

Grantee: CRCSD

21st CCLC Local Evaluation for 2022-2023

Overview

The U.S. Department of Education provided guidance on Local Evaluations, as stated in Section F-2 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003.

What are the local evaluation requirements?

Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation.

A subgrantee must also collect the necessary data to measure student success as described in the subgrantee's application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the State. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).

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 13-17 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2022 and the 2022-2023 School Year.

The table below lists the nine 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 2022-2023**>. 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. Total Academic Improvement	X
5. GPRA Measures	X
6. Local Objectives	X
7. Anecdotal Data	X
8. Sustainability Plans	X
9. 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	March 1, 2024
Grantee Name	Cedar Rapids CSD
Program Director Name	Stephanie Stulken
Program Director E-mail	sstulken@zachjohnsongolf.com
Program Director Phone	319-981-1676
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 13	
Cohort 14	
Cohort 15	
Cohort 16	Garfield, Grant Wood, and Hoover Elementary Schools
Cohort 17	
Additional Information from Grantee (optional)	

Note: If you are in Cohort 18, 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	
<ul style="list-style-type: none"> Needs Assessment Process 	X
<ul style="list-style-type: none"> Key People Involved 	X
<ul style="list-style-type: none"> Development of Objectives 	X
Program Description	
<ul style="list-style-type: none"> Program days and hours 	X
<ul style="list-style-type: none"> List of activities 	X
<ul style="list-style-type: none"> Location of centers 	X
<ul style="list-style-type: none"> Attendance requirements 	X
<ul style="list-style-type: none"> Governance (board, director, etc.) 	X
<ul style="list-style-type: none"> Details on Parent Events and Parent involvement. 	X
<ul style="list-style-type: none"> Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.) 	X
Program Highlights	X

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. Today, the FRL average for district elementary students is 57.5%. That means

more than half the children come from households earning less than 185% of the poverty line. The CRCSD has invested in professional development on adapting instruction, family engagement strategies and behavior management techniques that better serve children who struggle academically and who come from low resource households.

The summer of 2022 saw the return of KCU programming with more kids enrolled than before at three sites in Cedar Rapids: Garfield, Grant Wood, and Hoover Elementary schools. When looking at the district data, the students who received individualized education plans (IEPs) and students from homes that English is not the first language (ELL) became a focus of the students who needed the opportunity to engage in summer learning.

Following the success of having certified teachers, research based instructional strategies, smaller class sizes and support staff, KCU kicked off. Special education teachers and paraprofessionals were also utilized to help students. This allowed for additional instruction and times to practice skills students hadn't yet mastered or behavior plans that needed support. Librarians at each site allowed students to access books and have literacy lessons. This is extremely important for students who do not have access to reading materials during the summer.

Reducing barriers for students to attend, in addition to providing for students' basic needs, are KCU's goals. Students are fed two meals a day through the school food and nutrition program, and transportation is provided. Medical staff and caring adults are there to support students in their well-being and learning. KCU offers students a safe, caring, and calm environment which many of them do not have during the summer months.

A strength of KCU is that the community values and financially supports its students. The Cedar Rapids School district used COVID relief funds (ESSER) 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 place 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.

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 Fridays provided students and staff to fully immerse themselves in learning, with fun too. Research shows that students who have strong background knowledge and vocabulary exposure can make great strides in learning how to read. This included exposing students to activities and situations that had them use higher level thinking and 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 8:00-12:00, for seven weeks, starting on June 13th and ending on July 29th. June 20th and July 4th were holidays, and no classes were held. However, the Cedar Rapids Community School District was the victims of a cyber-attack on July 3, 2022. This meant that all programming had to be cancelled for the week of July 4th. It was determined that access to buildings was compromised, technology was hacked, and the timeclock system. The program director and the Zach Johnson Foundation quickly rallied to feed the students. With the help of many staff members, community members and HACAP over 5,000 food bags were distributed to areas of the community that had quickly become food deserts without the schools open. KCU made modifications and staff were resilient in getting students back in the building the next week, the only program running for the Cedar Rapids district, because we knew our students needed to be back. This meant that we had no computer access and lost many pieces of data, but we had kids in a safe place with caring adults.

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 students would not have been able to attend.

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

Jennifer Hook Cedar Rapids Community School District Food & Nutrition

Patti Lucas, Cedar Rapids Community School District Confidential Secretary

Derek Loutsch, Cedar Rapids Community School District Accountant Manager

Sara Volz, Zach Johnson Foundation Executive Director

Cassie Mitvalsky, Kids on Course Program and AmeriCorps 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, 78% of KCU students improved in reading and 84% 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. Regarding Parent/guardian participation, 39% of KCU parents attended the Family event. Surveys of parents were quite positive, affirming the value of KCU.

3. Demographic Data

Demographic Data Required Elements	Complete?
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2022-2023 School Year Attendance Tables	
• 2022-2023 School Year Attendance Summary Table	NA
• 2022-2023 School Year Grade Level Table	NA
• 2022-2023 School Year Sex Table	NA
• 2022-2023 School Year Attendance Population Specific Table	NA
• 2022-2023 School Year Attendance Race/Ethnicity Table	NA
Summer of 2022 Attendance Tables	
• Summer of 2022 Attendance Summary Table	X
• Summer of 2022 Grade Level Table	X
• Summer of 2022 Sex Table	X
• Summer of 2022 Population Specific Table	X
• Summer of 2022 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2022-2023 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2022 and the Spring of 2023. There are separate tables for the Summer of 2022. Leave blank any cohorts that do not apply.*

21st CCLC Program 2022-2023 School Year Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Less than a week (Less than 15 Hours)						
More than a week (More than 15, Less than 45 Hours)						
More than a Month (More than 45, Less than 90 Hours)						
More than two Months (More than 90, Less than 180 Hours)						
More than three Months (More than 180, Less than 270 Hours)						
More than four Months (More than 270 Hours)						
TOTALS						

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

21st CCLC Program 2022-2023 School Year Attendance Grade Level Table
Reflects Total Number of Students

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<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 2022-2023 School Year Attendance Sex Table
Based on Total Attendance

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Male</i>						
<i>Female</i>						
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>						
<i>Gender Data Not Provided</i>						

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

**21st CCLC Program 2022-2023 School Year Attendance Population Specific Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>Students who are English Learners (LEP)</i>						
<i>Students who are economically disadvantaged (FRPL)</i>						
<i>Students with disabilities</i>						
<i>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>						

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

**21st CCLC Program 2022-2023 School Year Attendance Race/Ethnicity Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>American Indian/Alaska Native</i>						
<i>Asian</i>						
<i>Black or African American</i>						
<i>Hispanic or Latino</i>						
<i>Native Hawaiian or Pacific Islander</i>						
<i>White</i>						
<i>Two or more races</i>						
<i>Data not provided</i>						

Summer of 2022 Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2022 **ONLY**. Leave blank any cohorts that do not apply.*

21st CCLC Program 2022-2023 Summer 2022 Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Less than a week <i>(Less than 15 Hours)</i>						
More than a week <i>(More than 15, Less than 45 Hours)</i>						
More than a Month <i>(More than 45, Less than 90 Hours)</i>						
More than two Months <i>(More than 90, Less than 180 Hours)</i>				548		548
More than three Months <i>(More than 180, Less than 270 Hours)</i>						
More than four Months <i>(More than 270 Hours)</i>						
TOTALS				548		548

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

21st CCLC Program 2022-2023 Summer 2022 Attendance Grade Level Table
Reflects Total Number of Students

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>						
<i>How many 1st Grade</i>				94		94
<i>How many 2nd Grade</i>				153		153
<i>How many 3rd Grade</i>				137		137
<i>How many 4th Grade</i>				98		98
<i>How many 5th Grade</i>				66		66
<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				548		548

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

21st CCLC Program 2022-2023 Summer 2022 Attendance Sex Table
Based on Total Attendance

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Male</i>				270		270
<i>Female</i>				278		278
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>				0		0
<i>Gender Data Not Provided</i>				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 2022-2023 Summer 2022 Attendance Population Specific Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>Students who are English Learners (LEP)</i>				126		126
<i>Students who are economically disadvantaged (FRPL)</i>				449		449
<i>Students with disabilities</i>				162		162
<i>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>				214		214

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

**21st CCLC Program 2022-2023 Summer 2022 Attendance Race/Ethnicity Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>American Indian/Alaska Native</i>				0		0
<i>Asian</i>				7		7
<i>Black or African American</i>				160		160
<i>Hispanic or Latino</i>				81		81
<i>Native Hawaiian or Pacific Islander</i>				5		5
<i>White</i>				227		227
<i>Two or more races</i>				68		68
<i>Data not provided</i>				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 8.3% of the total population of children in Cedar Rapids elementary schools. Among KCU attendees, 82% were eligible for FRPL.

Children in first through fifth grade attended KCU. The gender distribution was about 50/50. About 23% were English language learners, and nearly 30% had an IEP. The racial/ethnic distribution was diverse, consisting of about 41% white, 29% Black or African American, 15% Hispanic or Latino, and 12% students of two or more races. Fewer than 1% were Asian, Hawaiian/Pacific Islanders, or Native Americans.

To ensure that all students have access, transportation is an option for all students when they register for 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. All KCU students attended programming for more than 90 and less than 180 hours.

Students were chosen to be invited by their home school. 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.

Kids on Course University met Monday-Friday from 8:00-12:00, for seven weeks, starting on June 13th and ending on July 29th. June 20th and July 4th were holidays, and no classes were held. However, the Cedar Rapids Community School District was the victims of a cyber-attack on July 3, 2022. This meant that all programming had to be cancelled for the week of July 4th. Fortunately, the program was able to reopen the following week.

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 2022-2023 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	3,4,7	Certified teachers, bus drivers, paraprofessionals	\$502,526
Zach Johnson Foundation	Full	2		\$6,603
Cedar Rapids School Foundation	Full	3	Librarians	\$10,000
Kids on Course AmeriCorps Program	Full	6	AmeriCorps Volunteers	\$170,820

**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
• How in-kind value was determined	X
• Efforts to recruit partners.	X

• Highlights of partnerships.	X
• How partnerships help program serve students.	X

Partnerships within the Cedar Rapids community are what sets KCU apart. The financial support from the Cedar Rapids Community school district, Cedar Rapids School Foundation, and the Zach Johnson Foundation make the program sustainable.

With COVID relief dollars (ESSER), the 21st Century grant, and the USDA Summer Food program Kids on Course excelled. The partnerships allowed students in the summer program to eat two meals a day, have high quality teachers, have experiences in the community, and receive weekend food bags. These partners provided services to this program at no cost to the participants. The Cedar Rapids school district provided breakfast and lunch, not only to just KCU students but also to those under 18 in the community who needed food. All information is shared through social media, local TV media and articles in the CR Gazette.

The federal grant, 21st Century Community Learning Centers, provides about one third of the funding for Kids on Course University. The rest were raised privately or funded through in-kind donations. Without additional grants and fundraising through the Zach Johnson 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 large amounts of money contributed by the Zach Johnson Foundation. They will resume funding the program when the ESSER dollars are eliminated.

The AmeriCorps members, funded 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?
Parent Involvement Table	X
Parent Involvement Discussion. Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Parent Involvement Table. List all parent events held during the Summer of 2022 and the 2022-2023 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

21st CCLC Program 2022-2023 Parent Involvement Table

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Additional Information if needed
Family Night at Ellis Pool		214	379	

Parent Involvement Discussion.

Type or copy and paste Parent Involvement Discussion here. Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

KCU hosted a family night at Ellis Pool for all to attend. This event was a highlight for many of the families. They were able to all go swimming, get free books, have a snack, and interact with staff. Many KCU families cannot afford a traditional summer outing of going to the pool. The response was so great that KCU reached the capacity at the pool! Teachers mentioned that it was fun to get to see families interact together and have fun alongside the KCU staff. Community representatives from the Cedar Rapids Police department and Kirkwood Community College were present to continue making those positive relationships.

Parent engagement starts with the winter family conferences at the home school of each child. An information packet is shared with dates and information. After registration is complete, a letter is sent to each child's family that details the bussing information and first day expectations. At this time, site manager information is also shared so families can connect with the person who will be learning the program at their site. During the two days of in-service before students, teachers should contact all families. This is done with a phone call, email or text message. Interpreters are available to help with communication. The program director also sends out information to all registered families via email at least three times.

Weekly it is a requirement that sites send home an email, newsletter or text message. This helps families be aware of the activities their child is participating in, where they will be going on Friday and academic information. The key barrier faced with this is insufficient capacity to get all the information translated quickly.

Surveys completed by 240 parents found high levels of satisfaction with KCU. More than 98% of parents reported that their child enjoyed KCU and 98% reported that their child talked about the activities in which they participated at KCU. About 96% of parents felt that their child's reading skills had improved, 93% felt that their child's math skills had improved, and 94% felt that their child's writing skills had improved over the summer program. 96% were satisfied with the scheduling of KCU and 98% indicated

that if their child was eligible to attend next year, they would like to participate again. Among parents who indicated that they participated in Family Night, 97% felt that it was a positive opportunity for their family. Among those whose children used bus transportation to attend KCU, 97% were satisfied with the bus service.

4. Total Academic Improvement. (New state priority).

Total Academic Improvement and Discussion Required Elements	Complete?
Reading/English Improvement Table	X
Mathematics Improvement Table	X
Total Academic Improvement Discussion	X

This requirement for the Iowa 21st CCLC Local Evaluations provides the data needed to meet **Section F-1 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003, which states,**

These indicators and measures must—

- ***Be able to track student success and improvement over time;***

The Iowa 21st CCLC Program has been tracking progress in reading and math for all 21st CCLC students since 2015. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years affected by the COVID-19 Pandemic. **In order to review academic improvement data over time, The Iowa 21st CCLC Program is adding a state requirement to report ALL reading and math data as a local measure. Please complete the following tables on Reading/English and Mathematics Improvement.**

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K			
1	94	2	2
2	153	6	4
3	138	16	12
4	98	33	34
5	66	24	36
6			
7			
8			
9			
10			
11			
12			
Totals	549	81	15

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K			
1	72	4	6
2	103	4	4
3	115	11	10
4	64	7	11
5	45	5	11
6			
7			
8			
9			
10			
11			
12			
Totals	399	31	8

Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

Among all KCU students assessed as needing improvement in reading and math, 15% of students improved their reading scores and 8% improved their math scores from spring 2022 to fall 2022 based on the FAST Bridge reading and math assessments conducted by the Cedar Rapids School District. For reading the FAST CBM was used and in math FAST Math was used as the testing scores used to evaluate growth. In the area of reading, the percentage of students who improved was highest at the fourth and fifth grade levels (34% and 36%, respectively). In math, the differences were not as pronounced across grade levels, although the percentage of students who improved was highest at the third, fourth and fifth grade levels (10%, 11%, and 11%, respectively).

The data breach during Summer 2022 created some challenges to compiling complete data. Gathering these specific data on academic improvement did not pose unique challenges. However, changes in the State assessment for math will make it difficult to evaluate change over time.

As a summer program, KCU strives to provide programming that focuses on students' educational, social and emotional needs, helping students avoid the summer learning loss that often occurs in the absence of a structured program. KCU helps improve student performance through various learning strategies and activities delivered in small classrooms.

5. GPRA Measures

For 2022-2023, 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 2022-2023 school year. Please note that the data tables for each GPRA Measure mirrors 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:**

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.				164		
Number of Attendees who exhibited growth.				57		
Percentage of Attendees who exhibited growth. Calculated for each column.				33%		

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:**

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.				109		
Number of Attendees who exhibited growth.				12		
Percentage of Attendees who exhibited growth. Calculated for each column.				11%		

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: Elementary school-aged children do not have GPAs.

	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:**

	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 (2020-2022)?				371		
Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)?				331		
Percentage of Attendees who improved their attendance rate. Calculated for each column.				89%		

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:

	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 (2021-2022)?				5		
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)?				3		
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.				60%		

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:**

	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?				548		
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?				449		
Percentage of Attendees who improved. Calculated for each column.				82%		

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Please include, at a minimum, the following on your discussion of GRPA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	
• 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 Measure 1A: Based on State assessments, 7% of students in grades 4-8 participating in KCU during the summer demonstrated growth in reading.

GPRA Measure 1B: Based on State assessments, 7% of students in grades 4-8 participating in KCU during the summer demonstrated growth in math.

GPRA Measure 2: Elementary school aged children do not have GPAs, therefore this item was not measured.

GPRA Measure 3: Among students in all grades who participated in KCU during the summer, 89% of those whose attendance rate was at or below 90% in the prior school year demonstrated an improved attendance in the current school year,

GPRA Measure 4: Five KCU students had an in-school suspension in the previous school year. Three of these students (60%) experienced a decrease in in-school suspensions in the current year.

GPRA Measure 5: Based on the teacher survey, 82% of students in grades 1-5 who participated in KCU demonstrated an improvement in teacher-reported engagement in learning.

These GPRA measures identify improved attendance and student engagement in learning as high performing areas. Several GPRA measures are only reported for 4th and 5th grade students, thus excluding many KCU students. Such measures include the State assessments on reading and math, which did not demonstrate substantial improvement among 4th and 5th graders. Assessment of the KCU program based solely on GPRA measures, therefore, does not adequately describe the scope of the program's impact.

6. 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. 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.
3. 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.)
4. Data will be from the Summer and Fall of 2020 and the Spring of 2022.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<ul style="list-style-type: none"> • No more than FIVE Objectives per Cohort. 	X
<ul style="list-style-type: none"> • Rating of each Objective as listed above. 	X
<ul style="list-style-type: none"> • Full Methodology used for measurement. 	X
<ul style="list-style-type: none"> • Justification for Rating 	X
Local Objectives Discussion	X

Local Objectives Data Tables.

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	Based on pre-post tests administered at the beginning and end of the summer program, 78% of KCU participants demonstrated growth in Reading and 84% 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, 39% of parents/guardians attended the family event, exceeding the 30% objective.

Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

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
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

Remember to include a Local Objectives discussion.

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, 78% of KCU students improved in reading and 84% improved in math. The reading test administered was a FAST progress monitoring passage, using the fall benchmark of their upcoming grade as benchmark. For math, DIBELS was administered. This assessment did not provide teachers enough data to make instructional decisions, so this will be something to consider in coming years.

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.

Objective 5: The objective, 30% of KCU parents/guardians will attend Family Night, was met. This summer, Family Night was held at the Ellis pool. Based on attendance records, 39% of parents/guardians attended, exceeding the 30% objective. Similar to last year, parent attendance at Family Night has been higher in the post-pandemic summer than it was prior to the pandemic.

7. 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."

The evaluator visited KCU during the summer of 2022, observing classrooms and talking with children, staff, and teachers. The classroom environments had good staff to student ratios, which allowed for individualized attention and considerable student/teacher interaction. Students were engaged in their learning and appeared to be happy and well cared for. Teachers and staff, many of whom have worked

for KCU over multiple years, expressed enthusiasm about the program and its impact on the children. They seemed to be genuinely enjoying the summer and proud to be part of this program.

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.

Both of my granddaughters have been invited to attend KCU because school is hard for them. The oldest one struggles with her emotions and is sometimes sent to the office to calm down. This means that she misses out on learning in her classroom. The youngest has a hard time reading. Both were excited to do all the fun things at summer school and didn't complain once about getting up and going; instead, they missed it terribly when it was over. I loved how they worked on reading, math and talked about how everyone can do hard things. They gave each of them the support they needed. In fact, my oldest granddaughter was able to get on a plan that was helpful to her in the school year. Making it possible for her to stay in the classroom and learn.

I am also a cafeteria worker in the summer. That means that for five summers I have gotten to feed all the Kids on Course University kids daily. They have huge smiles and I know that each one of them needs those meals that I help prepare. We are so lucky to have such a great program in our community that helps so many people. *Grandma Tracy*

I had the privilege of teaching a KCU first grade class last summer at Johnson Elementary. What a wonderful experience for everyone involved! My first-grade friends had an opportunity to continue practicing skills they had been working hard on all school year and had many experiences to explore new learning in engaging ways! Everyday brought something new: reading a new book, playing a new activity or game, meeting a new friend, camping in the classroom, or even cooking a new food! Though it was AT a school, it was learning in a different way, and the kids loved it! Skills were maintained during months when often educators worry about summer slide, and students were given opportunities to try new things! Encouraging kids to go down a very large and fast water slide, and seeing the joy on their face as they walk up for their 10th trip down the slide! After reading and talking about farm animals, watching as students got to see and touch a baby goat, a pig, a donkey, and listen to them giggle when they lick their hands or try to taste their shirt! Encouraging students, as they worked together, to "code" robots to move towards a goal! These are priceless!

So, why did I give up my summer mornings off to head to Johnson, one may ask? That's easy! For all that the kids experienced, I grew as a person exponentially! Sometimes, you have to put yourself out there, try something new, in a new environment, with new people. What I found out is that I learned more about teaching, collaborating, and OUR kids than I imagined. I learned we have AMAZING educators in the community. I learned that you find a way to get things done and make things work

when you put others' best interests first. I learned that there are a LOT of people in our community who care about OUR kids. I am a better teacher for having this opportunity. *Christy Bryant, teacher*

I have worked with the program for 7 summers now, in many different capacities. What I love most about the program is how excited the kids are to be there. While it's a short 7 weeks, the friendships they build with other students, the relationships they build with their teachers and the relationships they improve within themselves are indescribable. Their confidence skyrockets- they don't look at it as "school." Their stomachs are full, their hearts are full, and their brains are growing. They get to experience things that they would never dream of- swimming, inflatables, glow in the dark dances. Their hard work sends them back to school ready to be learners. There is no more summer slide for these kiddos- they feel confident in their abilities. Kids in my class who have attended are more willing to raise their hands and contribute and share their knowledge. It's October and they still talk about strategies they learned, students they made friends with.... It's an experience that means so much to so many. *Jessica Vaughn, 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.

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 is used 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 students need multiple opportunities to practice and secure a skill.

During a day at KCU, students received two balanced meals, instruction from certified teachers, thirty minutes of large motor movement during enrichment and 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. These practices are measured by tracking participation on daily scheduled activities.

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.

The fact that all students attended regularly can be attributed to the excellent reputation KCU has achieved in the community over the years, as well as the concrete ways that the program provides for

students' needs (meals, transportation). Pretest-posttest assessments at the beginning and end of the summer program indicate that that students demonstrate progress in reading and math.

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 engage in a STEM project.



Students went on a field trip to a local park and had a fun day of teamwork while playing in the water.



Family night at Ellis Pool was a huge hit. Many of these families don't have the opportunity to take their families swimming and enjoy a fun evening with caring adults.



Students were building their high frequency words with play dough to make a multisensory connection in their brains.



An interactive read aloud was a daily expectation for students to hear vocabulary words, story elements and have a conversation about the comprehension pieces.



Having the Children’s Museum from Iowa City come to every site which gave students an opportunity to experience their services while having a great time.

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

Quotes from Students:

Student surveys are usually distributed in KCU. However, a significant data breach shut down all of the computer systems during summer 2033, and there was no opportunity to create surveys in an alternative format.

Quotes from Teachers:

I had the privilege of teaching a KCU first grade class last summer at Johnson Elementary. What a wonderful experience for everyone involved! My first-grade friends had an opportunity to continue practicing skills they had been working hard on all school year and had many experiences to explore new learning in engaging ways! Everyday brought something new: reading a new book, playing a new activity or game, meeting a new friend, camping in the classroom, or even cooking a new food! Though it was AT a school, it was learning in a different way, and the kids loved it! Skills were maintained during months when often educators worry about summer slide, and students were given opportunities to try new things! Encouraging kids to go down a very large and fast water slide, and seeing the joy on their face as they walk up for their 10th trip down the slide! After reading and talking about farm animals, watching as students got to see and touch a baby goat, a pig, a donkey, and listen to them giggle when they lick their hands or try to taste their shirt! Encouraging students, as they worked together, to “code” robots to move towards a goal! These are priceless!

So, why did I give up my summer mornings off to head to Johnson, one may ask? That’s easy! For all that the kids experienced, I grew as a person exponentially! Sometimes, you have to put yourself out there, try something new, in a new environment, with new people. What I found out is that I learned more about teaching, collaborating, and OUR kids than I imagined. I learned we have AMAZING educators in the community. I learned that you find a way to get things done and make things work when you put others' best interests first. I learned that there are a LOT of people in our community who care about OUR kids. I am a better teacher for having this opportunity. *Christy Bryant, teacher*

Quotes from Parents:

A paper survey was distributed to parents in all KCU sites, with responses provided from 240 parents. Below are some of the parents’ responses about their child’s experience in the program:

My daughter has always loved KCU...she needs routine and consistency. From our conversations KCU is hands on learning, in a very fun & positive environment. Preventing the summer slide is so important since learning doesn’t come without consistency and work. THANKS for the opportunity.

Drop off was easy. Pick up was organized. Kids had fun.

Loved the schedule of fun and learning during the summer.

Everything went very well. Very happy with the program.

He learned lots of things about math and read more and write about things. I appreciate that and thank you all.

It kept the boys busy. It kept in tune with next school year so they won’t be rusty next year. They got better at reading for sure. They liked it!

Everything went well and excellent staff and teacher too.

Kept child occupied and allowed her to continue interacting throughout the summer.

My daughter has improved her reading skills! I find her actively reading signs and billboards without prompting. She also LOVED Fun Fridays!

My child loved KCU, it’s such a great program.

Daily reading, connecting with peers/friends, working on writing/sentence structure, fun Fridays made students wanting more.

Her comprehension to reading/writing has vastly improved.

Both of my kids are learning instead of watching TV or tablet while I am at work.

My child loved the program. Was excited to attend & in a good mood when I picked her up.

He loved math and gym, also writing. The after-school program as also very helpful for me. The activities they did were all amazing.

He always wanted to go. I never heard that he didn't want to get up for school.

My kids started reading at home by themselves.

I heard zero complaints about the learning activities, teachers, students, or Fun Fridays. The breakfast and lunch was very helpful and the bus transportation.

My child hates going to school and asks to stay home every single day. Every day of KCU he was positive about going and talking about things he did after school. This is a huge thing for us. Very positive and exciting for us.

She didn't want to go at first, but when she went on the 2nd day she loved it. You made learning fun for her.

Our daughter usually wanted to stay longer! She loved all the fun activities.

Teachers are awesome and patient.

I love having a positive and productive activity/program to involve them in. It gets them away from screens and helps to maintain some sort of routine.

Both of my kids despised getting up in the morning but by the time I picked them up they were full of stories and smiles and always had FUN & Learned!

It's a great program. My child really liked the teachers, students, and environment. It was a fun way to learn. I am very pleased.

I can see KCU has been a positive experience for my kids. They have enjoyed their time here and as a parent it makes me happy to see them enjoying their time and relearning at the same time!

We love your program. My kids have been a part of it for years. Three of my kids have benefited from it. Keep up the great work.

I want to thank KCU for providing the opportunity for my child to be a part of the summer program and looking forward to seeing more of my kids being part of this program next year.

We really enjoy the program and have participated yearly for many years. It helped with summer working families a lot.

It's a great program. It helps lots of kids that otherwise would forget things for the coming school year. It was great.

Quotes from Partners:

KCU has been meeting so many needs of children and families in the Cedar Rapids community— educational, social, nutritional, physical -- and has had such a positive impact here.

The teachers and staff are wonderful. They are committed to providing the kids with an experience that is both educational and fun.

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

This is a great program, and I'm happy to be a part of it.

This summer was the best ever for the kids.

8. 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.

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 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. This 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 an option again as the COVID restrictions were lifted. This allowed our students access to community opportunities. Students had the opportunity to visit local parks, splash pads and team up the City of Cedar Rapids Recreation Department and Public Library for off campus experiences. The Iowa State University Extension and Outreach, a non-profit focused on sustainable food, visited the sites and provided programming about urban farming and made 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. Students had opportunities every Friday to provide summer fun and learning opportunities.

9. 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
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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

Kids on Course University (KCU) is a 21CCLC summer-only program serving children and families in the Cedar Rapids Community School District (CRCS D). KCU, a collaboration between CRCS D 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 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. Today, the FRL average for district elementary students is 57.5%. That means more than half the children come from households earning less than 185% of the poverty line. The CRCS D has invested in professional development on adapting instruction, family engagement strategies and behavior management techniques that better serve children who struggle academically and who come from low resource households.

The summer of 2022 saw the return of KCU programming with more kids enrolled than before at three sites in Cedar Rapids: Garfield, Grant Wood, and Hoover Elementary schools. When looking at the district data, the students who received individualized education plans (IEPs) and students from homes that English is not the first language (ELL) became a focus of the students who needed the opportunity to engage in summer learning.

Following the success of having certified teachers, research based instructional strategies, smaller class sizes and support staff, KCU kicked off. Special education teachers and paraprofessionals were also utilized to help students. This allowed for additional instruction and times to practice skills students hadn't yet mastered or behavior plans that needed support. Librarians at each site allowed students to access books and have literacy lessons. This is extremely important for students who do not have access to reading materials during the summer.

Reducing barriers for students to attend, in addition to providing for students' basic needs, are KCU's goals. Students are fed two meals a day through the school food and nutrition program, and transportation is provided. Medical staff and caring adults are there to support students in their well-being and learning. KCU offers students a safe, caring, and calm environment which many of them do not have during the summer months.

A strength of KCU is that the community values and financially supports its students. The Cedar Rapids School district used COVID relief funds (ESSER) 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 place 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.

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 Fridays provided students and staff to fully immerse themselves in learning, with fun too. Research shows that students who have strong background knowledge and vocabulary exposure can make great strides in learning how to read. This included exposing students to activities and situations that had them use higher level thinking and 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 8:00-12:00, for seven weeks, starting on June 13th and ending on July 29th. June 20th and July 4th were holidays, and no classes were held. However, the Cedar Rapids Community School District was the victims of a cyber-attack on July 3, 2022. This meant that all programming had to be cancelled for the week of July 4th. It was determined that access to buildings had been compromised, technology had been hacked, as well as the timeclock system. The program director and the Zach Johnson Foundation quickly rallied to feed the students. With the help of many staff members, community members and HACAP over 5,000 food bags were distributed to areas of the community that had quickly become food deserts without the schools open. KCU was able to make modifications and staff were resilient in getting students back in the building the next week, the only program to be running for the Cedar Rapids district, because we knew that our students needed to be back. This meant that we had no computer access and lost many pieces of data, but we had kids in a safe place with caring adults.

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 students would not have been able to attend.

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, 78% of KCU students improved in reading and 84% 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.

Regarding Parent/guardian participation, 39% of KCU parents attended the Family event. Surveys of parents were quite positive, affirming the value of KCU.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2022-2023 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 **2022-2023** local evaluation is/will be 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.**

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

<https://crschools.us/app/uploads/2022/11/Local-Evaluation-for-KCU-2022-23.pdf>.

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.	X
Include objectives not measured.	X

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

No changes in objectives are recommended. The current objectives represent the key aspects of programming.

No additional objectives are recommended.

All objectives were met, and all were measured.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
This should be the most substantial discussion area. Please base your discussion on the data you are submitting. Please include the following elements as a minimum.	
• 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
• Based on the data, recommendations for improving program quality.	X

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

KCU has benefited from having a consistent Program Director for the past four years, who has made improvements to the program each year, introduced new teaching materials, and navigated the unusual circumstances created by the COVID pandemic, followed by a derecho that caused significant destruction in the Cedar Rapids community just a couple of short years ago. Now, KCU has been able to return to “pre-COVID” activities, including classroom activities and field trips in the community. 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. No changes in activities are recommended.

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 this funding is ending. KCU has received consistent support from ZJF and maintains other partnerships in the community to enhance sustainability. No other changes are recommended.

As a summer program, the main goal of KCU has been to prevent the “summer slide” in academics, to provide a safe and nurturing environment for children and support for families during the summer. Based on high levels of participation, feedback from parents, demonstrated growth during the summer program, and positive impacts on children’s school attendance and engagement in learning following the summer program, KCU is clearly providing a high-quality summer experience.

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 due to natural disaster(s).

A significant data breach occurred in the school district, which resulted in shutting down the schools and all computer systems. This had an impact on many aspects of programming, including the ability to

access data and distribute surveys. Despite this incident, KCU was able to re-open and continue to operate.