the KCU weekly school schedules. All students in attendance participated in field trips.
5. 30% of KCU parents/guardians will attend Family Night	Met the stated objective	Parent/guardian attendance at Parent Night was assessed through attendance records. Overall, 49% of parents/guardians attended, exceeding the 30% objective.

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.	NA
• Details on methodology and ratings as needed.	NA
• Additional Objectives not in Local Objective Tables.	X

• Clarification for objectives not met.	NA
• Clarification for objectives not measured.	NA

Remember to include a Local Objectives discussion

Type or copy and paste Local Objectives discussion here.

All of Kids on Course University's stated objectives were met.

Objective 1: The objective, 60% of students will demonstrate growth in literacy and math, was met. Pretests and posttests administered at the beginning and end of the summer program indicated that among students for whom both pretest and posttest data were available, 80% of KCU students improved in reading and 61% improved in math. (The limitation is that both pretests and posttests in reading were missing for 70 students, and in math for 94 students.)

Objective 2: The objective, 100% of students will engage in organized physical fitness at least 200 minutes a week, was met. The physical fitness objective was assessed through a review of the KCU weekly school schedules. All students participated in organized physical fitness for at least 200 minutes per week. Enrichment activities are included every day that emphasize students moving as well as Fun Fridays which all have a component of large motor engagement.

Objective 3: This objective, 100% of students will have access to the school's library materials, was met. Access to school library materials was assessed through a review of the KCU weekly school schedules. All students had weekly access to their library.

Objective 4: The objective, 100% of students will attend field trips, was met. The field trip objective was assessed through a review of the KCU weekly school schedules. Although the program was unable to leave campus because of COVID restrictions and many places not opening to large groups, staff brought these opportunities to the schools on Fridays. Each Friday activity was designed to provide the students with many of the experiences they would have had going on a field trip. For example, the Iowa Children's museum has redesigned some of their programming in response to COVID so it is brought on site for students. The Ceramics Center of Iowa spent two days at each site working with each student to create a piece of artwork. Instead of traveling to the roller rink, skates were rented and used in the gym. Because swimming pools were not available, KCU used splash pads in the neighborhoods to enjoy the summer heat. Glow dances with a professional DJ became a hit with all of the students, providing joy and laughs. Although students did not get to leave campus, KCU was able to give students meaningful experiences that boosted their vocabulary and school connection.

Objective 5: The objective, 30% of KCU parents/guardians will attend Family Night, was met. Parent/guardian attendance at Parent Night was assessed through attendance records. Overall, 49% of parents/guardians attended, exceeding the 30% objective. Prior to the COVID-19 pandemic, the objective for Family Night attendance was 20%, and that goal had been met, with 38.8% of parents/guardians participating. During summer 2021, the objective was increased to 30% and the participation rate of 49% was higher than pre-pandemic participation.

An additional parent-related objective is not included in the table: 100% of KCU parents/guardians will receive student report cards. All parents were provided a report card at the conclusion of the summer – this was assessed through a review of program procedures.

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). Be specific. Try to avoid general comments like “Parents seem pleased with the program.”

Type or copy and paste Anecdotal Data here.

The evaluator had the opportunity to make a site visit to KCU toward the end of the summer 2021 session, talking with program and school staff and observing students at two of the program sites: Van Buren and Harrison.

Summer 2021 marked the return to in-person programming for children after the COVID-19 pandemic forced the cancellation of KCU’s usual summer programming in 2020. At that time, in response to extensive community needs, in Summer 2020 KCU pivoted to distributing food and learning materials to hundreds of families in the community. At that time, the evaluator observed the brief, positive daily interactions between parents and teachers/staff, as parents drove up to the school to pick up meals. The service provided by KCU that summer appeared to sustain the connections between families and schools and ease some of the social isolation families were experiencing during that first year of the pandemic.

In Summer 2021, with children back in the classroom, teachers/staff and students alike seemed happy to be back and comfortable with the adaptations KCU had made to ensure safety (i.e., meals provided in the classroom setting instead of the cafeteria, reimagined field trips). Positive reports from parents and school staff illuminated through surveys were validated during the site visit. Children were highly engaged in their classroom learning, enrichment activities, and physical activity. Teachers and staff were attentive to children’s needs and provided both group and individualized learning activities. Food distribution has continued in Summer 2021 in response to ongoing food insecurity in the community.

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. Be as personal as possible.

Type or copy and paste Success Stories here.

Asher is ten years old and attending the fourth grade at Erskine Elementary School in Cedar Rapids, Iowa. At the end of first grade, Asher's teacher noticed he was behind in reading and began working with him to improve. His reading challenges continued into second grade and through the pandemic. He is very good in math but started to have challenges due to the reading elements. He became aware he was below grade level in reading and started to feel self-conscious.

Teachers at Erskine, specifically Mrs. Stulken, recommended Asher get assessed, which resulted in a dyslexia diagnosis. Mrs. Stulken and Mrs. Tauber helped us better understand dyslexia and develop a plan, including implementing a 504 plan. Asher qualified to attend the Kids On Course summer program.

Not initially thrilled with going to what he considered summer school, Asher was happy to learn he knew others in the program and found that he enjoyed the activities like Fun Fridays. During the program, his reading scores began to improve, and this trend continued through the school year with the help of faculty at Erskine. By the end of third grade, he improved dramatically, and was close to reaching his goal of reading at grade level. Asher's confidence increased and he became less self-conscious about his reading abilities. He continued improving while attending Kids On Course for a second year.

Now in fourth grade and reading at (or close to) grade level, he knows he will continue to need additional help to continue improving but has the self-confidence to ask his teacher for more challenging assignments. We are very proud of him and his success. The Kids On Course program not only helped him in reading, but also removed the reading impediments blocking his ability to shine in math, opening the doors for him to participate in the advanced math programs and be at the top of his class in math. We do not believe any of this would have been possible without the help, attention, and care of the faculty at Erskine and by attending Kids On Course. *-Angie Brunow, parent*

KCU Summer 2021 was an amazing experience. Students were excited to come every day! They made connections with their peers and the KCU staff, and it showed through their smiles, their desire to learn and their growth both academically and socially. Students had opportunities they had never been able to experience before, from making their own clay creations to tie-dying to giant inflatables. They had a safe and caring environment that welcomed them every day that kept their stomachs full, their brains engaged and their hearts happy. The typical "summer slide" that teachers and parents often see when students return to school in the fall was minimized, but most importantly, students had the best of both worlds- they got to continue learning and they were able to still be kids and enjoy their summer. The creativity of teachers was evident in the hands-on approaches students were able to engage in, and the daily interactive read-alouds were a favorite among many. The impact this program had on students was evident through the many hugs and tears on the last day, and the lasting friendships and consistent asking of, "Can I come again next summer?!" KCU is a safe haven for our students in more ways than imaginable. Students who often felt like they didn't fit in found a place they belong and felt successful in their academic skills, renewing their passion for learning. *- Holland Eggert, Site Leader*

During the summer of 2021, the students who attended Kids on Course University had several opportunities to engage in various language arts and math instruction. Students received explicit instruction with the 95% group materials focusing on decoding and encoding skills and opportunities to read a connected text to support the skills they were working on. The use of interactive read-alouds played a large part in the development of oral language and an increase in student vocabulary. The

stories were then tied to opportunities for students to engage in authentic writing. The math instruction varied at the different grade levels with a heavy focus on number sense and fact practice.

The academic success came not only from the implementation of the curriculum provided but also through the use of the data to determine the next steps and how best to use our additional support staff to meet the needs of the students and the teachers using their own knowledge and skill sets to put everything together in a fun, engaging manner where students felt safe and successful. The different teams of teachers worked together to create multiple engaging and hands-on opportunities for the students to both engage in academic learning at the same time reaching their other needs through arts, physical activities, and social-emotional learning. *-Leicha Scranton, Site Leader*

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.

As all the students who attend KCU did not meet benchmarks in reading, providing them with explicit, systematic instruction is the primary goal. To align this instruction across all sites, a common curriculum was purchased to ensure that all students had access. The 95% Group, Rising Up provided instruction in phonological awareness, phonics, phoneme encoding as well as decodable text. The students were assessed and then placed in a group that provided instruction, practice, and feedback. Many of the students need multiple opportunities to practice and secure a skill.

Students identified as needing special education services were invited to participate because this is the lowest performing groups in the Cedar Rapids District. To better meet the needs of this subgroup of students, each site had two special education teachers in addition to the classroom teachers. The purpose of adding these positions was to provide extra targeted instruction to the students in the areas of reading and social emotional regulation. To measure impact, we examined improvement in reading and math from pretest to posttest during the summer KCU program. Among special education students, 80% improved in reading and 54% improved in math. Attendance averaged 80% of days attended among special education students.

During a day at KCU, students received two balanced meals, instruction from certified teachers, thirty minutes of large motor movement during enrichment as well as access to the school library. Instruction was provided for four days a week, with Friday as a fun day that allowed students the opportunity to have summer fun while still being with caring adults in a structured environment.

All students have access to transportation provided by the Cedar Rapids school district. This allows students the opportunity to attend KCU without a burden to families. In addition, AmeriCorps members were used to ride the bus with students and supervise at bus stops, allowing for supervision and safety of all.

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 need to be individual and not a montage of pictures. Links to social media are not to be used here.



Students working with AmeriCorps volunteer to complete a project with the Ceramics Center of a pinch pot to hold their dreams.



Each day students received whole and small group instruction by certified teachers to keep their skills sharp for the upcoming school year.



Family night at each site was a big success! Students received free books, a HyVee wellness kit, participated at a math station as well as getting their ceramic project. Our families love KCU.

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, partners, and stakeholders.	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.

Quotes from Students:

Student surveys were not distributed during Summer 2021.

Quotes from Teachers:

Awesome experience! Students loved it, students learned so much, fun and easy to teach.

Everything went great! The AmeriCorps kids were amazing!

I have enjoyed my experience with KCU. I have been well supported by my site leader and behavioral support staff. The kids are great and really enjoy being here once they are in the routine of things. I loved Fun Fridays, they are fun to plan for and the activities allow me to build relationships with students. I have also enjoyed getting to know all the families throughout the summer.

I enjoyed it. It was nice not to have a lot of work to do at home to be prepared for daily lessons. The amount of time we had the students each day was great.

I think it is a great opportunity for kids to grow even more. I would highly recommend.

I loved working for KCU, I would come back again.

It was a fun and learning-filled summer for the students and teachers!

It was a rewarding position. I felt supported and enjoyed creating relationships with students and staff.

It was amazing! Even better than I expected, hope to be able to return next summer.

It was challenging but VERY rewarding. I like to think I may have made a difference for some kids this summer. I know I learned more about myself from this experience.

It was fun and a great experience for the kids that attended.

Love it! First experience since I am new in the district. Appreciated small class sizes for first grade, enjoyed working in my home building so I could build student and family relationships, good hours, excellent staff and directors...

The kids are a lot more energetic over the summer but your love and support for them is just as necessary and beneficial. Time flies when you're having fun, and we all had a lot of it. It was/is truly incredible to be a part of such a grand program, with so many amazing people supporting it and rooting these kids on. I feel that I have grown in my practice during this (quick) summer, and I'm really grateful for the people- adults and students- that I have been able to work with because of it.

This year was the first year with curriculum to use, and it went well. It was nice to have resources to go to and have things planned out.

I looked forward to coming each and every day.

Quotes from Parents: A sampling of comments from the Parent Survey yielded many positive comments about KCU:

Family night was great to introduce the parents to the teachers & have the kid enjoy themselves & show off their artwork.

We were very impressed with the variety of activities offered. _____ loved telling us about the different things she got to do every day. We also appreciated all of the positive reinforcement and opportunities to choose from the prize box.

The transportation worked great with my schedule and was very convenient. He really enjoyed the Fun Fridays and activities.

Her reading improved greatly. She never wanted to leave, she loved being there.

I have really noticed her improvement with reading and her interest in reading. She loved the Fun Fridays.

My student has really thrived this summer. He talks about the staff/teachers & students all the time. he really enjoys his time @ KCU this summer!

Nice structure for kids over the summer. Reinforces continuous learning behavior and mindset.

She was able to interact w/other kids and she is learning to read better.

My daughter has done this for several years. It keeps her on track, and she really enjoys it.

My daughter loves going, feels safe, made friends, and great time.

My daughter was able to continue her learning over summer break which will be helpful for the upcoming school year.

My son feels like he will transition back into school because he was online last school year. It helped him feel more comfortable with starting new school year.

He enjoyed all the teachers and assistants. He can't wait to come back next year! Great and smooth drop-offs and pickups for me each day.

My child was excited to go every day. he told me he was learning in a fun way.

My daughter says it was the best summer school ever.

My child looked forward to going to KCU every day.

The 1st day they were dreading it & nervous about being in a different school. By pick-up they made a complete 180 & couldn't wait for the next day.

An amazing summer camp that my son has thoroughly enjoyed and it made his summer fun!

First, I want to say thank you to all the teachers at KCU for making summer school the best year they ever had, and my daughter and son like it so much.

Great program with great staff!

Great summer program offered for kids in community for free. Also keeps children doing positive\educational activities and fun during the summer. Thanks.

My child was a little resistant on going to "school" during the summer but ended up really enjoying it in the end.

My daughter loved KCU and always looked forward to it.

My daughter was totally happy and satisfied with the whole program.

Thank you for having this opportunity, after COVID I felt like she really got behind, but I think KCU helped her get closer to where she needs to be.

Thank you for making this experience so available, open time frame/ flexibility wise and fun for her. We're sad it ended so soon! She enjoyed the program very much and it was a huge help financially with no expense for parents. You guys are AMAZING! Thank you for all you do!

Thank you for offering this amazing service & experience!

Thank you to all the staff/teachers/food service for making this program so special. _____ LOVED coming every day and we really appreciate all the help and support you provided. THANK YOU!!! Thank you! I know it was a hard school year for teachers; but I greatly appreciate those that assisted in the KCU program.

Thanks for taking the time and commitment in helping my child improve their math and reading!

We are thankful for the opportunity of KCU, our child enjoys it greatly, it's a great bridge between grades. Staff is GREAT.

We have appreciated the program and learning. my children have given the teachers/para's/staff have been wonderful. _____ has even sent out weekly newsletters and pictures which is over the top!

Quotes from Partners:

Kids On Course University continues to have a positive impact on the students of CRCSD as well as the entire district. The importance of students having a safe, welcoming and positive learning environment throughout the summer has been a major focus throughout the years. CRCSD values student safety during the entire year along with developing and sustaining a strong sense of student and community belonging. As a district, we are currently focusing on the need for all students to feel a sense of belonging throughout their K-12 experience. The CRCSD Food & Nutrition department fully supports KCU by providing healthy meals during the summer when KCU is in session. Our district supports the need to hire highly qualified certified staff to teach at KCU and our HR department is committed to assisting the need to hire staff to teach during the summer. All KCU students have access to certified teachers throughout the summer program. The district's transportation department is impacted by the number of students transported to designated summer sites on a daily basis. The coordination of pick and drop off locations allow students and families full access to KCU. Besides the reasons mentioned above, KCU has a tremendous impact on CRCSD by promoting a strong academic program that allows the majority of students to not experience the "summer slide" which enhances their literacy and math skills during the summer.--Eric Christenson, Director of Elementary, CRCSD

Quotes from other Stakeholders (Administrators, Counselors, etc.):

Thank you for allowing me to join the KCU Team. I enjoyed working with the students.

I love this program! The Americorps staff was so helpful this year. They were really on task and good with the students.

Great program and much needed.

I feel the kids had a great experience at KCU this summer. They seemed to be engaged all week long with the work they were doing.

I enjoyed being about to support the general education teachers in multiple grade levels that have special education students.

It was a wonderful experience to work with the students. Hopefully this will help them academically.

It is an amazing program and I think this was one of the best ever! ____ go out above and beyond with the way they support the staff.

I was proud to say I worked for KCU, the time and dedication from the teachers and support staff was amazing. Kids' success was obviously a priority.

I loved forming relationships with other teachers and students that don't attend my home school. It was fun to see the students become engaged in learning and have great amounts of fun during Fun Fridays (as well as the staff!!)

I LOVED being a part of this wonderful program and getting the opportunity to work with new students and co-workers.

7. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Discuss formal sustainability plan from your original grant application including how it has changed.	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.

Sustainability Plan: The 21st CCLC funding this grant is requesting makes up one-third of the total program budget for KCU. During the last three years, individual donors who have recognized the impact of the program have contributed \$539,000 to KCU and continue to be committed to the on-going sustainability of the program. Many of these donors had the opportunity to tour the program

sites and visit with staff and students about the impact of the program. Those personal experiences led to high donor-retention and increased the visibility of KCU in the broader community.

That diversity of funding and widespread community support makes the program sustainable and maximizes the impact of any 21stCCLC funds.

In addition to individual donors, funding has been secured from the Greater Cedar Rapids Community Foundation. The ZJF will continue to lead on-going fundraising efforts to tap the vast resources of the Cedar Rapids community to ensure the long-term success of this program.

During the previous grant cycle, the commitment and level of engagement of community partners were vital to the success of the program. Partners are recruited through community connections of the Project Leader, Program Director, and other governance members.

Partnerships allowed students to eat two meals a day, have high quality mentors, go on at least two field trips, and parents had the opportunity to learn about Adult Education opportunities. The students had access to weekend food bags to address food insecurity and received incentive rewards for attendance.

The CRCSD Food and Nutrition department provided breakfast and lunch, which totaled more than 30,000 meals over the summer through the USDA Summer Food Service Program. The program provides free meals, not only to students enrolled in KCU, but also to those under the age of 18 who chose to participate. All are welcome and information is shared through social media and the local TV station to encourage participation.

Kirkwood Community College brought Adult Educational opportunities to the families of KCU through Family Nights. Each site held an event where Kirkwood provided navigators that discussed GED completion, English as a Second Language classes KPACE program details and other Adult Education opportunities.

The Cedar Rapids Community school district used the COVID relief funding provided as ESSER dollars to pay the other costs encountered in the summer of 2021. While this allowed the ZJF an opportunity to provide less in the financial way, their continued support for the Fun Fridays and other expenses was fundamental to the success of the program. The federal grant, 21st Century Community Learning Centers, provided about one-third of the funding for KCU. Without the COVID relief funding and fundraising through the ZJF and the Community Foundation, this program would not have happened.

The AmeriCorps members provided dozens of role models and mentors for students at no cost to KCU. Most of these young people were college students and they shared their passion for service with the students in the program.

The Cedar Rapids School District Foundation provided funding for librarians so each student can access book collections at each school. This also ensures the schools' inventories are maintained and students are matched with reading materials that align with their interest areas and levels.

Field trips in the community were not an option because of the restrictions of COVID, which did not hinder giving students access to community opportunities. The Iowa State University Extension and Outreach, a non-profit focused on sustainable food, visited one of the sites and provided programming about urban farming as well as making healthy snacks. And students tried their hand at pottery through the Ceramics Center. The Iowa Children's Museum brought their hands on STEM kits

to the sites to encourage engineering and fun in play. Matthew 25 brought their team to build bird houses at the sites. Although we couldn't leave campus, the students had many opportunities brought to them to provide summer fun and learning opportunities.

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
Unexpected Data	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.

Kids on Course University (KCU) is a 21CCLC summer-only program serving children and families in the Cedar Rapids Community School District (CRCS). KCU, a collaboration between CRCS and the Zach Johnson Foundation, has served several hundred children each summer. KCU's high quality programming meets children's academic, nutritional, and social-emotional needs in small class sizes taught by certified teachers, and at no cost to participants. KCU targets summer learning loss with a proven method of support, instruction, and fun. Students eligible to participate in KCU are those who have not met the benchmark according to the FAST (Formative Assessment System for Teachers).

The Cedar Rapids Community School District has seen an increase in the number of children experiencing poverty. The Free and Reduced Lunch (FRL) percentage across the district has grown by 20% over the past five years. Today, the FRL average for district elementary students is 60%. That means more than half the children come from households earning less than 185% of the poverty line. While the CRCS has invested in professional development on adapting instruction, family engagement strategies and behavior management techniques that better serve children who come from low resource households, the academic data shows it is not enough. According to the 2018-19 Iowa assessments, 45.87% of CRCS students receiving FRL were not proficient in reading.

The summer of 2021 provided KCU with the opportunity to get students back in programming and continue the work of closing the gap created by COVID and the derecho that severely affected Cedar Rapids at the end of summer 2020. More than ever, students needed to be engaged in meaningful practice and have fun. Because of the federal government's COVID relief act, the Cedar Rapids Community school district used ESSER dollars to help support KCU. To maximize the impact of both

funding sources, a commitment was made to provide as many students as possible the opportunity to “close the gap” created by the COVID shutdown. Over 710 students completed enrollment information and the staff was hired. Busing was offered to all students who attended as well as breakfast and lunch. Each site was also a drive-through lunch site in Cedar Rapids that AmeriCorps members staffed every day to make sure no family would go hungry.

With the support of 21st Century Community Learning Center (21CCLC) funding, KCU offered students with reading deficits opportunities for remediation necessary to make gains. KCU was offered in three sites in the district: Johnson Elementary, Harrison Elementary, and Van Buren Elementary Schools. KCU capitalizes on the proven instructional methods of licensed, certified teachers, while keeping class sizes very small. Librarians at each site make all the books accessible for students to check out for home use. Along with classes of only 15 students led by certified teachers and access to reading materials, the seven-week summer program eliminates all barriers to attendance while also providing for students' basic needs. Children must feel loved, be well fed, have reliable transportation, and have their medical needs met if they are going to learn. KCU addresses those needs and more. Students attending KCU will have a ride to and from the program, access to a health secretary and RN, and receive breakfast and lunch every day. In addition, students in KCU are eligible for extended-day care until 5 pm, offering them a safe, enriching environment while providing the childcare support that working families need during the summer months.

The strength of the KCU program is that the community values and financially supports its students. The Cedar Rapids School district used COVID relief funds to cover the cost of the facilities, transportation, special education staff, academic materials, and food service personnel. The USDA Summer meals program provided meals to not only KCU students, but each site was also a site that members of their community could drive through and pick up meals as needed. AmeriCorps members assisted with many aspects of the day. This included riding buses, handing out meals, providing additional learning opportunities and becoming involved in student's lives. In addition, the United Way of East Central Iowa, The Greater Cedar Rapids Foundation, and private donors supported the program by providing funding for librarians, books for each child and a weekend food bag for each student.

With COVID and Derecho impacts, student learning was at the forefront of the instructional days at KCU. Each student was engaged in explicit, systematic instruction of reading. This included phonemic awareness, phonics, phoneme mapping and graphing, and application of those skills into decodable text. Because the pandemic and natural disaster also impacted the teachers in the community, it was imperative that they were supported with research based curricular materials that allowed them to engage in the instructional practices in a meaningful way. In doing that, materials were purchased from the 95% Group that aligned with the needs of these impacted readers.

Four days a week, students engaged in ninety minutes of reading instruction and sixty minutes of math instruction. In addition, students had the opportunity to check out books from the library. The highlight for many students was enrichment, which is a thirty-minute time to move and interact with physical, art or food activities. Friday was the highlight for most students. Fun was brought to each site because of the ongoing COVID restrictions. This consisted of exposing students to activities and situations that had them use higher level thinking as well as building their vocabulary. Students who live in poverty often experience academic challenges such as limited educational experiences and vocabulary development. Each KCU member enjoyed the experiences of summer and loved every minute of it.

Kids on Course University met Monday-Friday from 8:30-12:30, for seven weeks, starting on June 14th and ending on July 30th. July 5th was a holiday, and no classes were held. Wraparound care was provided at two sites by the AmeriCorps team which had forty-five students enrolled until 5:00. This allowed participation of students whose families did not have half-day childcare and their student would not have been able to attend.

District-level data indicated that students who were receiving special education services, ELL or of high poverty were the students most impacted by the shutdown. Because of this, a commitment was made to provide special education teachers and paras to all students who had an IEP. Although the specially designed instruction was not provided as stated in their IEP, they were engaged in a positive school experience and working on skills at their level. They were also not pulled out of the classroom to “get help;” rather, all the adults worked together to provide them support with their peers.

Highlights from the local evaluation show that KCU achieved its goals of providing a high-quality summer program to high-need students. Pretests and posttests administered at the beginning and end of the summer program indicated that among students for whom both pretest and posttest data were available, 80% of KCU students improved in reading and 61% improved in math. All students participated in organized physical fitness for at least 200 minutes per week, all had regular access to library materials, and all participated in field trips which brought community activities to the schools. Parent/guardian attendance at Parent Night was higher than pre-pandemic levels, with 49% of parents attending. Surveys of parents, teachers and staff were quite positive, affirming the value of KCU.

Kids on Course University is the largest summer school program in Iowa. The reason that it is valued by the community is because KCU provides an opportunity for students from all twenty-one elementary schools in Cedar Rapids. Teachers who are highly qualified provide students with an environment that values, feeds, teaches and loves them. Because of the hard work and dedication, the Cedar Rapids school district was able to grow reading scores during the 2021-2022 school year by eight percent, despite the natural disaster and impact of COVID. This program makes such a great impact on some of our most challenging learners.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2021-2022 local evaluation is posted (required by US DOE). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste exact URL where your **2021-2022** local evaluation is posted (**required by US DOE**). **The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

<https://crschools.us/app/uploads/2021/11/Local-Evaluation-for-KCU-2021-22.pdf>

Type or copy and paste other methods of Dissemination of Local Evaluation here.

Local evaluation results will be disseminated on the program website, through presentations at stakeholder meetings, and distributed to all Zach Johnson Foundation board members. Information is also shared with donors, school board members, and parents through a newsletter to stakeholders.

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.	NA
Include objectives not measured.	NA

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.

KCU program staff have found that the adaptations made to field trips in light of the COVID-19 pandemic have yielded some unforeseen benefits. Bringing community activities to the schools instead of busing children to participate in these activities creates efficiencies in time and resources and prevents some of the behavioral disruptions that can occur when busing large groups of students. As the community further returns to pre-pandemic circumstances, some combination of outside field trips with continued in-school community activities will provide a desirable balance. The recommendation is to revise the objective related to field trips (100% of students will attend field trips) to language that includes both in-school and in-community activities (100% of students will participate in experiences within the school and community).

The evaluator recommends considering eliminating the local objective related to parents receiving student report cards (100% of KCU parents/guardians will receive student report cards). The rationale is that report cards are distributed at the conclusion of the summer, and the only measure available is that the report card was distributed. This does not provide useful feedback to KCU.

One area to consider adding an objective would be in relation to student behaviors. KCU has put considerable effort into strengthening supports for teachers to help manage student behaviors. Adding a local objective related to the effectiveness of these supports can be included in a staff survey, and results can be used for further modifying these supports in the future.

The remaining objectives related to academic progress, physical fitness, access to library materials, and parent night participation, are recommended to be maintained.

All local objectives were met, and all 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 discussion of what can be done to improve the program

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

Like many communities, the Cedar Rapids area is still adapting to changes necessitated by the COVID-19 pandemic, trying to return to the “new normal” after a couple of years of disruption. KCU’s basic activities of reading and math education, physical activity, literacy, experiences, nutrition, and fun, provided in a supportive environment, have demonstrated success year after year. As noted previously, in adapting field trips to bring the community to the students instead of the other way around, KCU realized some benefits for students and efficiencies in time and resources. Moving forward, some combination of in-school activities with some opportunities in the community may provide students with a broad range of experiences, while managing within resource constraints.

There are no recommendations for recruitment; KCU is well-known in the school district and receives ample referrals each summer. KCU staff have done a good job of bringing programs and activities to the students, and the evaluator recommends continuing these partnerships.

Sustainability is a topic of ongoing discussion. KCU has been able to benefit from supplemental funds available because of the pandemic, but with reduced donations during that time, the program is making prudent decisions to balance the availability of this short-term funding with its consistent support from ZJF. Teacher retention is also a sustainability issue, and the program has taken steps such as providing behavioral supports in classrooms and purchasing research-based curricula which demand less prep time from teachers during the summer session.

The evaluator recommends some modifications to data collection to be able to improve reporting on GPRA measures. The current teacher survey used to measure improvement in student engagement in learning was not child-specific, but a global measure of improvement. Because the GPA tables require linking teacher-reported improvement in student engagement in learning with student attendance, the measure calls for a child-specific assessment of improvement in student engagement. In addition, with the new structure for reporting attendance (categories of days/hours)—which had to be transformed to fit with KCU’s summer-only program, future data collection should build this new structure into the collection of child-specific data.

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.