

Grantee: Fairfield Community School District
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	11/30/2023
Grantee Name	Fairfield Community School District
Program Director Name	Katie Boatright
Program Director E-mail	Katie.boatright@fairfieldsfuture.org
Program Director Phone	641-919-0009
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	Pence Elementary School
Cohort 14	
Cohort 15	
Cohort 16	
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

Fairfield Community School District's 21st Century Community Learning Center, in its fifth year of operation at Pence Elementary School, provided before and after school programming throughout the 2022-2023 school year. Pence Elementary houses all district 2nd-4th graders. The Character and Community Program (CCP) provides options for any Pence student through two components: (1) a before-school book club program, 7:30-8:15 every day; and (2) an after-school program 3:30-5:30 PM every day. The after-school program's daily structured activities include a snack, physical exercise, homework completion/tutoring time, and academic enrichment activities.

Due to staffing shortages, the before and after school program needs to be kept to 20 students per grade per day. However, additional students have been able to participate in other activities, such as

tutoring and two new clubs that were created during 2022-2023: the Crazy 8's Math Club, and the Girls Who Code Club.

The needs assessment process was completed by a committee of community stakeholders and district administrators. The committee considered student attendance at school, program attendance, student achievement/grades, disciplinary referrals and the results from parent surveys conducted by the CCP Director over several years. A market survey completed by the Fairfield Economic Development Association established a need for high-quality childcare options, including before and after school. This continues to be a high priority need cited by the Fairfield business community.

Data collected on family needs in the community was combined with annual academic analysis to establish prioritized program needs to serve as local program objectives: (1) 50% of regular attending CCP students will achieve GL reading proficiency or surpass 1 year's growth on FAST data; (2) 50% of regular attending CCP students will achieve GL math proficiency or surpass 1 year's growth on aMath test; (3) 50% of regular attending CCP students will attain school attendance of 90% or higher; (4) 50% of students enrolled in CCP will attend regularly; (5) decrease Pence grade 2-4 disciplinary referrals. All but the fifth objective was met this year.

Program goals have been reviewed regularly during CCP Advisory Board meetings held on a quarterly basis. The Advisory Board membership includes representatives from banking, industry, public health, community park and recreation services, and court services. There are ten members, including a Pence teacher, the Pence Principal, and a member of the FCSD Board of Directors.

The Bike Rodeo, which was highly successful in the previous year, was held again in the spring of 2022-2023. This activity focused on bicycle safety education and involved the Fairfield Area Chamber of Commerce, the Iowa Bicycle Coalition, ISU Extension and Outreach 4-H Youth Development, The Ride Bike Shop, and numerous community members. The Bike Rodeo was held on Monday, Wednesday, and Friday for one week. The Bike Rodeo was in high demand, with many children wanting to participate. This unique partnership provided hands-on education and skill-building experiences for bicycle safety. Topics included learning about the rules of the road, safety on the ride, hand signals, helmet safety, proper helmet fitting, basic bicycle maintenance, avoiding hazards, mapping your ride, and more. At the Friday finale, children rode their bicycles through an obstacle course, putting into practice their newly acquired knowledge. Students who attended were given a bicycle helmet fitted to them and the opportunity to attend a graduation ceremony where they were provided a certificate of program completion by local law enforcement. Parents were also invited to attend the graduation ceremony. In addition, a drawing for two new donated bicycles (one girl's, one boy's) was held, allowing two students to win a free bicycle.

Program successes this year included a high level of demand and student enrollment, a high level of parent participation in family nights, and impressive improvements in students' reading, math, and teacher-reported student engagement in learning. Results from the student survey indicates high levels of satisfaction and interest in attending. The Bike Rodeo was again a highlight of the year, demonstrating enthusiasm by students and parents as well as community collaboration—as this would not have been such a success without the contributions of many partners. Two new clubs established this year – the Crazy 8's Math Club and the Girls Who Code Club—attained a high level of participation and are continuing to be offered.

3. Demographic Data

Demographic Data Required Elements	Complete?
2022-2023 School Year Attendance Tables	
• 2022-2023 School Year Attendance Summary Table	X
• 2022-2023 School Year Grade Level Table	X
• 2022-2023 School Year Sex Table	X
• 2022-2023 School Year Attendance Population Specific Table	X
• 2022-2023 School Year Attendance Race/Ethnicity Table	X
Summer of 2022 Attendance Tables	
• Summer of 2022 Attendance Summary Table	NA
• Summer of 2022 Grade Level Table	NA
• Summer of 2022 Sex Table	NA
• Summer of 2022 Population Specific Table	NA
• Summer of 2022 Attendance Race/Ethnicity Table	NA
Attendance Discussion	X
Partnerships	
• 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 <i>(Less than 15 Hours)</i>	20					20
More than a week <i>(More than 15, Less than 45 Hours)</i>	18					18
More than a Month <i>(More than 45, Less than 90 Hours)</i>	5					5
More than two Months <i>(More than 90, Less than 180 Hours)</i>	22					22
More than three Months <i>(More than 180, Less than 270 Hours)</i>	35					35
More than four Months <i>(More than 270 Hours)</i>	8					8
TOTALS	108					108

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</i> <i>13</i>	<i>Cohort</i> <i>14</i>	<i>Cohort</i> <i>15</i>	<i>Cohort</i> <i>16</i>	<i>Cohort</i> <i>17</i>	<i>Total</i>
<i>How many Prekindergarten</i>	0					0
<i>How many Kindergarten</i>	0					0
<i>How many 1st Grade</i>	0					0
<i>How many 2nd Grade</i>	25					25
<i>How many 3rd Grade</i>	35					35
<i>How many 4th Grade</i>	48					48
<i>How many 5th Grade</i>	0					0
<i>How many 6th Grade</i>	0					0
<i>How many 7th Grade</i>	0					0
<i>How many 8th Grade</i>	0					0
<i>How many 9th Grade</i>	0					0
<i>How many 10th Grade</i>	0					0
<i>How many 11th Grade</i>	0					0
<i>How many 12th Grade</i>	0					0
TOTALS	108					108

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</i> <i>13</i>	<i>Cohort</i> <i>14</i>	<i>Cohort</i> <i>15</i>	<i>Cohort</i> <i>16</i>	<i>Cohort</i> <i>17</i>	<i>Total</i>
<i>Male</i>	56					56
<i>Female</i>	52					52
<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 School Year Attendance Population Specific 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>Students who are English Learners (LEP)</i>	8					8
<i>Students who are economically disadvantaged (FRPL)</i>	46					46
<i>Students with disabilities</i>	18					18
<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>	24					24

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**

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>American Indian/Alaska Native</i>						
<i>Asian</i>	13					13
<i>Black or African American</i>	1					1
<i>Hispanic or Latino</i>	9					9
<i>Native Hawaiian or Pacific Islander</i>	0					0
<i>White</i>	82					82
<i>Two or more races</i>	3					3
<i>Data not provided</i>	0					0

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

<i>Days/Hours</i>	<i>Cohort</i> 13	<i>Cohort</i> 14	<i>Cohort</i> 15	<i>Cohort</i> 16	<i>Cohort</i> 17	<i>Total</i>
<i>Less than a week</i> <i>(Less than 15 Hours)</i>						
<i>More than a week</i> <i>(More than 15, Less than 45 Hours)</i>						
<i>More than a Month</i> <i>(More than 45, Less than 90 Hours)</i>						
<i>More than two Months</i> <i>(More than 90, Less than 180 Hours)</i>						
<i>More than three Months</i> <i>(More than 180, Less than 270 Hours)</i>						
<i>More than four Months</i> <i>(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 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>						
<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 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>						
<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 Summer 2022 Attendance Population Specific 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>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 Summer 2022 Attendance Race/Ethnicity 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>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>						

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.

Pence Elementary building enrollment was 333 students in October 2022. The number of students who attended the CCP program at least once was 108, or 32.4% of the total building enrollment.

Forty-six of the 108 students who attended the CCP program at least once (43%) received FRPL. The FRPL eligibility level for the Pence building as a whole was 51.6%.

A total of 108 students participated in CCP at least once over the school year, and numbers of hours of participation were variable. Among all students who attended the program, nearly 40% participated in 180 or more hours of programming, about 20% participated in 90-179 hours of programming, and five students attended 45-89 hours. At the lower participation end, 18% attended for less than 15 hours and 17%, between 15-44 hours. An additional 24 family members of students participated in family engagement activities.

The reason for such wide variability in participation is that due to staffing shortages, the before and after-school programming needs to be kept to 20 students per grade per day. However, CCP has created other programs in order to serve more students and to meet their specific needs. For example, some students who do not attend the regular before and after school program but who need additional academic assistance receiving tutoring. CCP started a Crazy 8s Math Club for students to focus on math skills, and a Girls Who Code Club where a group of girls meet to learn coding. Hours of participation are different for those who attend the before and after school program and those who participate in tutoring and clubs.

The largest percentage of CCP students are in the fourth grade (44%); 32% are in the third grade, and 23% in the second grade.

The gender distribution of CCP students was 52% male, 48% female. Nearly 17% of students had special needs, and 7% had limited English proficiency. The racial/ethnic composition was 76% white, 12% Asian, and 8% Hispanic/Latino; 1 student identified as Black/African American, and 3 students identified as two or more races.

Efforts to keep attendance high: CCP does not have a problem with keeping attendance high. There is a waiting list due to the high demand, and most of the time the waiting list is not touched. Children in the community are excited about the activities offered and want to participate. Many of the fourth graders have been attending since the second grade.

Recruitment: Due to the program's popularity, specific recruitment efforts are not needed. Applications open at the beginning of August, and there are more applications than the school has the capacity to serve because of staffing issues. About 100 applications were received for 60 slots. As noted, other students are able to receive services through the additional tutoring and clubs; or if a spot opens up because a child moved or stopped attending, that slot is quickly filled. Only a small number of applicants were unable to receive any programming during 2022-2023.

Contact hours: The CCP Program provides options for Pence students through two components: (1) a before-school book club program, which is held 7:30-8:15 AM every day; (2) an after-school program 3:30-5:30 PM every day. The after-school program's daily structured activities include a snack, physical exercise, homework completion/tutoring time, and academic enrichment activities. This year, two clubs: the Crazy 8s Math Club and the Girls Who Code Club, were added to the mix of activities.

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>
Iowa State Extension Office	Full	3,7	Provided staff person who planned and carried out activities with students	\$875
Cambridge Investments	Full	8—advisory board member		Other

Everybody's Whole Foods	Partial	4		
Trojans Unite PTO	Full	6	Volunteers to help with family engagement nights	\$50
Fairfield Public Library	Full	3,7	Provided staff person who planned and carried out activities with students	\$25
Jefferson County Farm Bureau	Full	3,7	Provided staff person who planned and carried out activities with students	\$50
Fairfield Parks and Recreation	Full	8—advisory board member		Other
Fairfield Chamber of Commerce	Full	3,6	Volunteers to help with Bike Safety course	\$450
The Ride	Full	3,6	Volunteers to help with Bike Safety course	\$150
Fairfield High School-Volunteers	Full	6		\$150
Iowa State Bank	Full	8-advisory board member		Other
State of Iowa Judicial Department	Full	8-advisory board member		Other

**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

Twelve partnerships are listed in the table; eleven of these are full partnerships providing goods and services at no cost to the program; one is a partial partner that provides food at a discounted cost. Most community partners provided volunteers and programming or activity related services.

For volunteer efforts, in-kind value was determined by multiplying the hours of service by \$25 per hour.

Iowa State University Extension staff came once a month to engage in STEM-related activities with students. The children's librarian from the Fairfield Public Library came to the family engagement nights to promote the reading programs at the library and provide some activities at those events. The Jefferson County Farm Bureau came once a quarter to do agriculture-related activities with the students. Everybody's Whole Foods donated fruit for the family engagement events. The Fairfield Chamber of Commerce and The Ride Bike Shop provided volunteers to help with the highly successful bike safety course. Volunteers from Trojans Unite PTO and Fairfield High School assisted with activities during family engagement nights; Fairfield High School student volunteers also help with daily program activities. Four community partners: Cambridge Investments, Fairfield Parks and Recreation, Iowa State Bank, and (new this year) the State of Iowa Judicial Department, provided service as advisory board members to CCP.

These volunteers provide great examples of community service for the students, and of the program director's community connections. The commitment among business owners and service clubs to assist the school district in providing enriching, educational experiences for students is evident. These employers also recognize that the availability of high-quality programming for young children, outside of regular school hours, makes this community a good place to live and to work. The CCP Director has exceptional community connections and is a very successful recruiter. The program could not provide such a wide range of experiences without these partnerships and volunteers.

Type or copy and paste Partnerships Discussion here.

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 Game Night	13	125	225	
Family Literacy Night	13	200	350	

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.

The CCP program sends out email updates every other month with information about upcoming activities and a snapshot of what they have been doing. If a parent requests a paper copy of this information, staff will send this home with their child as well.

The program does not convene parent meetings, but it sponsored family engagement nights twice a year in partnership with the Title I Reading Program. The first event was a Family Game Night in which 125 parents/family members participated, and total attendance including staff, students, and family members was 225. The second event was a Family Literacy Night which included both Title I and the Talented and Gifted Program--each had a room with activities plus large group activities including an Escape Room. Two hundred parents/family members participated in the Family Literacy Night. Including staff, students, and family members, a total of 350 individuals participated in the Family Literacy Night.

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			
2	15	15	100
3	10	10	100
4	22	21	95.4
5			
6			
7			
8			
9			
10			
11			
12			
Totals	47	46	97.9

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K			
1			
2	15	15	100
3	6	5	83.3
4	19	17	89.5
5			
6			
7			
8			
9			
10			
11			
12			
Totals	40	37	92.5

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

To measure academic improvement over the 2022-2023 school year, aReading and aMath scores were compared at the beginning and end of the school year.

In reading, out of 47 students assessed as needing to improve in reading, 46 (97.9%) improved their aReading score over the school year. In math, out of 40 students assessed as needing to improve in this area, 37 (92.5%) increased their aMath score over the 2022-2023 school year. Overall, more students needed improvement in reading, and proportionately more improved in reading than in math—however the overall achievement is strong in both subjects.

The largest number of students were in the fourth grade. The percent that improved was 95.4% in reading and 89.5% in math. These are slightly lower than the percentage for all grades combined, but still represent significant academic growth in both areas. Among second grade students, all who needed improvement in reading and math demonstrated growth over the school year.

There were challenges to gathering these data. Because CCP is part of the school district, staff did have access to the data, though it was time consuming to pull the data for those students who were assessed as needing improvement and for whom there were both initial and end of year data. We note that fourth graders are overrepresented in these data because in Pence Elementary, it is the fourth-grade teachers who have been willing to provide tutoring.

The various programming activities of CCP are intended to improve student performance, specifically the availability of additional tutoring for students who need individualized assistance. The Crazy 8's Math Club was designed to strengthen math competencies in ways that are fun and engaging for students.

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
GRPA Measures Discussion	X

GRPA 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 GRPA Measure 1A – Reading Progress, provide an explanation here:**

GRPA 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.	10	12	2	6	14	2
Number of Attendees who exhibited growth.	10	11	2	6	13	2
Percentage of Attendees who exhibited growth. Calculated for each column.	100	92	100	100	93	100

GRPA 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 GRPA Measure 1B – Math Progress, provide an explanation here:**

GRPA 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.	10	12	2	6	14	2
Number of Attendees who exhibited growth.	9	12	1	6	12	2
Percentage of Attendees who exhibited growth. Calculated for each column.	90	100	50	100	86	100

GRPA 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: No GPAs for Elementary school-aged children

	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)?		1			1	
Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)?		1			1	
Percentage of Attendees who improved their attendance rate. Calculated for each column.		100			100	

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)?	2				2	
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)?	1				1	
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.	50				50	

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?		1	3	8	21	4
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?		1	3	7	16	3
Percentage of Attendees who improved. Calculated for each column.		100	100	88	76	75

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Please include, at a minimum, the following on your discussion of GPRA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	
<ul style="list-style-type: none"> • Discussion of high performing and low performing areas. 	X
<ul style="list-style-type: none"> • Discussion of issues with any GPRA Measure. 	X
<ul style="list-style-type: none"> • Assessment of 21st CCLC Program based solely on GPRA Measures. 	X

Type or copy and paste GPRA Measures Discussion here.

GPRA Measure 1A: Among the 46 CCP 4th graders for whom outcome data were available, 44 of these CCP students (96%) saw growth in reading as measured by the FAST assessment.

GPRA Measure 1B: Among the 46 CCP 4th graders for whom outcome data were available, 42 of these CCP students (92%) demonstrated growth in math as measured by the FAST assessment.

GPRA Measure 2: This measure, which is related to grade point average, is not applicable for a program serving elementary school students.

GPRA Measure 3: Of the 2 CCP students who had a school day attendance rate at or below 90% in the prior school year, both CCP students (100%) demonstrated an improved attendance rate in the current school year.

GPRA Measure 4: Four CCP students had an in-school suspension in the previous year; two of these students (50%) had no in-school suspensions during the current school year.

GPRA Measure 5: Among the 37 CCP students for whom outcome data were available, 30 of these CCP students (81%) demonstrated an improvement in teacher-reported engagement in learning.

All GPRA measures demonstrate high performance. The GPRA measures for improvement in reading and math were particularly strong, at 96% and 92% improvement, respectively. Although only two students were at or below 90% attendance the previous year, both improved during the current year. Regarding teacher-reported engagement in learning, 81% of students were reported as having improved in this area. Perhaps the weaker area of improvement was in in-school suspensions, but this involved four students, two of whom did improve.

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. 50% of regular attending CCP students will achieve GL reading proficiency or surpass 1 year's growth on FAST data.	Met the stated objective.	Of the 52 students who attended regularly (over 50% of the days in every month): 35 students achieved proficiency in reading (FAST testing) 67.3%
2. 50% of regular attending CCP students will achieve GL math proficiency or surpass 1 year's growth on aMath test.	Met the stated objective.	Of the 52 students who attended regularly (over 50% of the days in every month):

		32 students achieved proficiency in math (aMath test) 61.5%
3. 50% of regular attending CCP students will attain school attendance of 90% or higher	Met the stated objective.	All 52 regular-attending students had school day attendance of 90% or higher for the year.
4. 50% of students enrolled in CCP will attend regularly.	Met the stated objective.	Out of 108 enrolled students, 78 attended the CCP Afterschool program and 30 students attended only for clubs. 52 of 78 CCP students attended regularly (66.7%).
5. Decrease Pence grade 2-4 disciplinary referrals.	Did not meet but made progress toward the stated objective.	Total Behavioral incidents at Pence in 21-22 was 199, and total behavioral incidents at Pence in 22-23 was 248, representing an overall increase. However, some progress was noted, as 14.3% of students had fewer disciplinary referrals in 2022-23 compared with 2021-22.

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.		
2.		
3.		
4.		
5.		

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

Remember to include a Local Objectives discussion.

Objective 1: 50% of regular attending CCP students will achieve GL reading proficiency or surpass 1 year's growth on FAST data.

This objective was met. Of the 52 students who attended regularly (over 50% of the days in every month), 35 students achieved proficiency in reading (FAST testing) 67.3%

Objective 2: 50% of regular attending CCP students will achieve GL math proficiency or surpass 1 year's growth on aMath test.

This objective was met. Of the 52 students who attended regularly (over 50% of the days in every month), 32 students achieved proficiency in math (aMath test) 61.5%

Objective 3: 50% of regular attending CCP students will attain school attendance of 90% or higher.

This objective was met. All 52 regular-attending students had school day attendance of 90% or higher for the year.

Objective 4: 50% of students enrolled in CCP will attend regularly.

This objective was met. Out of 108 enrolled students, 78 attended the CCP Afterschool program and 30 students attended only for clubs. 52 of 78 CCP students attended regularly (66.7%).

Objective 5: Decrease Pence grade 2-4 disciplinary referrals.

This objective was not met, although some progress was made. The total number of behavioral incidents at Pence in 21-22 was 199, and the total number of behavioral incidents at Pence in 22-23 was 248, representing an overall increase. However, some progress was noted, as 14.3% of students had fewer disciplinary referrals in 2022-23 compared with 2021-22.

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.”

Similar to the previous year, the Bike Rodeo was a highlight of spring 2023, with students learning bicycle safety, receiving bicycle helmets for continued safety, and celebrating their accomplishment with their family. The combination of the morning book club and after school tutoring was extremely helpful for English language learners and students who struggled with reading and/or math, and their improvement was both observable and measurable. The new clubs – Crazy 8’s Math and Girls Who Code, were well received by students and will continue in the future.

Program demand was high, but because of workforce issues –difficulties in hiring and retaining staff-- enrollment numbers still had to be limited to 20 students per grade per day. Strategies that were implemented in response to staffing shortages – such as outreach efforts for recruiting additional volunteers, providing staff training to help build skills as well as investment in the program, have been successful and will be continued in the future. The Program Director has been looking outside of school district employees in order to deal with the staffing issues. For examine several high school students who worked for the program last year and who were excellent employees will be returning .

The addition of small group tutoring sessions during afterschool program hours was a huge benefit for many students. Tutoring was offered twice per week for six weeks during the fall and then another six-week block in the spring. These tutoring sessions were led by certified teachers. The fall sessions focused on reading skills while the spring sessions focused on math skills. Although many students who received tutoring were students who were already attending the afterschool program, several students who were not attending the afterschool program were invited to participate just in tutoring sessions.

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.

A young girl who has attended the after-school program all three of the years she has been at Pence Elementary has shown major growth in education and social skills. This child was incredibly shy when she started attending the after-school program as a second grader in 2020. She was also academically low and receiving ELL services. Although she is still listed as being in the ELL program, she is very close to graduating. In second and third grade she was classified as "persistently at risk" in both reading and math. After extensive tutoring at the after-school program in third and fourth grades, she ended the 2022-2023 school year "proficient" in both subjects. In addition to her academic growth, this student's social and emotional growth has been amazing. At the end of the 2022-2023 school year, she is very chatty and has lots of friends, both students and staff, at the after-school program. Her confidence has improved and even the school counselor attributes her success to the relationships she gained while at the after-school program.

There is a boy with a developmental disability who attends the after-school program. He is very sweet and all of the students love him. We started allowing students to be his "buddy" for a day at the after-school program. At first it was just one or two students who wanted to do this, but by the end of the year we had to have a sign-up sheet to decide who was going to be the "buddy" for the day. The level of acceptance within the group has increased so much over the last year. Staff often see students going out of their way to interact with this student as well as other students at the program who have special needs.

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

Type or copy and paste Best Practices here.

Tutoring: Fairfield's 21CCLC offered small group tutoring for fourth grade students twice a week for 6 weeks in the fall focusing on reading, and for 6 weeks in the spring focusing on math. All of the students who attended the tutoring sessions raised their math and reading scores on state testing. Three students stood out in their growth by raising their correct words per minute (cwpm) reading scores significantly. These students improved their cwpm by more than 50 wpm in just 12 weeks. The same three students also went from "at risk" to "proficient" on their aMath testing, raising their scores by five or more points.

Crazy 8's: Fairfield's 21CCLC started a new club this year, the Crazy 8's Math Club, with the purpose of trying a new strategy to engage students with math concepts through fun activities. Two groups of third and fourth grade students met once a week (one group on Mondays and one group on Tuesdays) in February, March and April. In total, 26 students attended this Club. The students really enjoyed learning about math concepts through fun games and activities. The Crazy 8's Math Club will be offered again in the future, and based on the success this year, more students will be recruited.

Girls Who Code: Another new program this year was a Girls Who Code club. Twelve fourth grade girls met once a week for 12 weeks. This group spent their time together building relationships, exploring career options in math, science and technology and learning to code! The group became very close and learned how to do some extensive coding during their time together. This is another activity that will be continued.

As part of its ongoing effort to assess program effectiveness, Fairfield Community School District's 21st Century Community Learning Center surveys students about their experiences with the program and has examined retention of students over time. Of the 77 total 4th grade students who participated in the after-school program at some point in the three years they were at Pence, 18 attended all three years, 28 attended two of the three years, and 31 attended one year.

Surveys were completed by 64 students and indicated very positive experiences in the 2022-2023 school year. More than 75% of respondents were students who had also participated in the Afterschool Program during the previous school year. Nearly 83% of students reported enjoying the Afterschool program "almost always", and 84.4% reported that they feel safe in the Afterschool program "almost always." Nearly 80% reported feeling comfortable talking with the staff "almost always", and 84.4% said "yes, definitely" that they have friends or someone they like in the Afterschool Program.

When asked to indicate the various reasons they participate in the Afterschool Program, the most frequent option selected was "I need after-school supervision," reported by 56% of students. The second most frequent response was "My parents thought it would be good for me," reported by 40.6% of students. In addition, 23.4% noted "There are interesting activities" and 17.2% indicated "My friends are attending." Two students noted that "My teacher recommended it." Additional feedback from students is provided later in this report.

Students were also asked how many days each week they currently attend, and how many days each week they would LIKE to attend the Afterschool Program. Among the 64 respondents, 45 students (70%) would like to attend every day; 59% are currently attending every day. Fifteen students (23.4%) would like to attend more frequently than they are currently, while eight students (12.5%) would like to attend less frequently.

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 playing Mancala, one of our favorite games!



Students playing table tennis at the after-school program



A student and his dad playing Connect 4 at family game night



Students making duct tape pouches with Iowa State University Extension and Outreach

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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: When asked “What is your favorite part of the Afterschool Program?”

seeing friends

Physical activity center

Volunteers that helped

recycle projects

Every part - recess, snack, homework most of the time, centers

Seeing all the staff.

dance party

Getting to meet people!
bike rodeo

We get to do fun activities.

silly string with the high schoolers

Outside activities

spending time with friends

Seeing all the teachers

activities-art, memory wheel

dodgeball

activities-duct tape craft with ISU Extension

activities-art, memory wheel

centers-easy bake oven brownies

recess and legos

Quotes from Teachers:

"The students in my class who attend the after-school program look forward to it each day. During the after-school program, my students get to interact with each other and other grade level students on a social level. While interacting, they get a choice of activities which allow for communicating, problem solving, and working together. These skills are important for each one of my students in the classroom."
-2nd Grade Classroom Teacher

Quotes from Parents:

"I love that my child can stay at school until 5:30 while I have to be at work. He loves the activities and has made so many new friends!" -Parent of a 4th Grade Student

"The Fairfield Community School District After-School program is a critical resource to our community. The cost of child-care continues to increase and many households in the area have two working parents who work past the end of school. Getting children from school to daycare providers can be a financial burden and a logistical nightmare at times. The After-School program allows working parents a financial and logistical peace of mind that cannot be replicated through any other program available in this community." -Parent of a Kindergarten Student and a 3rd Grade Student

Quotes from Partners:

"The after-school program is very much an asset to the Fairfield community. The kids who participate in the after-school program are very engaged in the activities and are excited to see our staff on the days we help with the program. I have been impressed with how much the kids remember the activities that we do with them from year to year. In addition to students gaining knowledge about STEM and other areas from the activities, I feel that this program allows students to build relationships with caring adults. It is very evident when I am at the program that the adults helping with the program really care about the students- asking them how their day was, what they have going on that evening, or how their sports and activities are going. You can tell that the students feel cared about when staff are talking to them and that students feel comfortable talking to staff. This is so important to youth and to helping them feel comfortable at their school and in their community. It is also fun to see students out in the community who will say, "Hi, we know you from after-school" or similarly, when I am at after-school having a student say, "I saw you at the park on our field trip". By having the after-school program in our community, it allows students to have more interaction with their peers and caring and trusting adults and to gain skills that they otherwise may not have during the after-school timeframe." -Iowa State University Extension and Outreach County Director

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

"I see the Before and After School Program not just as an essential support system but as a strategic asset, enriching our students' educational journey beyond the traditional classroom hours, fostering holistic growth, and reinforcing our commitment to comprehensive learning experiences in FCSD!" - FCSD Curriculum Director

"The Pence after school program does an excellent job of enhancing and building relationships that play a huge role creating a more solid Pence family, where every student belongs. Students, staff, and faculty have the opportunity to connect and foster relationships with students they might never have had the opportunity otherwise. Students get to mix and meet other students from different grade levels, classes, interests, and abilities through team building activities enabling Pence to become a more unified family." -Pence Counselor

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.

CCP Sustainability actions from the original grant application included:

- Build knowledge of after-school programming
- Include budgeting meetings with Title I, At Risk, TAG, Special Education, 504 coordinators to generate effective, integrative budgeting.
- Continue pursuit of grants/funds for programming materials, i.e., Trojans Unite parent group, local businesses, and service organizations.
- Focus acquisition of in-kind district contributions to the program: copier, accounting, payroll, general supplies, and materials, building care, occasional transportation, food service.

The 2022-2023 year was the final year of the grant cycle, and CCP has started a new 21CCLC grant during the current year. FCSD has many community partners who will contribute to the sustainability of the out of school time programming that has been established with 21st Century grant funds over the prior and new funding periods. One of the greatest resources is Iowa State Extension of Jefferson County. ISU Extension provides STEM programming to the after-school program at no charge. Program administration anticipates that this will continue even after grant funding ends. The Jefferson County Farm Bureau is also a resource for programming. It has provided many agriculture activities at no charge, and plans are in place to continue and increase their involvement in future years.

Several local companies are part of the advisory board and these companies have expressed interest in supporting the program financially after grant funding ends. These businesses realize the need for after school supervision is in high demand in the Fairfield community. By helping to provide quality programming for children of their employees, they increase productivity at their companies and limit the amount of time employees need off to care for children during working hours.

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	NA

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

Fairfield Community School District's 21st Century Community Learning Center, in its fifth year of operation at Pence Elementary School, provided before and after school programming throughout the 2022-2023 school year. Pence Elementary houses all district 2nd-4th graders. The Character and Community Program (CCP) provides options for any Pence student through two components: (1) a before-school book club program, 7:30-8:15 every day; and (2) an after-school program 3:30-5:30 PM every day. The after-school program's daily structured activities include a snack, physical exercise, homework completion/tutoring time, and academic enrichment activities.

Due to staffing shortages, the before and after school program needs to be kept to 20 students per grade per day. However, additional students have been able to participate in other activities, such as tutoring and two new clubs that were created during 2022-2023: the Crazy 8's Math Club, and the Girls Who Code Club.

The needs assessment process was completed by a committee of community stakeholders and district administrators. The committee considered student attendance at school, program attendance, student achievement/grades, disciplinary referrals and the results from parent surveys conducted by the CCP Director over several years. A market survey completed by the Fairfield Economic Development Association established a need for high-quality childcare options, including before and after school. This continues to be a high priority need cited by the Fairfield business community.

Data collected on family needs in the community was combined with annual academic analysis to establish prioritized program needs to serve as local program objectives: (1) 50% of regular attending CCP students will achieve GL reading proficiency or surpass 1 year's growth on FAST data; (2) 50% of regular attending CCP students will achieve GL math proficiency or surpass 1 year's growth on aMath test; (3) 50% of regular attending CCP students will attain school attendance of 90% or higher; (4) 50% of students enrolled in CCP will attend regularly; (5) decrease Pence grade 2-4 disciplinary referrals. All but the fifth objective was met this year.

Program goals have been reviewed regularly during CCP Advisory Board meetings held on a quarterly basis. The Advisory Board membership includes representatives from banking, industry, public health, community park and recreation services, and court services. There are ten members, including a Pence teacher, the Pence Principal, and a member of the FCSB Board of Directors.

The Bike Rodeo, which was highly successful in the previous year, was held again in the spring of 2022-2023. This activity focused on bicycle safety education and involved the Fairfield Area Chamber of Commerce, the Iowa Bicycle Coalition, ISU Extension and Outreach 4-H Youth Development, The Ride Bike Shop, and numerous community members. The Bike Rodeo was held on Monday, Wednesday, and Friday for one week. The Bike Rodeo was in high demand, with many children wanting to participate. This unique partnership provided hands-on education and skill-building experiences for bicycle safety. Topics included learning about the rules of the road, safety on the ride, hand signals, helmet safety, proper helmet fitting, basic bicycle maintenance, avoiding hazards, mapping your ride, and more. At the Friday finale, children rode their bicycles through an obstacle course, putting into practice their newly acquired knowledge. Students who attended were given a bicycle helmet fitted to them and the opportunity to attend a graduation ceremony where they were provided a certificate of program completion by local law enforcement. Parents were also invited to attend the graduation ceremony. In addition, a drawing for two new donated bicycles (one girl's, one boy's) was held, allowing two students to win a free bicycle.

Program successes this year included a high level of demand and student enrollment, a high level of parent participation in family nights, and impressive improvements in students' reading, math, and teacher-reported student engagement in learning. Results from the student survey indicates high levels of satisfaction and interest in attending. The Bike Rodeo was again a highlight of the year, demonstrating enthusiasm by students and parents as well as community collaboration—as this would not have been such a success without the contributions of many partners. Two new clubs established this year – the Crazy 8's Math Club and the Girls Who Code Club—attained a high level of participation and are continuing to be offered.

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.**

Highlights from the local evaluation report will be presented to the FCSD Board of Directors by the evaluator and Program Director.

The local evaluation will be disseminated to FCSD Board of Directors, Elementary and Middle School Principals, Advisory Board Members and Community partners. It is available on the district website link shown below:

<https://www.fairfieldsfuture.org/o/pence/page/pence-after-school-program>

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.	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.

Four of the five local objectives were achieved during the 2022-2023 school year—all of these objectives related to academic growth and attendance/participation. The objective that was not achieved was objective 5: decrease Pence grade 2-4 disciplinary referrals. Since CCP served about one-third of the school enrollment, it might be more reasonable to measure disciplinary referrals among the students who participated in programming, rather than the entire school.

With the addition of a new school in the new grant cycle, we recommend that the program consider adding an objective related to students' social-emotional growth. This could be a question asked of teachers, parents, or directly of students (as age-appropriate) in the area of peer relationships, self-esteem, self-regulation, or another relevant construct.

Other possible objectives for consideration include: 1) a measure of parents' perspectives about programming and parents' observations of their children's progress in social development; 2) a measure of the effectiveness of outreach efforts in developing new partnerships; 3) an objective related to strategies to improve staff retention.

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.

As noted previously, 2022-2023 was the final year of the grant cycle, and CCP has started a new funding cycle. The two clubs that were implemented in 2022-2023 – Crazy 8s Math Club and the Girls Who Code Club – are continuing to the high level of interest and participation. As a new component to the grant, CCP is expanding to a second school, Washington Elementary, which will provide programming to children in kindergarten and first grade. Pence is continuing to serve second through fourth-grade children. No changes in recruitment efforts are warranted, as notifying parents of the application has been sufficient to fill the program.

Staffing continues to be a significant challenge for the program and has limited the number of students who can attend daily. Program administration has already taken steps to address this, by seeking staff who are not employed by the school district and by inviting high school students in the community to work with the program. Community service is required for high school graduation, and CCP has found some very responsible and mature high school students who are working very well with CCP students.

The program administrator has found that approaching people face-to-face has resulted in greater cooperation than more impersonal methods such as email correspondence or general recruitment strategies. The evaluator supports continuing these efforts.

Another strategy that CCP administration has employed was to invest more time and effort in staff training. Some of the loss of staff is due to staff not feeling supported in their job or not having the necessary skills to manage challenging student behaviors. Identifying an individual or agency that can provide training in managing classroom behaviors for non-teachers is a high priority.

Another recommended area for growth is developing new partnerships for programming in the future. Program expansion to a second school offers new opportunities for partnerships to address the needs of a younger population of students.

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).

Type or copy and paste Unexpected Data input here.